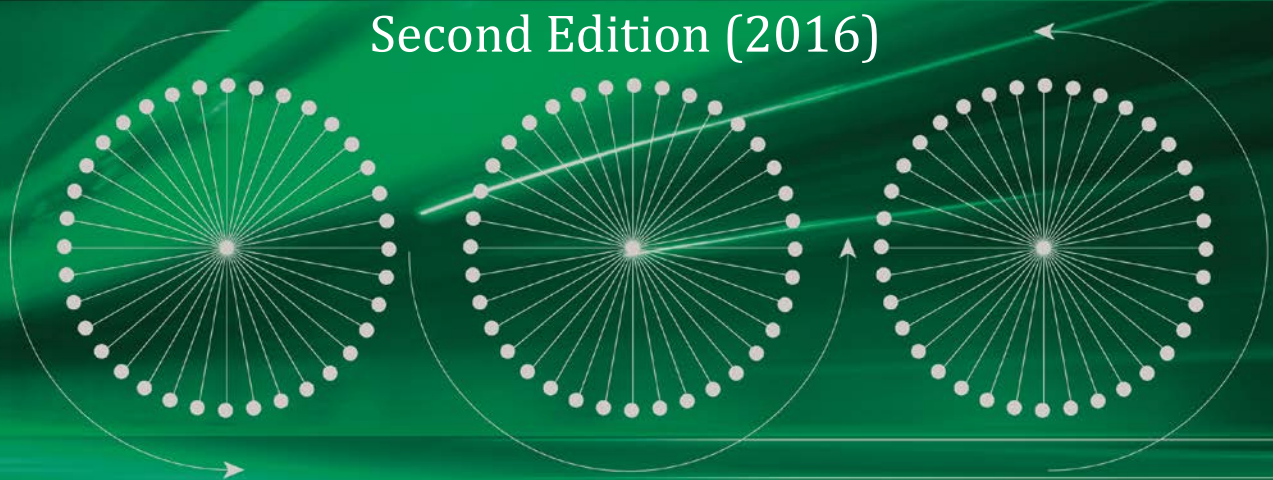


Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines

Second Edition (2016)



Revised: August 2016

Virginia Department of Criminal Justice Services
www.dcjs.virginia.gov

**A Resource Provided by the
Virginia Department of Criminal Justice Services**

Revised: August 2016

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INTRODUCTION

The model threat assessment policies, procedures, and guidelines contained herein were initially developed in response to legislation enacted by the Virginia General Assembly in 2013. In accordance with *Code of Virginia*, [§ 9.1-184.A.10](#), the Virginia Center for School and Campus Safety (VCSCS), under the Virginia Department of Criminal Justice Services (DCJS) developed and provided model policies and procedures to help local school boards establish and operate threat assessment teams to support their schools. The primary focus was on providing schools with “a model policy for the establishment of threat assessment teams, including procedures for the assessment of and intervention with *students* whose behavior poses a threat to the safety of school staff or students.”

On July 1, 2016, the Virginia General Assembly enacted several updates and additions to the *Code of Virginia* related to threat assessment teams in Virginia K-12 schools. These changes increase the consistency between the Virginia laws regarding threat assessment teams in public schools, and those regarding threat assessment teams in public institutions of higher education. The changes serve to broaden the legislated purview of school threat assessment teams, and provide those teams with more of the tools and protections that had previously been available only to campus threat assessment teams.

This document has been updated to reflect those statutory changes, and is provided as the current model policies, procedures and guidance for school threat assessment teams. There are no legislative mandates to use the model policies and procedures developed and provided in this document. However, in accordance with [§ 9.1-184](#), school division policies must be consistent with the model policies developed by the DCJS Virginia Center for School and Campus Safety. The DCJS/VCSCS model adheres to legislated requirements and is a synthesis of best practices or standards of practices in threat assessment and management in school settings. The DCJS/VCSCS model is available for use, free of charge for both public and private schools in Virginia.

Threat assessment in Virginia public educational settings, falls under the umbrella of the **Virginia C.A.R.E.S. for Schools and Campuses** program which was developed in 2016 to illustrate initiatives by the DCJS Virginia Center for School and Campus Safety to support schools and campuses in enhancing the safety and well-being of educational settings across the Commonwealth. The Virginia C.A.R.E.S program recognizes that threat assessment and management is but one part of a larger and on-going approach to support and enhance school & campus safety. School and campus safety (and well-being) are sustained and enhanced through:

- C:** Caring and connection to build a positive school/campus climate;
- A:** Awareness of resources and reporting options;
- R:** Recognition of (and response to) aberrant and concerning behaviors;
- E:** Engagement with the community and will persons (within the school or campus) for whom there is concern; and
- S:** Support for each other.

This document, and other resources to support school and campus safety, are available at the DCJS website at: www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/k-12/resources

UPDATES TO THE CODE OF VIRGINIA (2016)

The following is a summary of the 2016 updates to the *Code of Virginia* related to school threat assessment teams and guidance for schools in implementing statutory changes.

SCOPE OF K12 THREAT ASSESSMENT TEAMS

For the past three years, Virginia public schools were required to establish threat assessment teams whose functions included the assessment and intervention with *students* whose behavior may pose a threat to the safety of the school. Effective July 1, 2016, Virginia public schools are required to establish threat assessment teams whose functions included the assessment and intervention with *individuals* whose behavior may pose a threat to the safety of the school. This change makes the school threat assessment team statute more consistent with the similar statute for threat assessment teams in institutions of higher education. The change reflects the understanding that it is not only students who may pose a threat of harm to a school, but a range of others including (but not limited to):

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians of students
- Persons who are (or have been) in relationships with faculty, staff or students
- Contractors, vendors or other visitors
- Unaffiliated persons

School threat assessment teams should adopt policies and practices to enhance awareness of potential or developing threatening behaviors exhibited not only by students, but from a broad range of persons who might convey or indicated the intent to pose a danger to the school.

Following is the relevant section of the *Code of Virginia*:

§ 22.1-79.4. Threat assessment teams and oversight committees.

- A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety in accordance with [§ 9.1-184](#). Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.

SCHOOL THREAT ASSESSMENT TEAMS: ACCESS TO INFORMATION

Again, as a part of enhancing consistency between public school threat assessment teams and those operating in public institutions of higher education, Virginia added language to the school threat assessment code that broadens the authority of school threat assessment team members to request information from otherwise protected or restricted sources.

The updated statute allows members of a school threat assessment team, upon a preliminary determination that an individual:

- 1) poses a threat of violence to self or others; or
- 2) exhibits significantly disruptive behavior; or
- 3) need for assistance;

to obtain criminal history record information regarding adult or juvenile subjects, and to obtain information from health records regarding the subject whose behavior is of concern.

In order to make a lawful request for those records under this statute, the requesting party must be a member of a public school threat assessment team established by a school board.

In addition, the school threat assessment team must have made a preliminary determination that one or more of the three requirements (Items 1–3 in this section) have been met.

The school threat assessment team members may then request and obtain the relevant records for the purpose of the threat assessment team, i.e., to assess and manage the potential threat to the school.

Note that no threat assessment team member may re-disclose any information obtained under this section, nor may they use it for any purpose other than the purposes and role of the threat assessment team. Criminal history record information or health information may *not* be shared with any other persons (other than members of the threat assessment), nor used for any other purposes (e.g., discipline, student conduct, etc.).

In regard to criminal history information obtained via the Virginia State Police Central Criminal Records Exchange (CCRE) and the Juvenile Virginia Criminal Information System (JVCIN), note that any information/records printed from a terminal (having access to the system) *must* be destroyed after the information is obtained. The threat assessment team may *not* maintain the record printed from the system access terminal, *nor may they make copies of it*. It is a violation of the *Code of Virginia* (see [§ 18.2-152](#) computer invasion of privacy and [§ 18.2-152.7](#) personal trespass by computer) to disseminate such records/information. Criminal history information may *not* be placed in a student’s educational file.

Following are the relevant sections of the *Code of Virginia* regarding school threat assessment team access to otherwise protected or restricted information:

[§ 22.1-79.4](#). Threat assessment teams and oversight committees.

F. Upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, as provided in [§§ 19.2-389](#) and [19.2-389.1](#), and health records, as provided in [§ 32.1-127.1:03](#). No member of a threat assessment team shall redisclose any criminal history record information or health information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

[§ 19.2-389](#). Dissemination of criminal history record information.

A. Criminal history record information shall be disseminated, whether directly or through an intermediary, only to:

25. Members of a threat assessment team established by a local school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education, for the purpose of assessing or intervening with an individual whose behavior may present a threat to safety; however, no member of a threat assessment team shall redisclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team;

[§ 19.2-389.1](#). Dissemination of juvenile record information.

Record information maintained in the Central Criminal Records Exchange pursuant to the provisions of [§ 16.1-299](#) shall be disseminated only:

(x) to members of a threat assessment team established by a school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education, to aid in the assessment or intervention with individuals whose behavior may present a threat to safety; however, no member of a threat assessment team shall redisclose any juvenile record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team;

§ 32.1-127.1:03. Health records privacy.

D. Health care entities may, and, when required by other provisions of state law, shall, disclose health records:

35. To a threat assessment team established by a local school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education;

EXCLUSION OF CERTAIN RECORDS FROM THE VIRGINIA FREEDOM OF INFORMATION ACT

Recognizing the sensitivity of information provided through school safety audits and/or obtained through the efforts of threat assessment teams, Virginia enacted statutes that exclude certain related records from required disclosure under the Virginia Freedom of Information Act (FOIA). Records that meet the criteria for the statute, such as:

- school security plans,
- assessment components of school safety audits, and
- records received by the Virginia Department of Criminal Justice Services for the purposes of evaluating threat assessment teams

are excluded from required disclosure under the Virginia Freedom of Information Act. The custodian of the relevant record retains discretion and may release such records if they so decide.

The *Code of Virginia* also specifies limitations to the exclusion (from disclosure) in certain situations such as a request for records regarding:

- 1) the effectiveness of security plans after someone on school property has experienced or been threatened with personal injury, or
- 2) records of a threat assessment team where an individual (who has been under assessment) commits an act that causes the death or serious bodily injury (including felony sexual assault) to another.

In circumstances such as those, schools and their threat assessment teams may be compelled to provide records relevant to the circumstances.

Note that even in cases where there may be required disclosure of certain records, the statutes also limit disclosure of subset of those records, such as criminal history or health information. Those sensitive and otherwise protected records (and information from them) may not be re-disclosed without a court order.

Finally, in regard to records of a threat assessment team, where disclosure of records may be required (or released at the discretion of the custodian of the record), the persons releasing the record must remove information identifying any person who provided information to the threat assessment team under a promise of confidentiality.

Following are the relevant sections of the *Code of Virginia* regarding protection of records created by a school threat assessment team:

§ 2.2-3705.2. Exclusions to application of chapter; records relating to public safety.

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

7. Security plans and specific assessment components of school safety audits, as provided in [§ 22.1-279.8](#).

Nothing in this subdivision shall be construed to prohibit the disclosure of records relating to the effectiveness of security plans after (i) any school building or property has been subjected to fire, explosion, natural disaster or other catastrophic event, or (ii) any person on school property has suffered or been threatened with any personal injury.

17. Records received by the Department of Criminal Justice Services pursuant to §§ 9.1-184, 22.1-79.4, and 22.1-279.8 or for purposes of evaluating threat assessment teams established by a public institution of higher education pursuant to § 23-9.2:10 (Until October 1, 2016, thereafter § 23.1-805) or by a private nonprofit institution of higher education, to the extent such records reveal security plans, walk-through checklists, or vulnerability and threat assessment components.

§ 2.2-3705.4. Exclusions to application of chapter; educational records and certain records of educational institutions.

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

8. Records of a threat assessment team established by a local school board pursuant to § 22.1-79.4 or by a public institution of higher education pursuant to § 23-9.2:10 (Until October 1, 2016, thereafter § 23.1-805) relating to the assessment or intervention with a specific individual. However, in the event an individual who has been under assessment commits an act, or is prosecuted for the commission of an act that has caused the death of, or caused serious bodily injury, including any felony sexual assault, to another person, the records of such threat assessment team concerning the individual under assessment shall be made available as provided by this chapter, with the exception of any criminal history records obtained pursuant to § 19.2-389 or 19.2-389.1, health records obtained pursuant to § 32.1-127.1:03, or scholastic records as defined in § 22.1-289. The public body providing such records shall remove information identifying any person who provided information to the threat assessment team under a promise of confidentiality.

The model policy, procedures, and guidelines provided in this document are based not only on relevant Virginia statutes, but also upon a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings. For example, they are consistent with the process for identifying, assessing, and managing persons who may pose a threat as set forth in “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates,” a 2002 publication of the U.S. Secret Service and the U.S. Department of Education (Fein et al, 2002). The process described in the *Guide* was informed by research on incidents of targeted violence in schools (e.g., “The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States” (2002) that would have indicated an inclination toward or the potential for targeted violence had they been identified. Findings about the pre-attack behaviors validated use of a fact-based threat assessment process relying primarily on an appraisal of behaviors, rather than traits, as the basis for determining the nature and degree of any safety concerns, and for developing a strategic approach to reducing risk and improving the safety and well-being of the school community.

Although communicated/expressed threats of violence require assessment, the DCJS model emphasizes the identification and assessment of a broader range of concerning behaviors, including but not limited to communicated/expressed threats. The model also emphasizes that effective threat assessment can best occur in school climates of safety, respect, and emotional support – environments in which students, teachers, administrators (and, where appropriate, parents/guardians) pay attention to the social and emotional, as well as academic, needs of students and staff; and have access to assistance for addressing and resolving underlying problems.

