

Oak Ridge Schools

Office of the Superintendent



Administrative Procedure 3.204

Threat Assessment Team

August 8, 2023

AP 3.204 Threat Assessment Team

The following steps will be taken to prepare for and assess a student threat:

1. An employee with the appropriate certification, training and experience will be identified to assist school threat assessment managers, as requested, to document, assess and determine the level of the student threat.
2. A minimum of one staff member is to be designated as the threat assessment manager at each school.
3. The designated threat assessment manager will attend threat assessment training as needed.
4. Appropriate outside agencies will be consulted as needed if the student threat is determined to be credible or at a medium or high level.
5. The Student Success Coordinator will maintain a document that provides the names of individual schools and district threat assessment managers.
6. The Student Success Coordinator will maintain a copy of all student threat assessments.
7. A monthly report of documented student threat assessments will be prepared for the superintendent to share with the school board.

The following form will be used to document the initial assessment and response of a student threat.

Oak Ridge Schools Threat Assessment

This form should be used to document the initial assessment & response to a student threat of dangerous violence.

Primary Student Information

| | | | |
|-------------------|----------------------------------|-------|--|
| Student Name | | | |
| School | | Grade | |
| DOB | | Age | |
| Parents/Guardians | | | |
| Phone Numbers | | | |
| Address | | | |
| Disabilities | No Yes If yes please list: | | |

Threat Information

| | | | |
|--|--|-------------------------------|--|
| Date and time learned of threat | | Date and time threat occurred | |
| Who reported threat | | | |
| Location of threat | | | |
| Target of threat | | | |
| What was the threat: please quote the student if possible and attach any written notes or emails | | | |

Initial Threat Assessment

| | | | | |
|---|--------|----------|--------|-------------|
| Investigator Name | | | | |
| School | | Position | | |
| Type of Threat | Direct | Indirect | Veiled | Conditional |
| Level of Threat | Low | Medium | High | |
| If level is low the following action was taken by the school | | | | |
| If level is Medium or High, proceed to Extended Threat Assessment | | | | |

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Initial Threat Assessment Appendix

| Type of Threat | | | |
|---|---|---|---|
| Direct Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym." | Indirect Tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!" While violence is implied, and suggests that a violent act COULD occur, not that it WILL occur. | Veiled Is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat. | Conditional is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school." |

| Level of Threat |
|---|
| <p>Low: <i>Threat is vague and indirect</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Information within the threat is inconsistent, implausible or lacks detail <input type="checkbox"/> Threat lacks realism <p>Content suggests person is unlikely to carry it out</p> |
| <p>Medium: <i>Threat is more direct and more concrete than a low level threat</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wording suggests threatener has given some thought to how the act will be carried out. <input type="checkbox"/> General indication of a possible place and time (but not a detailed plan) <input type="checkbox"/> Strong indication the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. |
| <p>High: <i>Direct, specific and plausible</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance. <p>Example:</p> <p>“At 8 am tomorrow morning I intend to shoot the principal. That’s when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school.”</p> |

Initial Threat Assessment Appendix Continued

| Possible information for initial assessment | | | |
|---|------------------------------------|-----------------------------|---|
| Sought out accomplices | Reported threat as a specific plan | Victim witnessed the threat | Had a written plan |
| Had a prior conflict with victim | Repeated threat over time | Mentioned weapon in threat | Does the student have access to weapons |
| | | | |

| | |
|--|--|
| Possible interview questions for threatener | <ul style="list-style-type: none">• What happened today when you were (place of incident)?• What exactly did you say? And what exactly did you do? (Write the student's exact words.)• What did you mean when you said or did that?• How do you think