As noted above, the *Code of Virginia* (in § 22.1-79.4) now requires each local school board to “adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with *individuals* (rather than solely students) whose behavior may pose a threat to the safety of school staff or students.” This is consistent with long-standing research and practice literature on workplace violence prevention and intervention that recommends that a comprehensive approach to school safety would also identify and assess threats from all sources, and not solely students.

Some non-student threats are already addressed by most local school board policies and procedures. Model policies promulgated by the Virginia School Boards Association as well as the Virginia Department of Criminal Justice Services’ publication “Model Crisis, Emergency Management and Medical Response Plan” address unauthorized visitors, hostile parents, and trespassers who may include former employees and students.

Two examples of non-student threats that were previously not regularly addressed in local school board policies involved threatening behavior exhibited by 1) school division employees, and 2) persons who are (or have been) involved in abusive relationships with school division employees (or students) and exhibit violence that spills over into the school/workplace. Under the current law and when the school could reasonably know of the concerns, these examples would be included under the purview of school threat assessment teams.

While a comprehensive approach to school safety focuses on any individual who may pose a threat to the safety of school staff or students, it is expected that the majority of cases identified will involve students engaging in (or perceived to be engaging in) threatening behaviors. To that end, the following procedures and guidelines also reflect a review and synthesis of procedures currently in use in many Virginia school divisions. School divisions may (when dealing with students who may be engaging in threatening behavior) use tools designed to assess threats posed by students.

For example, a model that has been used by many schools in Virginia is based on the University of Virginia “Student Threat Assessment Guidelines” developed by the Youth Violence Project of the Curry School of Education at the University of Virginia. This model has been empirically studied and evaluated (e.g., Cornell, Allen, & Fan, 2012; Cornell, Gregory, & Fan, 2011; Cornell, Sheras, Gregory, & Fan, 2009) and, in 2013, the model was added to the National Registry of Evidence-based Programs and Practices (NREPP). The model was derived from threat assessment principles and adapted for use in assessing students who engaged in threatening communications and behaviors in schools. The “Student Threat Assessment Guidelines” specify a series of decision steps and related criteria and offer an alternative to zero tolerance practices in addressing student threats. References and links to the University of Virginia Youth Violence Project and the “Student Threat Assessment Guidelines” are provided in the resource section of this document.

MODEL POLICY, PROCEDURES, AND GUIDELINES

The threat assessment policies and procedures contained herein are models that are based on a synthesis of best practices or established standards of practice, and are consistent with Virginia law. They are not intended to be prescriptive. Although required to adopt policies for the establishment of threat assessment teams, local school boards have authority to establish any policies or procedures that are consistent with these model policies and procedures.

The Model School Board Policy on Threat Assessment presented here is based on the requirements of [§ 22.1-79.4](#), *Code of Virginia* requiring local school boards to adopt policies for the establishment of threat assessment teams and prescribing the composition and responsibilities of teams as well as related referral and reporting requirements. The model policy also reflects best practices or accepted standards of practice.

MODEL SCHOOL BOARD POLICY ON SCHOOL THREAT ASSESSMENT

- The superintendent shall establish, for each school, a threat assessment team, for the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students.
- A particular threat assessment team may serve one or more schools as determined by the superintendent.
- Each team shall include persons with expertise in counseling, instruction, school administration, human resources, and law enforcement.
- Each team shall:
 - Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
 - Identify members of the school community to whom threatening behavior should be reported; and
 - Implement school board policies for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.
- The superintendent may establish a committee (operating within the division) charged with oversight of the threat assessment team(s). An existing committee may be designated to assume the oversight responsibility; however, any such committee established for oversight of the threat assessment team(s) shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.
- All school division employees, volunteers, and contractors are required to report any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.
- In cases where determined to be appropriate, teams shall follow established procedures for referrals to community services boards or health care providers for evaluation or treatment.
- Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by school board policy and the *Code of Virginia*.
- Upon a preliminary determination that a **student** poses a threat of violence or physical harm to self or others, the threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian.
 - Nothing in this policy shall preclude school division personnel from acting immediately to address an imminent threat.
 - Nothing in this policy shall preclude the threat assessment team from notifying the superintendent (or designee) of any individual (other than a student) who poses a threat of violence or physical harm to self or others.

- Upon a preliminary determination (by the threat assessment team) that an individual poses: 1) a threat of violence to self or others or, 2) exhibits significantly disruptive behavior or, 3) need for assistance, members of the threat assessment team may request & obtain criminal history record information and health records.
 - No member of a threat assessment team shall re-disclose any criminal history record information or health information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.
 - The threat assessment team may *not* maintain the criminal history record printed from the system access terminal, nor may they make copies of it.
 - Criminal history information may *not* be placed in a student’s educational file.
- Each threat assessment team established pursuant to *Code of Virginia*, [§ 22.1-79.4](#) shall report quantitative data on its activities according to guidance developed by the Virginia Department of Criminal Justice Services.

Reference statutory authority for policy: *Code of Virginia*, [§ 22.1-79.4](#)

Refer to: [*School division lists here the specific local school regulation(s) setting forth student threat assessment procedures and any closely related regulations.*]

The following model procedures are consistent with the requirements of the *Code of Virginia* and reflect best practices or accepted standards of practice identified in school divisions and workplaces in Virginia and across the nation. Such standards of practice include “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates;” the “Guide for Developing High-Quality School Emergency Operations Plans,” and “Workplace Violence Prevention and Intervention: American National Standard.” Elements of the procedure that are aligned with *Code of Virginia* requirements include a cross-reference to the applicable section of the *Code*.

MODEL PROCEDURES FOR SCHOOL THREAT ASSESSMENT PROGRAMS

PURPOSE

The purpose of this document is to establish procedures for the assessment and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

DEFINITIONS

- A **threat** is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.
- A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations, to assess them, and to manage/address them.
- **Aberrant behavior** is that which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):
 - Unusual social distancing or isolation of subjects from peers and family members;
 - Sullen or depressed behavior from an otherwise friendly and positive person;
 - Out of context outbursts of verbal or physical aggression;
 - Increased levels of agitation, frustration and anger;
 - Confrontational, accusatory or blaming behavior;
 - An unusual interest in or fascination with weapons; and/or
 - Fixation on violence as means of addressing a grievance.
- A **low risk threat** is one in which the individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
- A **moderate risk threat** is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
- A **high risk threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

- An **imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.
- A **direct threat** is one in which the person poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. The direct threat standard applies when the threat assessment team or school administration determines that a subject poses a direct threat, and the administration also determines that applicable disciplinary procedures are not available or sufficient to mitigate the threat. If the administration makes such a determination, the school division is not required to permit the student to participate in or benefit from the services, programs, or activities of the division. A determination that a person with a disability poses a direct threat may not be based on generalizations or stereotypes about the effects of a particular disability and must be based on an individualized assessment, based on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

THREAT ASSESSMENT TEAM

- The threat assessment team must include persons with expertise in counseling (e.g., a guidance counselor, a school psychologist and/or school social worker), instruction (e.g., a teacher or administrator with instructional experience), school administration (e.g., a principal or other senior administrator from the school(s) covered by the team and human resource professionals); and law enforcement (typically a school resource officer). Other school staff (or community resources) may serve as regular members on the team, or be consulted during the threat assessment process, as appropriate, and as determined by the team. [Note: [§ 22.1-79.4.D](#), *Code of Virginia*, requires school threat assessment teams to include persons with expertise in counseling, instruction, school administration; and law enforcement. Note that Human Resources is not one of the areas of expertise required (by statute) to be part of the threat assessment team. However, given that Virginia law requires schools to have processes for the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students (i.e., including faculty and staff), schools will generally want to include involvement by human resource professionals when possible].
- School threat assessment teams should have a designated team leader, typically a principal or other senior administrator for the school(s)
- Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school and its students and staff.
- The threat assessment team leader may designate a subset of team members to triage cases reported to the team. This triage process serves to screen cases and determine their appropriateness for review and/or action by the full team. If the team elects to implement a triage process, at least two members of the team will review initial reports of concern to determine if existing resources and mechanisms are sufficient to address those concerns, or whether the full team should further assess and manage the situation. All members of the team should have opportunity to review triaged cases to ensure they have been adequately addressed.
- Unless it is not feasible to do so, all team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
- Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need to know particular information to support the safety and well-being of the school, its students and its staff.

- In fulfilling statutory responsibilities, school threat assessment teams shall:
 - Provide guidance to students, faculty, and staff regarding recognition of threatening behavior that may represent a threat by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from threat assessment teams;
 - Clearly identify members of the school community to whom threatening behavior should be reported;
 - Implement school board policies in an effective manner for the assessment of and intervention with individuals whose behavior poses (or may pose) a threat to the safety of school staff or students, including (where appropriate) referrals to community services boards or health care providers for evaluation or treatment. ([§ 22.1-79.4](#), A&C., *Code of Virginia*).
- **If established by the superintendent**, the school division-level oversight team shall oversee and provide support for school threat assessment teams. [Note: [§ 22.1-79.4.B](#), *Code of Virginia*, authorizes (**but does not require**) the superintendent of each school division to establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. If such a committee is established (or designated) with the purpose of oversight of the threat assessment team(s), it is required that the oversight committee include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.]
 - The team shall include a senior division administrator (e.g., Assistant Superintendent for Administration) and senior division administrators in school safety, in student services, and in human resources in consultation with designated representatives of the (*specify*) community services board and (*locality*) police department (or sheriff’s office).
 - The school division level threat assessment team shall provide oversight to school level threat assessment teams; ensure that procedures are maintained for effective information sharing between the school division and community mental health and law enforcement agencies; assess the effectiveness of the threat assessment process throughout the school division; and recommend changes to policies and procedures, as needed, to ensure an effective threat assessment process reflecting known best practices.

PROCEDURES

- Identifying and Reporting Threats
 - When an individual makes a threat or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation, the **[School Division] Threat Assessment Guidelines** shall be followed. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.
 - Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur when required by school board policy or the *Code of Virginia*.
 - Threats of self-harm by students, also require compliance with [§ 22.1-272.1](#), *Code of Virginia* and with applicable school board policies and regulations **[cite Division Regulation #]**. For any individual, when threats of self-harm are accompanied by threats to harm others, or investigation suggests the existence of a threat to others, the threat assessment team shall be notified and take appropriate action to prevent acts of violence. The threat assessment team shall work collaboratively with other entities involved in the case.
 - All school division employees, volunteers, and contractors are required to report immediately to the designated school administrator any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.
 - Anyone who believes that a person or situation poses a clear and immediate threat of serious violence that requires containment shall notify school security and/or law enforcement in accordance with school board policies on Critical Incident Response **[cite Division Regulation #]**.

- In accordance with [§ 22.1-279.3:1](#), *Code of Virginia* certain types of threats require immediate notification to law enforcement. The principal shall immediately report to the local law enforcement agency:
 - Assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person, on a school bus, on school property, or at a school-sponsored activity;
 - Threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
 - Illegal carrying of a firearm (see [§ 22.1-277.07](#)) onto school property;
 - Illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, or explosive or incendiary devices, or chemical bombs, on a school bus, on school property, or at a school-sponsored activity;
 - Threats or false threats to bomb (see [§ 18.2-83](#)) made against school personnel or involving school property or school buses;
- The school administrator shall also immediately report any act noted above that may constitute a criminal offense to the parents and/or guardians of any minor student who is alleged to have committed the act and shall report that the incident has been reported to local law enforcement, as required by law. The school administrator shall inform the parents and/or guardians that they may contact local law enforcement for further information, if they so desire. In addition, the school administrator may report other threats to the local law enforcement agency as necessary and appropriate.
- Assessing Threats
 - When a threat is reported, the school administrator and/or threat assessment team leader shall initiate an initial inquiry/triage and, in consultation with the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible in accordance with *[school division] Student Threat Assessment Guidelines*.

Upon notification of threatening behavior or communications, the school administrator or threat assessment team leader shall determine if an imminent threat is believed to exist. If the individual appears to pose a clear and immediate threat of serious violence, the administrator shall notify law enforcement in accordance with School Board policies on Critical Incident Response *[cite Division Regulation #]*. [Note: In accordance with “Model Crisis, Emergency Management and Medical Response Plan”, school responses may include actions such as evacuation, lockdown, and shelter-in-place.]

- If there is no reasonably apparent imminent threat present, or once such an imminent threat is contained, the threat assessment team leader shall ensure that the situation is screened/triaged to determine if the full threat assessment team needs to be involved. This triage may include (as necessary and appropriate):
 - Review of the threatening behavior or communication.
 - Review of school and other records for any prior history or interventions with the individual(s) involved.
 - Conducting timely and thorough interviews (as necessary) of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual’s threat in context, so that the meaning of the threat and intent of the individual can be determined.
- If it is determined that the threat is no identifiable or a low threat of violence or harm to self or others, and the threat assessment team determines that no further assessment, intervention, or monitoring is required at this time to prevent violence:
 - The threat assessment team leader shall ensure that the incident and review is adequately documented via *[cite School Division documentation source here]*. The threat assessment team shall maintain the documentation in accordance with School Board policy. [NOTE: A sample **Threat Assessment and Response Form** is provided as part of this guidance document. The form is available at the DCJS website and may be adapted to meet the needs of the school].
 - If the individual (about whom the report was made) does not pose a threat but could benefit from or is in need of some other need of assistance, the threat assessment team leader shall ensure that the individual is referred to the appropriate school or community-based resources.

- If it cannot be determined with a reasonable degree of confidence that the alleged threat is no/low threat, then a more in-depth assessment is to be undertaken by the threat assessment team to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary. The assessment may include but not be limited to reviews of records; interview and consultation with staff, students or community who know the individual; and interviews of the individual and the target/recipient of the threat(s).
- Based on information collected, the school threat assessment team shall determine strategies to mitigate the threat and provide intervention and assistance to those involved, as needed.
- Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. ([§ 22.1-79.4.D](#), *Code of Virginia* and [§ 22.1-272.1](#), *Code of Virginia*).
- In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator **shall** notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat.
- In cases involving no/low risk threats, the school administrator **may** notify the parent and/or guardian of any student who is the target/recipient of a threat and/or may notify the parent and/or guardian of any student who made the threat.
- Intervening, Monitoring, and Resolving Threats
 - If it is determined that an individual poses a threat of violence, the threat assessment team shall develop, implement, and monitor an individualized plan to intervene with, address and reduce the threat. The threat assessment team shall maintain documentation in accordance with School Board policy.
 - The threat assessment team shall assist individual(s) within the school who engaged in threatening behavior or communication, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention.
 - For each case, a member of the threat assessment team shall be designated as a case manager to monitor the status of the individual(s) of concern (in that case) and to notify the threat assessment team of any change in status, response to intervention/referrals, or additional information that would be cause for a re-assessment and changes in intervention strategies. Updates regarding the case are to be documented in accordance with School Board policy. These updates are to be submitted regularly (e.g., at least every 30 days) until the case is resolved and is no longer assessed to pose a threat to the school or its staff or students. [NOTE: A sample **Threat Assessment and Response Form** is provided as part of this guidance document. The form is available at the DCJS website and may be adapted to meet the needs of the school].
 - Resolution and closure of the case is to be documented in accordance with School Board policy. [NOTE: A sample **Threat Assessment and Response Form** is provided as part of this guidance document. The form is available at the DCJS website and may be adapted to meet the needs of the school].

See also:

- Student Conduct Policies (specify those dealing with threat/intimidation)
- Suicide Prevention Policies and Procedures
- Critical Incident Response Policies and Procedures
- [§ 22.1-79.4](#), *Code of Virginia*

SCHOOL THREAT ASSESSMENT GUIDELINES

VIRGINIA C.A.R.E.S. FOR SCHOOL AND CAMPUS SAFETY

Threat assessment in Virginia public educational settings, falls under the umbrella of the **Virginia C.A.R.E.S. for Schools and Campuses** program which was developed in 2016 to illustrate initiatives by the DCJS Virginia Center for School and Campus Safety to support schools and campuses in enhancing the safety and well-being of educational settings across the Commonwealth. The Virginia C.A.R.E.S program recognizes that threat assessment and management is but one part of a larger and on-going approach to support and enhance school & campus safety. School and campus safety (and well-being) are sustained and enhanced through:

- C:** Caring and connection to build a positive school/campus climate;
- A:** Awareness of resources and reporting options;
- R:** Recognition of (and response to) aberrant and concerning behaviors;
- E:** Engagement with the community and will persons (within the school or campus) for whom there is concern; and
- S:** Support for each other.

Threat assessment is to be viewed as one component of an overall strategy to reduce school violence and implemented within the larger context of strategies to ensure schools are safe and secure environments. The principle objective of school violence-reduction strategies should be to create cultures and climates of safety, respect, and emotional support within the school.

Among other school safety strategies employed by *[school division]* are:

[School division to insert list of strategies employed]; examples include:

- Effective communication among and between school staff, students and parents/guardians of students
- School climate assessments
- Emphasis on school connectedness
- Strong, but caring, stance against the code of silence
- Bullying prevention and intervention
- School-law enforcement partnerships including school resource officers
- Collaborative relationships with mental health, social services, and other community-based resources
- Planning and preparation to deal with, respond to, and recover from potential crises
- Physical security

PRINCIPLES OF THREAT ASSESSMENT

Threat assessment is a systematic process that is designed to:

- 1) Identify individual(s)/situation(s) whose behavior causes concern for violence
- 2) Gather additional relevant information in a lawful and ethical manner
- 3) Assess the individual(s)/situation(s) in context based on the totality of the information available
- 4) Manage the individual situation to prevent violence and mitigate impact of harm

Assumptions

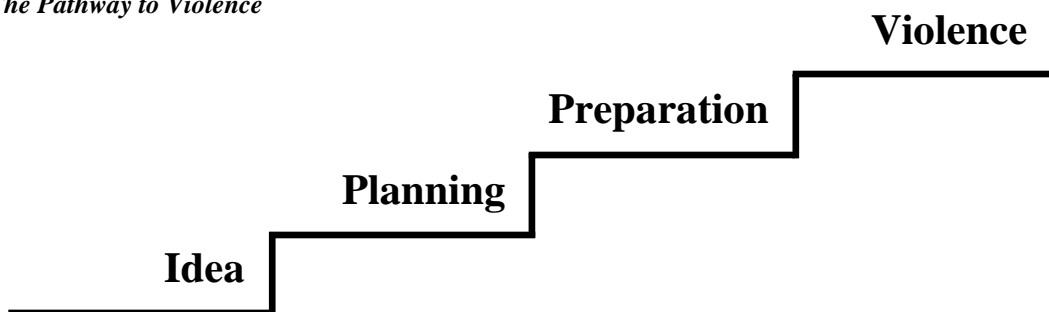
Assumptions reflected in the guidelines are informed by findings of the *Safe School Initiative*, as well as other research about targeted violence occurring in, or related to educational settings. Among key findings:

- Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.
- In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent/guardians of students, contractors, people in relationships with staff or students, and even people with no connection with the school.
- Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack.
- Most individuals who perpetrated violence engaged in some behavior, prior to the incident, that caused others to have serious concerns about their behavior and/or well-being.
- Many individuals who perpetrated violence had significant difficulties with losses or failures. Many were suicidal.
- Many felt bullied, persecuted, or injured by others prior to engaging in violence.
- In many cases, others (e.g., staff, students, peers, family members, etc.) were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.
- Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence.
- Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations and inhibitory factors that are present.

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information (about targeted violence) is likely to be uncovered through a sound threat assessment process.

Targeted violence is the end result of a process of thinking and behavior that begins with an idea (i.e., to use violence to address a real or perceived grievance), progresses to development of a plan, moves on to preparation (e.g. acquiring the means (e.g., weapons, training, capacity, access) to carry out the plan, and culminates in an attack. A graphic representation of the “Pathway to Violence” process is shown in Figure 1.

Figure 1: The Pathway to Violence



The steps along this path indicate opportunities to observe, identify and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or the well-being of, the individual. Frequently, information about an individual’s ideas, plans and preparations for violence can be observed before violence can occur. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Principles

The appraisal of risk in a threat assessment focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

According to threat assessment experts, several core principles that form the foundation of the threat assessment process include:

1. **The central question in a threat assessment inquiry is whether an individual poses a threat (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).**
Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as “leakage”. Individuals who are found to *pose* threats (i.e., engaged in violence) frequently *do not make* threats to their targets. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat or danger to others.
2. **Targeted violence is the end result of an understandable, and often discernible, process of thinking and behavior, often referred to as the Pathway to Violence as noted above and referenced in Figure 1.**
Individuals who have committed targeted violence did not “just snap,” but engaged in a process of thought and escalation of action over days, weeks, months, and even years.
3. **Targeted violence stems from an interaction among the Subject(s), Target(s), Environment and Precipitating Incidents.**
Identifying, preventing and intervening with acts of violence requires a focus on these four components and their interaction. A focus on the *Subject/individual* of concern should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *Target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *Environment* examines school/workplace climate and systemic issues that contribute to the risk of violence, or do not discourage it. Finally, a focus on *Precipitating* events should examine critical stressors or events such as bullying, personal losses, enforcement actions, or even threat assessment team interventions, that may increase or decrease the risk for violence.
4. **An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.**
Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture and to gain understanding of the context and situation.
5. **Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits or profiles. Perpetrator “profiles” do not provide a reliable basis for making judgments of the threat posed by a particular individual.**
6. **An “integrated systems approach”, coordinating between local agencies and service systems within the school and the community (e.g., mental health services, law enforcement) should guide threat assessment and management processes.**

Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc.) and community (e.g., mental health, juvenile justice, child welfare, law enforcement) are critical to identifying, assessing, and managing individuals who are on a path to carrying out an act of targeted violence.

IDENTIFYING AND REPORTING THREATS

All school division employees, volunteers, and contractors are required to report immediately to the school administrator or designee any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest a student may intend to commit an act of targeted violence.

The school threat assessment team shall strive to make the reporting process both understandable and highly accessible and to discourage a “code of silence” that may be a barrier to reporting. Faculty and staff, students, volunteers, and other members of the school community need to know:

- their role and responsibility to report concerns;
- what to report;
- where and how to report it;
- that reports are wanted and will be acted upon appropriately.

Members of the school community should be encouraged on an ongoing basis to report any threatening communication or troubling behavior and be reminded that reporting is an act of caring and not “snitching” or “tattling.”

Section [8.01-47](#), *Code of Virginia*, enacted in 2013, grants immunity from all civil liability to any person who, in good faith with reasonable cause and without malice, reports, investigates, or causes an investigation to be made into information that any person poses a credible danger of serious bodily injury or death to any other person on school property.

All threats of self-harm also require compliance with [§ 22.1-272.1](#), *Code of Virginia* and with applicable school board policies and regulations [cite Division Regulation #]. However, when threats of self-harm are accompanied by threats to harm others, or investigation suggests the existence of a threat to others, the threat assessment team shall be notified and take appropriate action to prevent acts of targeted violence.

Anyone who believes that a person or situation poses a clear and immediate threat of serious violence that requires containment should notify school security and law enforcement in accordance with school board policies on Critical Incident Response [*cite Division Regulation #*].

ASSESSING AND CLASSIFYING THREATS

When a threat is reported, the school administrator and/or threat assessment team leader shall initiate an initial inquiry/triage and, in consultation with the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible in accordance with [*school division*] **Student Threat Assessment Guidelines**.

Upon notification of threatening behavior or communications, the school administrator or threat assessment team leader shall determine if an imminent threat is believed to exist. If the individual appears to pose a clear and immediate threat of serious violence, the administrator shall notify law enforcement in accordance with School Board policies on Critical Incident Response [*cite Division Regulation #*]. [Note: In accordance with “Model Crisis, Emergency Management and Medical Response Plan”, school responses may include actions such as evacuation, lockdown, and shelter-in-place.]

If there is no reasonably apparent imminent threat present, or once such an imminent threat is contained, the threat assessment team leader shall ensure that the situation is screened/triaged to determine if the full threat assessment team needs to be involved. This triage may include (as necessary and appropriate):

- Review of the threatening behavior or communication.

- Review of school and other records for any prior history or interventions with the individual(s) involved.
- Conducting timely and thorough interviews (as necessary) of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context, so that the meaning of the threat and intent of the student can be determined.

If it is determined that the threat is not identifiable or a low threat of violence or harm to self or others, and the threat assessment team determines that no further assessment, intervention, or monitoring is required at this time to prevent violence:

- The threat assessment team leader shall ensure that the incident and review is adequately documented via *[cite School Division documentation source here]*. The threat assessment team shall maintain the documentation in accordance with School Board policy. [NOTE: A sample **Threat Assessment and Response Form** is provided as part of this guidance document. The form is available at the DCJS website and may be adapted to meet the needs of the school].
- If the individual (about whom the report was made) does not pose a threat but could benefit from or is in need of some other need of assistance, the threat assessment team leader shall ensure that the individual is referred to the appropriate school or community-based resources.

If it cannot be determined with a reasonable degree of confidence that the alleged threat is no/low threat, then a more in-depth assessment is to be undertaken by the threat assessment team to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary. The assessment may include but not be limited to reviews of records; interview and consultation with staff, students or community who know the individual; and interviews of the individual and the target/recipient of the threat(s).

Based on information collected, the school threat assessment team shall determine strategies to mitigate the threat and provide intervention and assistance to those involved, as needed.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. (§ 22.1-79.4.D., *Code of Virginia* and § 22.1-272.1., *Code of Virginia*).

In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator *shall* notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat.

In cases involving no/low risk threats, the school administrator *may* notify the parent and/or guardian of any student who is the target/recipient of a threat and/or may notify the parent and/or guardian of any student who made the threat.

Key Questions

The following are examples of key areas of questioning to help assess the situation. Note that this is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with an individual of concern, threat assessment team members are best served by being well acquainted with the facts that brought the individual to the attention of school administrators and others. In addition, team members should review available information concerning the individual's background, interests, and behaviors.

Interview with threat recipient(s)/target(s) and witness(es): Individuals who have been identified as potential targets of the subject of concern should also be interviewed where possible, along with any persons who witnessed the concerning behavior. The threat assessment team should inform the subject of the interview that the primary purpose of that interview is to gather information about a possible situation of concern and, where possible, prevent harm to staff or students.

A potential target should be asked about their relationship to the subject of concern and queried about recent interactions with that subject. The interviewer should gather information about grievances and grudges that the subject 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 for their safety.

The assessment process facilitates increased and revised understanding of issues over time. That is, when new information is made available to the team during or after the initial assessment, the team should review the new information and re-evaluate the threat accordingly. The team will want to maintain contact with the target/recipient to obtain information about any further behaviors of concern, improvements in the situation or other relevant developments.

Review of records/consultation with staff members who know the individual best: Background information can inform the threat assessment team's approach to and questioning of the individual. 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 threat assessment team judge whether the individual is forthcoming and straightforward. Some areas for background information from records and consultation with adults in school who know the subject best include:

- Recent (and perhaps historical) work or school performance history
- Disciplinary or personnel actions
- Prior threat assessment team contacts
- Law enforcement or security contacts at school and in the community
- Prior critical involvement with mental health or social services
- Presence of known problems in the life of the individual
- Current or historical grievances that may be related to the behavior of concern
- Online searches: internet, social media, email, etc.

Interview with Individual of Concern: Generally, an individual who is part of the school (staff or student) should be asked directly about his or her actions and intentions. Many subjects will respond forthrightly to direct questions approached in a non-judgmental manner. An interview conducted during a threat assessment inquiry can elicit important information that permits the threat assessment team to better understand the situation of the individual and possible targets. This understanding, in turn, will help the threat assessment team to assess the risk of violence that the individual may pose in a given situation. Interviews with the individual of concern also can generate leads for further inquiry.

An interview can also send the message to the individual that his or her behavior has been noticed and has caused concern. Interviews give individuals of concern the opportunity to tell their perspectives, background and intent; to be heard and experience support/empathy where appropriate; and to reassess and redirect their behavior away from activities that are of concern. The interview may suggest to a subject 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 subject of concern can provide valuable information, relying too heavily (or solely) on that interview as a basis for making judgments about whether that student poses a threat is likely to present problems. The information offered by the subject may be incomplete, misleading, or inaccurate. It therefore is important to collect information to corroborate and verify information learned from the interview.

Assessing Potential Threatening Behavior

Information gathered in a threat assessment inquiry should be examined for evidence of behavior and conditions that suggest that the individual of concern is planning and preparing for an act of violence or to cause harm to self or others. Based on a review of the totality of the information available, the threat assessment team should seek to answer the following questions:

- 1. What are the subject's motive(s) and goals? / What first brought him/her to someone's attention?**
 - Does the subject have a major grievance or grudge? Against whom?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - What efforts have been made to resolve the problem and what has been the result?
 - Does the subject feel that any part of the problem is resolved or see any alternatives?
 - Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
 - 2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?**
 - What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or Web site concerning his or her grievances, ideas and/or intentions?
 - Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc?
 - Has anyone been alerted or "warned away"?
 - 3. Has the subject shown any inappropriate interest in, fascination, and/or identification with other incidents of mass or targeted violence (e.g., terrorism, rampage violence, school/workplace shootings, mass murderers):**
 - Previous perpetrators of targeted violence;
 - Grievances of perpetrators
 - Weapons / tactics of perpetrators;
 - Effect or notoriety of perpetrators
 - 4. Does the subject have (or are they developing) the capacity to carry out an act of targeted violence?**
 - How organized is the subject's thinking and behavior?
 - Does the subject have the means (e.g., access to a weapon) to carry out an attack?
 - Are they trying to get the means to carry out an attack?
 - Have they developed the will and ability to cause harm?
 - Are they practicing or rehearsing for the violence?
 - What is the "intensity of effort" expended in attempting to develop the capability?
 - 5. Is the subject experiencing hopelessness, desperation, and/or despair?**
 - Is there information to suggest that the subject is feeling desperation and/or despair?
 - Has the subject experienced a recent failure, loss and/or loss of status?
 - Is the subject having significant difficulty coping with a stressful event?
 - Has the subject engaged in behavior that suggests that he or she has considered ending their life?
-

6. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

- Does the subject have at least one friend, colleague, family member, or other person that he or she trusts and can rely upon for support, guidance or assistance?
- Is that trusted person someone that would work collaboratively with the team for the well-being of the subject of concern?
- Is the subject emotionally connected to other people or becoming more socially isolated?

7. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

- Does the subject still perceive alternatives to violence to address their grievances?
- Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the subject been “dared” by others to engage in an act of violence?
- Has the subject expressed sentiments of finality or desperation to address grievances?

8. Are the subject’s conversation and “story” consistent with his or her actions?

- Does information from collateral interviews and from the subject’s own behavior confirm or dispute what the subject says is going on and how they are dealing with it?
- Is there corroboration across sources or are the subject’s statements at odds with their actions?

9. Are other people concerned about the subject’s potential for violence?

- Are those who know the subject concerned that he or she might take action based on violent ideas or plans?
- Are those who know the subject concerned about a specific target?
- Are persons around the subject engaging in protective actions (e.g. distancing, avoiding, minimizing conflict, etc.)

10. What circumstances might affect the likelihood of an escalation to violent behavior?

- What events or situations in the subject’s life (currently or in the near future) may increase or decrease the likelihood that the subject will engage in violent behavior?
- Are threat assessment team interventions escalating, de-escalating, or having no effect on movement toward violence?
- What is the response of others who know about the subject’s ideas or plans?
 - Actively discourage subject from acting violently,
 - Encourage the subject to attack,
 - Deny the possibility of violence,
 - Passively collude with an attack, etc.?

Thoughtful consideration of the answers to the above key questions will produce a sound foundation for the threat assessment team’s response to the overarching question in a threat assessment inquiry: *Does the individual of concern pose a threat of targeted violence toward the school or its staff or students?*

Classifying Threats to Determine Response Strategies

The threat assessment is designed to identify and assess risks in a deliberate and thorough manner. In determining response strategies to mitigate the risk and to provide assistance, as needed, it is helpful to classify threats by level. Based on the information collected, the threat assessment team may classify threats using the following basic criteria:

Threat Levels	Criteria
Low risk threat	individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
Moderate risk threat	person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
High risk threat	A high risk threat is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that require intervention.
Imminent threat	person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.

Documentation

Effective threat assessment and management efforts are accompanied by thorough documentation that demonstrates the team’s good faith efforts to identify, investigate, assess, and manage threatening situations. The team can remember this with the acronym **FORT**: Engage in actions and accompanying documentation that demonstrates that the team was:

- F: FAIR** – sought to understand situations and give individuals an opportunity to be heard and understood
- O: OBJECTIVE** – sought information based on facts and observations of the case and not speculation or bias
- R: REASONABLE** – engaged in responses that were effective and proportionate to the situation, and
- T: TIMELY** – quickly and responsively addresses reports of threatening behavior

Source: © G. Deisinger (1996)

RESPONDING TO AND MANAGING THREATENING SITUATIONS

Effective case management integrates interventions, where appropriate and feasible, across the (relevant) domains:

- S** De-escalate, contain, or control the **subject** who may take violent action;
- T** Decrease vulnerabilities of the **target**;
- E** Modify physical and cultural **environment** and systems to discourage escalation; and,
- P** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions. If it is determined that the student poses a threat of violence, the threat assessment team shall develop, implement, and monitor an individualized plan to intervene and reduce the threat.

Source: © G. Deisinger & M. Randazzo (2008)

Develop an individualized case management plan based on information gathered through the assessment. The plan must be fact-based and person/situation-specific. Keep in mind that engagement with (i.e., direct communication, empathy, support, and confrontation) can be very helpful with individual of concern from within school communities, even when dealing with someone who is very angry. The more isolated they become the more difficult to assess, intervene with and monitor their response to interventions. Of course, personalities and worldviews matter so sometimes teams have to carefully consider who will be point of contact with the individual of concern, not only in terms of their personality, but also their skills and willingness to support the goals of the threat management process. Generally speaking it is best to use the least intrusive interventions strategies that are likely to be effective with the situation at hand.

Subject-based strategies or interventions

Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. The focus is on interventions that de-escalate, contain, control, redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples of subject-based strategies or interventions include (but are not limited to):

- Maintain channel of communication and engagement (with subject) to.
 - Gather information,
 - Build rapport and relationship
 - Decrease isolation
 - De-escalate volatile reactions
 - Provide feedback & mentoring
 - Monitor reactions to grievances, interventions and precipitating events.
- Problem solving about legitimate grievances
- Referral for assistance or support services;
 - Academic assistance or accommodations
 - Social skills training
 - Behavioral contracting
 - Modifications of student classroom assignment or schedule
 - Modification of work schedule or assignments
 - Alternative schooling/home schooling

- Involvement in extra-curricular activities
- Performance improvement plans
- Peer coaching/mentoring
- Counseling/mental health services
 - Check-in/check-out with school counseling staff
 - Outpatient counseling/mental health care.
 - Emergency psychiatric evaluation
- Disciplinary measures
 - Subject confrontation or warning;
 - Administrative orders for no contact of communication
 - Parental involvement
 - In school detention /after-school detention
 - Suspension
 - Termination/expulsion
 - Law enforcement involvement
 - Court issued protective orders
 - Diversion programs

Intervention strategies selected should be the ones with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators must be fair and reasonable in disciplinary responses. A broad range of corrective disciplinary actions may be employed including admonition and counseling, behavioral contracts, after-school or in-school detention, and suspension of student privileges for a specified period. These disciplinary responses may be combined with other actions such as parent conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs such as mediation and community service.

It is important for threat assessment teams to recognize that even fair and reasonable discipline can be perceived as another grievance to which the subject may react. In such cases, the disciplinary response could lead to escalation in threatening behavior. The most punitive responses may or may not prevent acts of violence. Suspension, expulsion or termination *can* create the risk of triggering either an immediate or a delayed violent response unless such actions are coupled with containment and support. A student who is expelled may conclude: “I have lost everything. I have only a short time to act. I will give them what they deserve.” In addition, a student who is suspended or expelled is often under less supervision than if he or she were to remain in a school setting.

That is not reason to withhold appropriate and fair consequences for inappropriate behavior, but rather when the situation arises, for threat assessment teams to have considered and planned for those responses. Administrative leave, suspension, expulsion, or termination options that focus solely on accountability and controlling the person do not address the ongoing challenges of:

- Moving person away from thoughts & plans of, and capacity for, violence and/or disruption;
- Connecting person to resources (where needed);
- Mitigating organizational/systemic factors;

- Monitoring person when they are no longer connected to organization.

Use separation strategies with intentionality, awareness of limitations, and anticipation of consequences.

Although detaining a subject may be necessary in a particular situation, without careful attention to the need for confinement, weapons removal, or interpersonal intervention, that action may be insufficient to prevent violence at school or otherwise protect a target. Similarly, referring a subject to the mental health system, without seeing that referral in the context of an overall monitoring/management plan, may not be sufficient to prevent violence. Singular interventions tend to not be sufficient to address complex and on-going situations.

Target-Based Case Management Strategies

In addition to interventions focused on addressing the behavior of the individual(s) of concern, effective threat management teams also attempt to minimize risk and negative impact on identified or identifiable targets and seek to maintain contact (where appropriate) to help monitor the actions and impact of the subject of concern. Examples of target-based case management strategies include (but are not limited to):

- Coaching regarding personal safety approaches in dealing with individual of concern:
 - Clear statements to subject:
 - Relationship/contact is unwanted
 - Stop all contact and/or communication
 - Avoid subsequent contact / response
 - Document all further contacts
 - Do not engage emotionally, monitor “buttons” getting pushed
- Minimize publicly available information
 - Scrub internet information
 - Check privacy settings on social media applications
- Maintain awareness of surroundings
- Vary routine
- Develop contingency plans for escape, shelter, support
- Encourage use of support systems
 - Counseling/mental services
 - Victim assistance programs

Environmental / Systemic Case Management Strategies

In addition to addressing, where necessary interventions with the subject of concern and target, effective teams also take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention is about group and sub-group behavior, not just that of the subject of concern or target. Strategies may include:

- Address systemic, policy or procedural problems that may serve as precipitating events across cases
- Bullying prevention / intervention programs
- Enhance school/workplace climate – build and support a caring community

- Intervene with associates that support or encourage violent behavior
- Enhance conflict management skills of sub-groups
- Identify and address gaps in awareness of reporting and intervention options
- Identify and address gaps in threat assessment & management process

Monitoring for the Impact of Precipitating Events on Case Management

The threat assessment team members recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. The team maintains an ongoing, longitudinal approach to anticipating, monitoring for, and (to the extent possible) manage the impact of potential precipitating events such as:

- Loss impacting the subject
 - Job or income;
 - Status;
 - Significant other/relationship;
 - Health;
 - Rejection / Ostracization;
- Injustice;
- Implementation of administrative notices / court orders;
- Violation of administrative notices / court order
- Anniversary events, e.g.:
 - Date of beginning of relationship
 - Date of end of relationship
 - Date served with court orders/separation documents
 - Birthdays
 - Holidays
- Contagion effect of other high profile or locally significant acts of violence

BUILDING CONSISTENCY BETWEEN THREAT ASSESSMENT AND MANAGEMENT

Based on an individualized assessment of the risk or priority of the case, teams will engage case management strategies that are sufficient, fair and reasonable to address the concerns identified. For each general threat level there is a minimal level of response or case management that is appropriate. Keep in mind that these are general guidelines to prompt consideration of a starting point in developing a case management strategy. A given case may have a fact pattern that necessitates deviation from the general guidelines. Where that is the case, teams should deliberate, reach consensus upon action steps, and document the facts or circumstances that factored into their case management planning. Following are examples of options and considerations for case management for the various levels of threat.

Examples of Low Risk Threat Responses

A low risk threat is one in which the person/situation does not appear to pose a threat of violence and any underlying issues can be resolved easily. The response to such a threat depends on the context of the threat, whether the threat requires some form of

disciplinary action, and what is necessary to resolve the situation. Some low threat cases are generated from a misunderstanding of what was communicated, something taken out of context, or a statement made in the heat of the moment but with not actions to indicate intent to cause harm. Many low risk threats are resolved with a clarification, explanation, retraction and or an apology – all of which (in conjunction with the absence of any other behaviors of concern) indicates that the threat is non-existent or minimal, and is over. School administrators should generally consider the following:

- Since low risk threats by definition do not appear to pose a threat and can be easily resolved, action to protect the person(s) to whom the threat was directed should not be necessary. When the person to whom the threat was directed is a student, his/her parents or guardian may be notified, at the discretion of the threat assessment team or school administration. If parents of a threatened student are notified, they should be contacted promptly and reassured that the threat has been resolved. Parents of the student engaging in the low risk threatening behavior may also be notified so they are aware of the situation and that it has been resolved.
- Some low risk threats may be subject to disciplinary action based on school board policy. The parent or guardian of the subject student is to be notified of the incident and of the disciplinary action taken. All relevant disciplinary due processes should be followed.
- When the threat assessment team determines a threat to be low risk, the case may be resolved entirely with no further action or resolved with referral to appropriate school or community-based resources. When subjects are referred for resources or services, a member of the threat assessment team may be designated to monitor the subject's reactions for a short period of time, and that the referral was made effectively.
- If new information comes to the attention of the team, re-assess and update the case management plan.

Examples of Moderate Risk Threat Responses

A moderate risk threat will typically result in notifying the intended target(s) of the threat and taking precautions to protect them, taking steps to monitor and supervise the subject, and taking disciplinary action in accordance with existing discipline policy. The threat assessment team will also work to address the conflict or problem that led to the threat. Examples of strategies that may be employed include but are not limited to:

- Take precautions to protect potential victims. Precautions typically include:
 - Provide direct supervision so the subject cannot carry out the threat while at school, at school functions, or on the bus.
 - Caution the subject who made the threat about the consequences of carrying out the threat.
 - Where the subject is a student, contact the student subject's parents to assume responsibility for supervision of the student and to enlist their support in preventing the student from carrying out the threat.
 - Notify the intended target(s) and (if they are students) their parents. The intended target(s) (and, where appropriate) their parents, must be notified of the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
- Consult with the school resource officer to assist in monitoring and supervising the subject as well as determining the need, if any, for law enforcement action.
- Follow applicable disciplinary procedure in accordance with conduct policy.
- Where appropriate, refer the subject for counseling, conflict mediation, or other interventions to reduce the threat of violence and to address the underlying conflict or issues that led to the threat. The school administrator should involve school-based professionals (such as the school psychologist, counselor, or social worker) or community based professionals (e.g., Employee Assistance Program, community mental health services, etc.) who can provide assistance and appropriate intervention.

- Where mental health or disability issues are reasonably believed to be causing or contributing to violence risk, a mental health risk assessment *may* be conducted, following parameters for the mental health risk assessment as outlined in the section below regarding high risk threats.

Examples of High Risk Threat Responses

Threatening behaviors indicating the intent, planning, or preparation to cause serious bodily injury or death (e.g., to rape, physically assault and inflict serious injury, kill, or use weapons against others requires the immediate involvement of the threat assessment team. When the threat is determined to be high risk, the threat assessment team must:

- Notify law enforcement per regulation to contain the threat and consult with School Safety and Security.
- Take immediate precautions to protect potential victims:
 - Provide direct supervision so the subject cannot carry out the threat while at school, at school programs, or on the bus.
 - Caution the subject who made the threat about the consequences of carrying out the threat.
 - Where the subject is a student, contact the subject student’s parents and enlist their support in preventing the student from carrying out the threat; either law enforcement or the student’s parents should assume responsibility for supervising the student.
 - Notify the intended target(s) and (if they are students) their parents. The intended target(s) (and, where appropriate) their parents, must be notified of the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
- Follow applicable disciplinary procedure in accordance with conduct policy.
- Where mental health or disability issues are reasonably believed to be causing or contributing to violence risk, a mental health risk assessment should be conducted by a qualified independent medical/psychological professional. The professional conducting the evaluation should not have a treatment relationship with the subject. The assessment should be based on a review of all available information including but not limited to interview of the subject by the professional. The written report must identify the problem or conflict that prompted the threat and recommend strategies to address the problem and to reduce the risk of violence.
 - The school administrator or disciplinary hearing officer will determine the conditions of readmission to school that may include the requirement to cooperate in a mental health evaluation. If the subject is a student, the parents are to be notified of all requirements and any failure to comply. A re-admission meeting must be held prior to the subjects return to school/work.
 - Every effort will be made by threat assessment team members to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, local law enforcement agencies.
 - After receiving the mental health evaluation report, the threat assessment team shall convene to complete and implement a written safety plan to address the immediate steps taken to prevent the threat from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan should include:
 - conditions under which the subject may return to school/work;
 - interventions, such as counseling or medication, that are needed to reduce risk;
 - scheduled follow-up contact with the subject (and parent if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and
 - person(s) who are responsible for monitoring and verifying that the safety plan recommendations are being followed.

- A student/employee should only be removed if the threatening behaviors engaged in by the subject are a violation of the relevant Code of Conduct /school board policy, and when all applicable disciplinary procedures are followed. However, in the event that the applicable disciplinary procedures are not available to school-based staff and the school administration or threat assessment team believes that the subject poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in 28 C.F.R. § 35.129, the direct threat standard may be utilized. Before applying the direct threat standard, the school administrator should contact the school division's Director of Special Education, and, where available, legal counsel.
- In utilizing the direct threat standard where a subject has a disability, it is important to note that a determination that a person with a disability poses a direct threat may not be based on generalizations or stereotypes about the effects of a particular disability and must be based on an individualized assessment, based on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

Imminent Threat Responses

An imminent threat exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others. Such threats require immediate containment and action to protect identified target(s) and referral to law enforcement and consultation with school security. Following immediate containment and action to protect identified target(s), these threats require the involvement of the threat assessment team for the purpose of conducting/coordinating appropriate mental health assessment and developing a safety plan.

Procedures for notification of the superintendent or designee, senior division administrator, and parents of a student subject and/or intended target student(s) that are set forth for high risk threats are to be followed.

- Where mental health or disability issues are reasonably believed to be causing or contributing to violence risk, a mental health risk assessment should be conducted by a qualified independent medical/psychological professional. The professional conducting the evaluation should not have a treatment relationship with the subject. The assessment should be based on a review of all available information including but not limited to interview of the subject by the professional. The written report must identify the problem or conflict that prompted the threat and recommend strategies to address the problem and to reduce the risk of violence.
 - The school administrator or disciplinary hearing officer will determine the conditions of readmission to school/work that may include the requirement to cooperate in a mental health evaluation. If the subject is a student, the parents are to be notified of all requirements and any failure to comply. A re-admission meeting must be held prior to the subject's return to school/work.
 - Threat assessment team members will obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, local law enforcement agencies.
 - After receiving the mental health evaluation report, the threat assessment team shall convene to complete and implement a written safety plan to address the immediate steps taken to prevent the threat from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan should include:
 - conditions under which the subject may return to school/work;
 - interventions, such as counseling or medication, that are needed to reduce risk;
 - scheduled follow-up contact with the subject (and parent if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and
 - person(s) who are responsible for monitoring and verifying that the safety plan recommendations are being followed.

- A student/employee should only be removed if the threatening behaviors engaged in by the subject are a violation of the relevant Code of Conduct /school board policy, and when all applicable disciplinary procedures are followed. However, in the event that the applicable disciplinary procedures are not available to school-based staff and the school administration or threat assessment team believes that the subject poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in 28 C.F.R. § 35.129, the direct threat standard may be utilized. Before applying the direct threat standard, the school administrator should contact the school division's Director of Special Education, and, where available, legal counsel.
- In utilizing the direct threat standard where a subject has a disability, it is important to note that a determination that a person with a disability poses a direct threat may not be based on generalizations or stereotypes about the effects of a particular disability and must be based on an individualized assessment, based on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

THREAT ASSESSMENT TRIAGE AND ASSESSMENT FORM

PART I. THREAT REPORTED

Date Reported:		Day of Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	Time: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM
Taken by:	School:	Position:	

REPORTING PARTY:

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status: <input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:	Building/Program:		
Home Address:	Phone:		

INCIDENT:

Date Occurred:		Day of Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	Time: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM
Location:	<input type="checkbox"/> School Property [<input type="radio"/> In School Building <input type="radio"/> School Grounds] <input type="checkbox"/> School Bus <input type="checkbox"/> School Sponsored Activity <input type="checkbox"/> Other:		
Address:	City:	State:	
Threat Type:	<input type="checkbox"/> Assault [<input type="radio"/> Physical <input type="radio"/> Sexual] <input type="checkbox"/> Threat <input type="checkbox"/> Suspicious <input type="checkbox"/> Stalking <input type="checkbox"/> Suicidal/Self-Harm <input type="checkbox"/> Bomb threat <input type="checkbox"/> Unusual Communication <input type="checkbox"/> Vandalism <input type="checkbox"/> Disruptive <input type="checkbox"/> Harassment <input type="checkbox"/> Involuntary MH hold <input type="checkbox"/> Other:		
Mode:	<input type="checkbox"/> In Person <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Letter <input type="checkbox"/> Social Media <input type="checkbox"/> Internet <input type="checkbox"/> Other :		<input type="checkbox"/> Multiple Modes
Target(s) injured: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Target(s) require medical attention? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		
Weapon involved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Type of Weapon: <input type="checkbox"/> Firearm [<input type="radio"/> Rifle/Shotgun <input type="radio"/> Pistol] <input type="checkbox"/> Edged <input type="checkbox"/> Bomb <input type="checkbox"/> Other:		

Details of the incident or threat. Where threats were communicated, quote where possible, use quotation marks to indicated direct quotes. Attach original communications if available.

PART II. PERSONS INVOLVED

SUBJECT (1) Engaging in threatening, aberrant or concerning behavior:

Name:		<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:			Building/Program:	
Emergency Contact			Relationship:	
Home Address:			Phone:	

SUBJECT (2) Engaging in threatening, aberrant or concerning behavior:

Name:		<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:			Building/Program:	
Emergency Contact			Relationship:	
Home Address:			Phone:	

Note: If more than two subjects of concern in this incident, attach additional copies of this page with subject's information.

TARGET (1):

Name:		<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:			Building/Program:	
Emergency Contact			Relationship:	
Home Address:			Phone:	

TARGET (2):

Name:		<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown		Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:			Building/Program:	
Emergency Contact			Relationship:	
Home Address:			Phone:	

WITNESS (1)

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Building/Program:	
Emergency Contact		Relationship:	
Home Address:		Phone:	
Witness Interview			

WITNESS (2)

Name:	<input type="checkbox"/> Unknown	ID #:	
Affiliation:	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Contractor <input type="checkbox"/> Other: _____ <input type="checkbox"/> None/Unknown	Status:	<input type="checkbox"/> Current <input type="checkbox"/> Former <input type="checkbox"/> Prospective Grade: _____ (if student)
School:		Building/Program:	
Emergency Contact		Relationship:	
Home Address:		Phone:	
Witness Interview			

PART III. RECORDS CHECKS (NS=Not Significant; NA=Not Applicable)

RECORDS CHECKS (ALL):	Subject	Target	Notes about Significant findings:
Affiliation	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Photo	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Threat Assessment Team history	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Criminal history (VA)	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Driver license information	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Driver transcript / violations	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Vehicle / Parking information	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
SRO/SSO contacts	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Local Law Enforcement contacts	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Other Law Enforcement contacts	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Protective / No Contact Orders	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Concealed weapons permit	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Weapons purchase permit	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Social media	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Online Search	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	

RECORDS CHECKS: School Staff

Disciplinary actions	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Grievances filed	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Title IX actions	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Application	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	

RECORDS CHECKS: Students

Class schedule	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Academic standing / progress	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Transfer records	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Conduct / Disciplinary actions	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Title IX actions	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	
Other:	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	<input type="checkbox"/> Checked <input type="checkbox"/> NS/NA	

Other Sources/Checks/Comments:

PART IV. KEY TRIAGE QUESTIONS SUMMARY SHEET

SUBJECT		Notes:
Identified grievances / motives for violence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Identification with other perpetrators, grievances, or violent acts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Communicated violent ideation or intent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Planning taken to support violence intent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Acquiring means, methods, opportunity or proximity toward violence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Prior violence / disruptive behaviors	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Significant behavioral changes: e.g., paranoia, substance abuse, isolation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Despondency and/or suicidality	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Diminished alternatives or ability to manage stressors	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Recurrent pattern(s) of disruptive/concerning behavior(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Stalking / unwanted contact, communication or pursuit	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Lack of inhibitors / stabilizers to prevent violence	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
TARGET / OTHERS		Notes
Identified targets (person/proxy, place, program, process, philosophy)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Fearful of harm	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Responding as if subject poses a safety concern	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Engaging in protective actions	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Responding in a provocational or defensive manner	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Low / inconsistent situational awareness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
ENVIRONMENT		Notes
Organizational climate concerns: e.g., bullying, bias, poor conflict mgmt..	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Chaotic or inconsistent structure	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Lack of support, guidance or resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
High rates of violence, harassment, disruption, injury or harm	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
High perceived stress	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Disproportionate rate/severity of concerns	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
PRECIPITATING EVENTS		Notes
Have occurred	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Impending	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

TRIAGE RECOMMENDATION:

TAT TRIAGE/CASE ID:

<input type="checkbox"/> No identified threat: Close case	<input type="checkbox"/> Non-Threat Concerns: Referral(s)	<input type="checkbox"/> Unknown/Potential/On-going Threat: Initiate TAT Case	
---	---	---	--

THREAT/PRIORITY LEVEL:

<input type="checkbox"/> 1: Imminent/Critical	<input type="checkbox"/> 2: High	<input type="checkbox"/> 3: Moderate	<input type="checkbox"/> 4: Low	<input type="checkbox"/> 5: Routine / None:
--	---	---	--	--

TRIAGE COMPLETED BY:

_____	_____	_____	_____
Name	Position	Signature	Date
_____	_____	_____	_____
Name	Position	Signature	Date

PART V. KEY QUESTIONS FOR THREAT ASSESSMENT INQUIRY

1. What are the subject’s motives, grievances, goals and intent in their behavior?

2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?

3. Has the subject shown inappropriate interest in/identification with:

- Incidents or perpetrators of targeted/mass violence
- Grievances of perpetrators
- Weapons/tactics of perpetrators
- Notoriety or fame of perpetrators

If yes, describe:

4. Does the subject have (or are they developing) the capacity and will to carry out an act of targeted violence?

- Expressed ideas to engage in violence
- Made plans for violence
- Preparing for violence (means, method, opportunity, access)
- Surveillance, stalking or rehearsal

If yes, describe:

5. Is the subject experiencing or expressing hopelessness, desperation, and/or despair?

6. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

7. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

8. Are the subject's conversation and "story" consistent with his or her actions?

9. Are other people concerned about the subject's potential for violence?

10. What circumstances might affect the likelihood of escalation to violence?

Other Relevant Information:

PART VI. PRELIMINARY DETERMINATION OF THREAT LEVEL (Alternative Form)

Imminent threat High risk threat Moderate risk threat Low risk threat

PART VII. CASE MANAGEMENT INTERVENTIONS & RESPONSE (Alternative Form)

Imminent Risk Threat

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Notify law enforcement per regulation to contain threat; and consult with Safety and Security <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Provide direct supervision of subject until removed from campus by law enforcement or parent/guardian. <input type="checkbox"/> Caution the subject about the consequences of carrying out the threat | <ul style="list-style-type: none"> <input type="checkbox"/> Protect and notify intended victim(s) and parents and/or guardians of victim(s) <input type="checkbox"/> Notify subject student's parents and/or guardians <input type="checkbox"/> Notify superintendent or designee <input type="checkbox"/> Follow discipline procedures as per conduct policy | <ul style="list-style-type: none"> <input type="checkbox"/> Refer subject for mental health assessment, <input type="checkbox"/> Notify subject/parents of requirements for re-admission to school <input type="checkbox"/> Develop/monitor safety plan <input type="checkbox"/> Assign team member to monitor subject and intervention/safety plan. |
|---|---|--|

High Risk Threat

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Notify law enforcement per regulation to contain threat; and consult with Safety and Security <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Provide direct supervision of subject until removed from campus by law enforcement or parent/guardian. <input type="checkbox"/> Caution the subject about the consequences of carrying out the threat | <ul style="list-style-type: none"> <input type="checkbox"/> Protect and notify intended victim(s) and parents / guardians of victim(s) <input type="checkbox"/> Notify subject student's parents and/or guardians <input type="checkbox"/> Notify superintendent or designee <input type="checkbox"/> Follow discipline procedures as per conduct policy | <ul style="list-style-type: none"> <input type="checkbox"/> Refer subject for mental health assessment, <input type="checkbox"/> Notify subject & parents of requirements for re-admission to school <input type="checkbox"/> Develop/monitor safety plan <input type="checkbox"/> Assign team member to monitor subject and intervention/safety plan. |
|---|--|--|

Moderate Risk Threat

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Notify subject & parents and/or guardians <input type="checkbox"/> Provide direct supervision of subject until parents and/or guardians assume control <input type="checkbox"/> Caution the subject about the consequences of carrying out the threat | <ul style="list-style-type: none"> <input type="checkbox"/> Protect and notify intended victim(s) & parents / guardians of victim(s) <input type="checkbox"/> Consult with SRO to assist in monitoring/ supervising subject and determining need for law enforcement action. <input type="checkbox"/> Notify superintendent or designee <input type="checkbox"/> Follow discipline procedures | <ul style="list-style-type: none"> <input type="checkbox"/> If needed, refer subject for mental health assessment <input type="checkbox"/> Assign a team member to monitor subject and status of intervention, as appropriate <input type="checkbox"/> If warranted by findings of mental health assessment, develop/monitor safety plan |
|--|---|---|

Low Risk Moderate Risk High Risk/Imminent

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Advised RP / Target to consult with threat assessment team, as needed <input type="checkbox"/> Contact subject's parents and/or guardians, if necessary <input type="checkbox"/> Notify intended victim(s) & parents/ guardians, if necessary <input type="checkbox"/> See that perceived threat is resolved through explanation, apology, or making amends | <ul style="list-style-type: none"> <input type="checkbox"/> Consult with Safety and Security specialist and/or SRO, if necessary <input type="checkbox"/> Refer subject for services to resolve problem, if appropriate <input type="checkbox"/> Follow discipline procedures <input type="checkbox"/> Develop behavior intervention plan and/or contract, as appropriate | <ul style="list-style-type: none"> <input type="checkbox"/> Refer for school- or community-based services, as appropriate <input type="checkbox"/> Assign a case manager to monitor subject and status of intervention, as appropriate |
|---|---|--|

Print name of Team Leader: _____ Date: _____

Signature of Team Leader: _____

PART VIII. THREAT ASSESSMENT UPDATE (to be updated regularly while case is active)

Instructions:

This section should be completed by the Team Leader, or others, as appropriate.

Date of Update

Disciplinary action(s) taken:

Subject suspended? Yes No

Subject recommended for expulsion/Termination? Yes No

Subject recommended for further disciplinary action and/or consideration? Yes No

Comment:

Special Education? If yes:

Recommendation to reconvene IEP team? Yes No

Develop Functional Behavioral Assessment and/or Behavior Intervention Plan for IEP? Yes No

If no, should the student be referred to Child Study or Local Screening? Yes No

Comment:

Actions with potential target(s) of the threat or students impacted by the threat:

Designated Case Manager / Point of Contact:

Offered supportive counseling? Yes No Provided brief supportive counseling? Provided Declined

Communicated with targets(s) and parent(s) / guardian(s)? Yes No

Altered schedule to minimize contact with subject who made the threat? Yes No

Advised targets(s) and/or parent(s) or guardian(s) of their right to contact police? Yes No

Name of staff member who provided this information:

Student services/Human Resources staff to monitor target at regular intervals? Yes No

Name of staff member who will monitor target:

Informed target(s) and parent(s) or guardian(s) of re-entry date and plan for re-entry of subject who made the threat, if applicable? Yes No

Additional Comments:

Actions with Subject making the threat:	
Case Manager / Point of Contact Name:	
Alter schedule to minimize contact with threatened target? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Student Services / Human Resources staff to monitor? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of staff member who will monitor subject:	
School-based/ EAP supportive counseling offered? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name/position of staff member who will provide counseling to student:	
Referral for private or community-based mental health services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Consult with any other agency? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Agency & Name of Contact:	
Other actions planned:	
<p>Print name of Team Leader: _____ Date: _____</p> <p>Signature of Team Leader: _____</p> <p><i>(Signature indicates agreement with identified level of threat and the above actions have been taken.)</i></p>	
<p>This case has been resolved and necessary actions have been taken to provide support or assistance to the subject who made the threat and to any impacted persons.</p>	
Signature of case manager (if appropriate): _____ Date: _____	
Signature of administrator: _____ Date: _____	

RELATED READING ON SCHOOL / CAMPUS THREAT ASSESSMENT

- Albrecht, S. (February 2010). Threat assessment teams: Workplace and school violence prevention. FBI Law Enforcement Bulletin. Washington, DC: Federal Bureau of Investigation. Available online at www.fbi.gov/stats-services/publications/law-enforcement-bulletin/february-2010/threat-assessment-teams
- Brunner, J. & Lewis, D. (2012, February). Strategic safety: Little things are the big things. *Principal Leadership*, 12(6). Available online at www.nassp.org/Content.aspx?topic=Strategic_Safety_0212
- Colorado School Safety Resource Center (November 2011). Essentials of school threat assessment: Preventing targeted school violence. Available online at www.colorado.gov/cs/Satellite/CDPS-SafeSchools/CBON/1251622848436
- Cornell, D. & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longmont, CO: Sopris West.
- Deisinger, G., Randazzo, M., O'Neill, D. & Savage, J. (2008). The handbook for campus threat assessment and management teams. Boston, MA: Applied Risk Management.
- Drysdale, D.A., Modzeleski, W., & Simons, A.B. (April 2010). Campus attacks: Targeted violence affecting institutions of higher education. Washington, DC: United States Secret Service, United States Department of Education, and Federal Bureau of Investigation. Available online at www2.ed.gov/admins/lead/safety/campus-attacks.pdf
- Vossekuil, B., Fein, R.A., Reddy, M., Borum, R., & Modzeleski, W. (2002) The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States.. Washington, DC: U.S. Secret Service and U.S. Department of Education. Available online at www.secretservice.gov/ntac/ssi_guide.pdf
- Fein, R.A., Vossekuil, B., Pollack, W.S., Borum, R., Modzeleski, W. & Reddy, M. (2004) Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates. Washington, DC: U.S. Secret Service and U.S. Department of Education. Available online at www.secretservice.gov/ntac/ssi_guide.pdf
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- National Association of School Psychologists (n.d.). Threat assessment: Predicting and preventing school violence. Available online at www.nasponline.org/resources/factsheets/threatassess_fs.aspx
- Nolan, J.J., Randazzo, M.R., & Deisinger, G. (2011). Campus threat assessment and management teams: What risk managers need to know now. University Risk Management and Insurance Association (URIMA) Journal Reprint.
- O'Toole, M. E. (2000). The school shooter: A threat assessment perspective. Quantico, VA: National Center for the Analysis of Violent Crime, Federal Bureau of Investigation.
- Pollack, W. S., Modzeleski, W., & Rooney, G. (2008). *Prior knowledge of potential school-based violence: Information students learn may prevent a targeted attack*. Washington, DC: United States Secret Service and United States Department of Education. Available online at www.secretservice.gov/ntac/bystander_study.pdf
- Reddy, M., Borum, R., Berglund, J. Vossekuil, B., Fein, R., & Modzeleski, W. (2001). Evaluating risk for targeted violence in schools: Comparing risk assessment, threat assessment, and other approaches. *Psychology in the Schools*, 38(2), 157-172. Available online at www.secretservice.gov/ntac/ntac_threat_postpress.pdf
- U.S. Department of Education (2007). Practical information on crisis planning: A guide for schools and communities. Available online at www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf
- U.S. Department of Education (2013). Guide for developing high quality school emergency operations plans. Available online at www2.ed.gov/about/offices/list/oese/oshs/rem-s-k-12-guide.pdf
- Van Dreal, J. (2011). *Assessing Student Threats*. New York: Rowman & Littlefield.
- Virginia Department of Education (2007). Crisis management and emergency response in Virginia schools. Richmond, VA: Author. Available online at www.doe.virginia.gov/support/safety_crisis_management/emergency_crisis_management/crisis_mgmt_emer_response_guide.pdf

RELATED RESOURCES

Virginia Department of Criminal Justice Services (DCJS)

Virginia Center for School and Campus Safety (VCSCS)

www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/k-12

The DCJS Virginia Center for School and Campus Safety is dedicated to supporting constituents in the K-12 environment through training, with resources and technical assistance, and by guiding best practices. One of the many important components for K-12 schools is Safety and Security – on this portion of the website visitors will find information on School Security Officers, the annual School Safety Audit, and other school safety topics.

A variety of resources (including this guidance document) may also be obtained through the DCJS/VCSCS site, under the K-12 resources located at www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/k-12/resources

National Center on Safe Supportive Learning Environments (NCSSLE)

<http://safesupportiveschools.ed.gov/index.php?id=01>

The Center is funded by the U.S. Department of Education’s Office of Safe and Healthy Students and the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) to:

- provide training and support to state administrators, including 11 grantees funded under the Safe and Supportive Schools grant program; school and district administrators; institutions of higher education; teachers; support staff at schools; communities and families; and students and
- seek to improve schools’ conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

The Center’s website includes information about the Center’s training and technical assistance, products and tools, and latest research findings.

Youth Violence Project of the Curry School of Education, University of Virginia

<http://curry.virginia.edu/research/labs/youth-violence-project>

The Youth Violence Project conducts research on effective methods and policies for youth violence prevention and school safety. The project’s website contains extensive information about the Virginia model of threat assessment, an approach to violence prevention that emphasizes early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior. School staff members are encouraged to adopt a flexible, problem-solving approach, as distinguished from a more punitive, zero tolerance approach to student misbehavior.

WORKPLACE THREAT ASSESSMENT

Workplace violence is a complex and widespread issue that in recent years has received increased attention from law enforcement, mental health, and human resources professionals. Reports of disgruntled employees or former employees returning to their places of employment with a gun and killing co-workers is one form of workplace violence. Another type, representing approximately 24 percent of workplace violence, is related to personal relationships where an individual gains access to a workplace and commits a crime targeting an employee who is a current or former intimate partner.

The National Institute for Occupational Safety and Health defines workplace violence as violent acts, including physical assaults and threats of assaults, directed toward persons at work or on duty (NIOSH, 2001). Workplace violence ranges from offensive or threatening language to homicide. It may include domestic violence, sexual violence, including sexual harassment or sexual assault, dating violence, and stalking.

Workplace violence often results in serious injuries that may result in disabilities requiring ongoing care. Workplace violence may also result in life threatening injuries and even death.

The Centers for Disease Control, Occupational Safety and Health Administration and the National Institute for Occupational Safety and Health categorize workplace violence into four types based on the relationship among victims, perpetrators, and work settings.

- Type I incidents involve offenders who have no relationship with either the victims or the workplaces.
- Type II incidents involve offenders who receive services from the school.
- Type III incidents involve current or former employees acting out toward their present or past places of employment.
- Type IV incidents involve domestic disputes between an employee and a perpetrator that spill over into the workplace.

Type I incidents are largely addressed in current school board policies and procedures that limit access to schools and prescribe responses to intruders and other criminal acts by non-students and non-employees. All school divisions address Type II acts in student codes of conduct.

Types III and IV are least frequently addressed in school board policies. When compared with models for student threat assessment, non-student threat assessment policy models and protocols for identification and intervention in schools are far less well developed. Virginia has been a leader in implementing broad based threat assessment and management to address all threats in public schools and campuses.

The following page provides a sample policy and procedure specifically regarding domestic violence occurring in (or impacting on) the school or workplace. School Divisions are not required to implement these particular policies or procedures. They are provided as a resource for consideration, and to draw attention to concerns about domestic violence impacting workplace safety.

SAMPLE POLICY FOR ASSESSING WORKPLACE-RELATED THREATS OF DOMESTIC VIOLENCE

Assessment of Workplace-related Threats of Domestic Violence

- A formal process for assessing workplace-related threats of domestic violence shall be established and implemented by the *[school division]* Department of Human Resources in collaboration with the Office of School Safety and Security.
- A Threat Assessment and Management Team shall be established and include *[school division]* human resources, security, and employee assistance, and, as appropriate, mental health and law enforcement representatives. The school board attorney is to serve as an advisor to the Threat Assessment and Management Team.
- The *[school division]* Department of Human Resources, in collaboration with the Office of School Safety and Security, shall implement activities to ensure that all employees are aware of policies requiring the reporting of all workplace-related threats of domestic violence, understand the problem-solving purposes of threat assessment, and know how to report threats. Methods of reporting shall include at least one method for anonymous reporting.
- The Threat Assessment and Management Team is responsible for assessing all workplace-related threats of domestic violence and determining what steps are necessary to prevent violent acts from being carried out. This team will coordinate resources both within and outside of the school division, as appropriate.
- Employees who have secured any protective or restraining order that lists the workplace as a protected area are required to inform the Office of School Safety promptly of such orders. Employees who have not secured such orders but have safety concerns with regard to intimate partner violence are strongly encouraged to report their concerns to the Office of School Safety so that appropriate safety measures can be put in place. Employees can be assured that *[school division]* will not retaliate against employees making such reports and will support victims of intimate partner violence by making workplace safety plans, providing referrals to Employee Assistance and other appropriate community resources, and permitting time off for addressing the threats of violence. No employee shall be subject to retaliation or retribution of any kind for reporting a suspected incident of workplace violence.
- *[School division]* recognizes and respects an employee's right to privacy and need for confidentiality. Therefore, *[school division]* shall maintain the confidentiality of an employee's disclosure to the extent permitted by law. When information must be disclosed to protect the safety of individuals in the workplace, the breadth and content of the information disclosed will be limited to that reasonably necessary to protect the employees and others. The *[school division]* shall make every effort to provide advance notice to the employee of any disclosure required by law or to protect persons in the workplace.
- The Threat Assessment and Management Team shall document the nature of threats known and safety measures taken and assistance provided to employee victims.

SAMPLE PROCEDURES FOR ASSESSING AND RESPONDING TO WORKPLACE-RELATED THREATS OF DOMESTIC VIOLENCE

PURPOSE

To establish procedures for assessing and responding to workplace-related threats of domestic violence in order to maintain a safe environment for victims of violence, fellow employees, and students.

DEFINITIONS

- **Domestic violence** is a pattern of coercive behavior, including acts or threatened acts, that is used by the perpetrator to gain power and control over a current or former spouse, family member, intimate partner, or person with whom the perpetrator shares a child in common. Domestic violence includes, but is not limited to, physical or sexual violence, emotional and/or psychological intimidation, verbal abuse, stalking, economic control, harassment, physical intimidation, or injury.
- **Threat assessment** is a fact-based investigative approach that evaluates whether an individual's behavior poses a risk to their safety or the safety of others. The appraisal of risk in a given situation focuses on an individual's actions, communications, and specific circumstances that might suggest that an individual intends to commit a violent act and/or is engaged in planning or preparing for that event.
- A **workplace safety plan** is a strategy developed in collaboration with the victim to implement workplace safety options including, but not limited to, handling of court protection orders; procedures for alerting security personnel; temporary or permanent adjustment of work schedules and locations; change in parking places; and requests for escorts to and from the workplace location.

PROCEDURES

- Identifying and Reporting Threats
 - Unlike most other types of violence, victims of intimate partner violence commonly will try to conceal their abuse. However, the *[school division]* has an overriding responsibility to respond to and take action to prevent violence that threatens school safety.
 - Employees who have secured any protective or restraining order that lists the workplace as a protected area are required to promptly inform the Office of School Safety and Security of such orders.
 - Employees who have not secured protective or restraining orders but have safety concerns with regard to intimate partner violence are strongly encouraged to report their concerns to the Office of School Safety so that appropriate safety measures can be put in place.
 - All *[school division]* employees are required to report to the Office of School Safety and Security any threats of domestic violence that they witness or of which they have knowledge.
 - Employees can be assured that *[school division]* will not retaliate against employees making such reports and will support victims of intimate partner violence by making workplace safety plans, providing referrals to Employee Assistance and other appropriate community resources, and permitting time off for addressing the threats of violence.
 - The *[school division]* Department of Human Resources, in collaboration with the Office of School Safety and Security, shall implement activities to ensure that all employees are aware of policies requiring the reporting of all workplace-related threats of domestic violence, understand the problem-solving purposes of threat assessment, and know how to report threats. Training for members of the Threat Assessment and Management Team shall include, but is not limited to:
 - Dynamics of intimate partner violence
 - Methods of responding to reports of workplace threats arising from abusive relationships
 - Circumstances requiring reporting to law enforcement

- Employer legal obligations to victims of intimate partner violence and related employee privacy issues
- Key elements of a workplace safety plan

Training and awareness activities for co-workers shall include but not be limited to:

1. Warning signs that an employee may be involved in a violent relationship;
 2. Circumstances that appear to be tied to an abusive relationship that should be reported to the Threat Assessment and Management Team; and
 3. Community, EAP, and other outside resources that can assist employees in addressing intimate partner violence including legal, psychological, and financial resources.
- Threat Assessment
 - All incidents and acts constituting a violation of law or applicable protective order will be reported immediately to law enforcement.
 - The Threat Assessment and Management Team shall determine whether intimate partner violence poses a risk to the workplace and determine what steps are necessary to prevent violent acts from being carried out. The assessment of risk should include inquiry about whether:
 - a relationship has recently been broken off. This is important because the most dangerous time in an abusive relationship typically occurs when the abused partner tries to separate from an abuser;
 - the abuser has made threats and, if so, how specific and credible are they;
 - the abused employee has sought or been granted a court order of protection and whether the abuser has violated an order in the past;
 - the abuser has a history of violence or other criminal activity;
 - the abuser has access to weapons or has recently acquired one;
 - there is a pattern of stalking behavior; and
 - the abuser has physically or sexually assaulted the employee.
 - Response to Threats
 - The Threat Assessment and Management Team will coordinate resources both within and outside of the school division, as appropriate, to put in place a workplace safety plan. Security measures that may be established include, but are not limited to:
 - steps to limit the abuser's access to the workplace;
 - moving the abused employee's work space to a more protected, less vulnerable area;
 - providing a parking space close to building entrance or providing a security escort;
 - removing the employee's name from office telephone directories, changing his or her workplace e-mail address, or screening his or her calls;
 - requiring the employee to keep members of the team informed as to any contacts with and threatening actions of the abuser outside the workplace; and
 - referral to appropriate legal, financial, and counseling resources.

- Monitoring Response Effectiveness and Documentation
 - The Threat Assessment and Management Team shall maintain thorough documentation including all information gathered during incident management and ongoing monitoring, and all security measures taken as well as copies of all restraining, protective, or judicial orders relevant to the specific situation.
 - The Threat Assessment and Management Team will assess the effectiveness of its actions and, as needed, revise policies, procedures, and training. Policies, procedures, and training needs are to be reviewed annually in advance of the beginning of the school year.

See also:

Employee Policies (*specify those dealing with employee conduct and reporting of intimate partner violence*)

School Security and Critical Incident Policies (*specify those most relevant for threat assessment and response*)

RELATED READING ON WORKPLACE THREAT ASSESSMENT

ASIS International & Society for Human Resources Management (2011). Workplace violence prevention and intervention. Alexandria, VA: ASIS International. Available online at www.asisonline.org/Standards-Guidelines/Standards

Association of Threat Assessment Professionals (2006). Risk assessment guideline elements for violence: Considerations for assessing the risk of future violent behavior. Sacramento, CA: Author. Available online at <http://atapworldwide.org/associations/8976/files/documents/RAGE-V.pdf>

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Romano, S.J., Levi-Minzi, M.E., Rugala, E.A., & Van Hasselt, V.B. (2011, January). Workplace violence prevention. *F.B.I. Law Enforcement Bulletin*. Retrieved from www.fbi.gov/stats-services/publications/law-enforcement-bulletin/january2011/workplace_violence_prevention

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RELATED RESOURCES

Association of Threat Assessment Professionals – www.atapworldwide.org

The Association of Threat Assessment Professionals (ATAP) is a non-profit organization comprised of law enforcement, prosecutors, mental health professionals, corporate security experts, probation and parole personnel, and others involved in the area of threat and violence risk assessment. The purpose of ATAP is to afford its members a professional and educational environment to exchange ideas and strategies to address such issues as stalking, threats, and homeland security. The Association's website includes a Resource Library, Conference presentation materials, and information about membership and events.

National Resource Center on Domestic Violence – www.nrcdv.org

The Center is an independent, non-profit organization that serves as a comprehensive source of information for those wanting to educate themselves and help others on the many issues related to domestic violence.

National Resource Center on Workplace Responses – www.workplacesrespond.org

Funded by the U.S. Department of Justice, Office on Violence Against Women, the Center offers Internet-based information for those interested in providing effective workplace responses to victims of domestic violence, sexual violence, dating violence, and stalking. The site contains a workplace policy creation tool offering choices of model language.

Stalking Resource Center, National Center for Victims of Crime – www.victimsofcrime.org/src

The Center works to enhance the ability of professionals, organizations, and systems to respond effectively to stalking by providing training, technical assistance, and resource materials for professionals working with and responding to stalking.

APPENDIX A. SELECTED VIRGINIA LAWS RELATED TO THREAT ASSESSMENT

§ 22.1-79.4. Threat assessment teams and oversight committees.

- A. Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety in accordance with [§ 9.1-184](#). Such policies shall include procedures for referrals to community services boards or health care providers for evaluation or treatment, when appropriate.
- B. The superintendent of each school division may establish a committee charged with oversight of the threat assessment teams operating within the division, which may be an existing committee established by the division. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.
- C. Each division superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in counseling, instruction, school administration, and law enforcement. Threat assessment teams may be established to serve one or more schools as determined by the division superintendent. Each team shall (i) provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self; (ii) identify members of the school community to whom threatening behavior should be reported; and (iii) implement policies adopted by the local school board pursuant to subsection A.
- D. Upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the division superintendent or his designee. The division superintendent or his designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude school division personnel from acting immediately to address an imminent threat.
- E. Each threat assessment team established pursuant to this section shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.
- F. Upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to self or others or exhibits significantly disruptive behavior or need for assistance, a threat assessment team may obtain criminal history record information, as provided in [§§ 19.2-389](#) and [19.2-389.1](#), and health records, as provided in [§ 32.1-127.1:03](#). No member of a threat assessment team shall redisclose any criminal history record information or health information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

2013, c. [710](#); 2014, cc. 7, [158](#); 2016, c. [554](#).

Note that the following references to the *Code of Virginia* include only the subsections of *Code* relevant to school threat assessment teams.

§ 19.2-389. Dissemination of criminal history record information.

- A. Criminal history record information shall be disseminated, whether directly or through an intermediary, only to:
25. Members of a threat assessment team established by a local school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education, for the purpose of assessing or intervening with an individual whose behavior may present a threat to safety; however, no member of a threat assessment team shall redisclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team;

2016, cc. [454](#), [554](#), [574](#).

§ 19.2-389.1. Dissemination of juvenile record information.

Record information maintained in the Central Criminal Records Exchange pursuant to the provisions of [§ 16.1-299](#) shall be disseminated only:

(x) to members of a threat assessment team established by a school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education, to aid in the assessment or intervention with individuals whose behavior may present a threat to safety; however, no member of a threat assessment team shall redisclose any juvenile record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team; 2016, c. [554](#).

§ 32.1-127.1:03. Health records privacy.

A. There is hereby recognized an individual's right of privacy in the content of his health records. Health records are the property of the health care entity maintaining them, and, except when permitted or required by this section or by other provisions of state law, no health care entity, or other person working in a health care setting, may disclose an individual's health records.

Pursuant to this subsection:

3. No person to whom health records are disclosed shall redisclose or otherwise reveal the health records of an individual, beyond the purpose for which such disclosure was made, without first obtaining the individual's specific authorization to such redisclosure.

D. Health care entities may, and, when required by other provisions of state law, shall, disclose health records:

35. To a threat assessment team established by a local school board pursuant to [§ 22.1-79.4](#), by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)), or by a private nonprofit institution of higher education; 2016, c. [554](#).

§ 2.2-3705.2. Exclusions to application of chapter; records relating to public safety.

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

7. Security plans and specific assessment components of school safety audits, as provided in [§ 22.1-279.8](#).

Nothing in this subdivision shall be construed to prohibit the disclosure of records relating to the effectiveness of security plans after (i) any school building or property has been subjected to fire, explosion, natural disaster or other catastrophic event, or (ii) any person on school property has suffered or been threatened with any personal injury.

17. Records received by the Department of Criminal Justice Services pursuant to [§§ 9.1-184](#), [22.1-79.4](#), and [22.1-279.8](#) or for purposes of evaluating threat assessment teams established by a public institution of higher education pursuant to [§ 23-9.2:10](#) (Until October 1, 2016, thereafter [§ 23.1-805](#)) or by a private nonprofit institution of higher education, to the extent such records reveal security plans, walk-through checklists, or vulnerability and threat assessment components.

§ 2.2-3705.4. Exclusions to application of chapter; educational records and certain records of educational institutions.

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

8. Records of a threat assessment team established by a local school board pursuant to [§ 22.1-79.4](#) or by a public institution of higher education pursuant to [§ 23-9.2:10](#) relating to the assessment or intervention with a specific individual. However, in the event an individual who has been under assessment commits an act, or is prosecuted for the commission of an act that has

caused the death of, or caused serious bodily injury, including any felony sexual assault, to another person, the records of such threat assessment team concerning the individual under assessment shall be made available as provided by this chapter, with the exception of any criminal history records obtained pursuant to [§ 19.2-389](#) or [19.2-389.1](#), health records obtained pursuant to [§ 32.1-127.1:03](#), or scholastic records as defined in [§ 22.1-289](#). The public body providing such records shall remove information identifying any person who provided information to the threat assessment team under a promise of confidentiality.

[§8.01-47. Immunity of persons investigating or reporting certain incidents at schools.](#)

In addition to any other immunity he may have, any person who, in good faith with reasonable cause and without malice, acts to report, investigate or cause any investigation to be made into the activities of any student or students or any other person or persons as they related to conduct involving bomb threats, firebombs, explosive materials or other similar devices as described in clauses (vi) and (vii) of subsection A of [§22.1-279.3:1](#), alcohol or drug use or abuse in or related to the school or institution or in connection with any school or institution activity, or information that an individual poses any credible danger of serious bodily injury or death to one or more students, school personnel, or others on school property shall be immune from all civil liability that might otherwise be incurred or imposed as the result of the making of such a report, investigation, or disclosure. (2013, c. 665.)

[§9.1-184. Virginia Center for School Safety created; duties.](#)

- A. From such funds as may be appropriated, the Virginia Center for School Safety (the Center) is hereby established within the Department. The Center shall:
1. Provide training for Virginia public school personnel in school safety, on evidence-based antibullying tactics, and in the effective identification of students who may be at risk for violent behavior and in need of special services or assistance;
 2. Serve as a resource and referral center for Virginia school divisions by conducting research, sponsoring workshops, and providing information regarding current school safety concerns, such as conflict management and peer mediation, bullying, school facility design and technology, current state and federal statutory and regulatory school safety requirements, and legal and constitutional issues regarding school safety and individual rights;
 3. Maintain and disseminate information to local school divisions on effective school safety initiatives in Virginia and across the nation;
 4. Collect, analyze, and disseminate various Virginia school safety data, including school safety audit information submitted to it pursuant to [§ 22.1-279.8](#), collected by the Department;
 5. Encourage the development of partnerships between the public and private sectors to promote school safety in Virginia;
 6. Provide technical assistance to Virginia school divisions in the development and implementation of initiatives promoting school safety, including threat assessment-based protocols with such funds as may be available for such purpose;
 7. Develop a memorandum of understanding between the Director of the Department of Criminal Justice Services and the Superintendent of Public Instruction to ensure collaboration and coordination of roles and responsibilities in areas of mutual concern, such as school safety audits and crime prevention;
 8. Provide training for and certification of school security officers, as defined in [§ 9.1-101](#) and consistent with [§ 9.1-110](#);
 9. Develop, in conjunction with the Department of State Police, the Department of Behavioral Health and Developmental Services, and the Department of Education, a model critical incident response training program for public school personnel and others providing services to schools that shall also be made available to private schools in the Commonwealth; and
 10. In consultation with the Department of Education, provide schools with a model policy for the establishment of threat assessment teams, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students.

- B. All agencies of the Commonwealth shall cooperate with the Center and, upon request, assist the Center in the performance of its duties and responsibilities.

(2000, c. [519](#), § 9-173.21; 2001, cc. [436](#), [440](#), [844](#); 2002, cc. [836](#), [868](#); 2012, cc. [281](#), [433](#); 2013, cc. [676](#), [710](#).)

§ 22.1-272.1. Suicide prevention in public schools

Responsibility to contact parent of student at imminent risk of suicide; notice to be given to social services if parental abuse or neglect; Board of Education, in cooperation with the Department of Behavioral Health and Developmental Services and the Department of Health, to develop guidelines for parental contact.

- A. Any person licensed as administrative or instructional personnel by the Board of Education and employed by a local school board who, in the scope of his employment, has reason to believe, as a result of direct communication from a student, that such student is at imminent risk of suicide, shall, as soon as practicable, contact at least one of such student's parents to ask whether such parent is aware of the student's mental state and whether the parent wishes to obtain or has already obtained counseling for such student. Such contact shall be made in accordance with the provisions of the guidelines required by subsection C.
- B. If the student has indicated that the reason for being at imminent risk of suicide relates to parental abuse or neglect, this contact shall not be made with the parent. Instead, the person shall, as soon as practicable, notify the local department of social services of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred or the state Department of Social Services' toll-free child abuse and neglect hotline, as required by [§ 63.2-1509](#). When giving this notice to the local or state department, the person shall stress the need to take immediate action to protect the child from harm.
- C. The Board of Education, in cooperation with the Department of Behavioral Health and Developmental Services and the Department of Health, shall develop guidelines for making the contact required by subsection A. These guidelines shall include, but need not be limited to, (i) criteria to assess the suicide risks of students, (ii) characteristics to identify potentially suicidal students, (iii) appropriate responses to students expressing suicidal intentions, (iv) available and appropriate community services for students expressing suicidal intentions, (v) suicide prevention strategies which may be implemented by local schools for students expressing suicidal intentions, (vi) criteria for notification of and discussions with parents of students expressing suicidal intentions, (vii) criteria for as-soon-as-practicable contact with the parents, (viii) appropriate sensitivity to religious beliefs, and (ix) legal requirements and criteria for notification of public service agencies, including, but not limited to, the local or state social services and mental health agencies. These guidelines may include case studies and problem-solving exercises and may be designed as materials for in-service training programs for licensed administrative and instructional personnel.

(1999, c. [425](#); 2009, cc. [813](#), [840](#).)

§ 22.1-279.3:1. Reports of certain acts to school authorities.

- A. Reports shall be made to the division superintendent and to the principal or his designee on all incidents involving (i) the assault or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity; (ii) the assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in [§ 18.2-60.3](#), on a school bus, on school property, or at a school-sponsored activity; (iii) any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications; (iv) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity; (v) the illegal carrying of a firearm, as defined in [§ 22.1-277.07](#), onto school property; (vi) any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in [§ 18.2-85](#), or explosive or incendiary devices, as defined in [§ 18.2-433.1](#), or chemical bombs, as described in [§ 18.2-87.1](#), on a school bus, on school property, or at a school-sponsored activity; (vii) any threats or false threats to bomb, as described in [§ 18.2-83](#), made against school personnel or involving school property or school buses; or (viii) the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor.

B. Notwithstanding the provisions of Article 12 ([§ 16.1-299](#) et seq.) of Chapter 11 of Title 16.1, local law-enforcement authorities shall report, and the principal or his designee and the division superintendent shall receive such reports, on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act ([§ 54.1-3400](#) et seq.) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses (i) through (viii) of subsection A, and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. As part of any report concerning an offense that would be an adult misdemeanor involving an incident described in clauses (i) through (viii) of subsection A, local law-enforcement authorities and attorneys for the Commonwealth shall be authorized to disclose information regarding terms of release from detention, court dates, and terms of any disposition orders entered by the court, to the superintendent of such student's school division, upon request by the superintendent, if, in the determination of the law-enforcement authority or attorney for the Commonwealth, such disclosure would not jeopardize the investigation or prosecution of the case. No disclosures shall be made pursuant to this section in violation of the confidentiality provisions of subsection A of [§ 16.1-300](#) or the record retention and redisclosure provisions of [§ 22.1-288.2](#). Further, any school superintendent who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of [§ 16.1-260](#) shall report such information to the principal of the school in which the juvenile is enrolled.

C. The principal or his designee shall submit a report of all incidents required to be reported pursuant to this section to the superintendent of the school division. The division superintendent shall annually report all such incidents to the Department of Education for the purpose of recording the frequency of such incidents on forms that shall be provided by the Department and shall make such information available to the public.

In submitting reports of such incidents, principals and division superintendents shall accurately indicate any offenses, arrests, or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection B.

A division superintendent who knowingly fails to comply or secure compliance with the reporting requirements of this subsection shall be subject to the sanctions authorized in [§ 22.1-65](#). A principal who knowingly fails to comply or secure compliance with the reporting requirements of this section shall be subject to sanctions prescribed by the local school board, which may include, but need not be limited to, demotion or dismissal.

The principal or his designee shall also notify the parent of any student involved in an incident required pursuant to this section to be reported, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice shall relate to only the relevant student's involvement and shall not include information concerning other students.

Whenever any student commits any reportable incident as set forth in this section, such student shall be required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or his designee. Prevention and intervention activities shall be identified in the local school division's drug and violence prevention plans developed pursuant to the federal Improving America's Schools Act of 1994 (Title IV—Safe and Drug-Free Schools and Communities Act).

D. Except as may otherwise be required by federal law, regulation, or jurisprudence, the principal shall immediately report to the local law-enforcement agency any act enumerated in clauses (ii) through (vii) of subsection A that may constitute a criminal offense and may report to the local law-enforcement agency any incident described in clause (i) of subsection A. Nothing in this section shall require delinquency charges to be filed or prevent schools from dealing with school-based offenses through graduated sanctions or educational programming before a delinquency charge is filed with the juvenile court.

Further, except as may be prohibited by federal law, regulation, or jurisprudence, the principal shall also immediately report any act enumerated in clauses (ii) through (v) of subsection A that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal shall report that the incident has been reported to local law enforcement as required by law and that the parents may contact local law enforcement for further information, if they so desire.

E. A statement providing a procedure and the purpose for the requirements of this section shall be included in school board policies required by [§ 22.1-253.13:7](#).

The Board of Education shall promulgate regulations to implement this section, including, but not limited to, establishing reporting dates and report formats.

- F. For the purposes of this section, “parent” or “parents” means any parent, guardian or other person having control or charge of a child.
- G. This section shall not be construed to diminish the authority of the Board of Education or to diminish the Governor’s authority to coordinate and provide policy direction on official communications between the Commonwealth and the United States government.
(2013, c. [800](#); 2014, cc. [674](#), [719](#).)

§ 18.2-60. Threats of death or bodily injury to a person or member of his family; threats to commit serious bodily harm to persons on school property; penalty.

- A. 1. Any person who knowingly communicates, in a writing, including an electronically transmitted communication producing a visual or electronic message, a threat to kill or do bodily injury to a person, regarding that person or any member of his family, and the threat places such person in reasonable apprehension of death or bodily injury to himself or his family member, is guilty of a Class 6 felony. However, any person who violates this subsection with the intent to commit an act of terrorism as defined in [§ 18.2-46.4](#) is guilty of a Class 5 felony.
- 2. Any person who communicates a threat, in a writing, including an electronically transmitted communication producing a visual or electronic message, to kill or do bodily harm, (i) on the grounds or premises of any elementary, middle or secondary school property, (ii) at any elementary, middle or secondary school-sponsored event or (iii) on a school bus to any person or persons, regardless of whether the person who is the object of the threat actually receives the threat, and the threat would place the person who is the object of the threat in reasonable apprehension of death or bodily harm, is guilty of a Class 6 felony.
- B. Any person who orally makes a threat to any employee of any elementary, middle or secondary school, while on a school bus, on school property or at a school-sponsored activity, to kill or to do bodily injury to such person, is guilty of a Class 1 misdemeanor.

A prosecution pursuant to this section may be either in the county, city or town in which the communication was made or received.

(2002, cc. [588](#), [623](#))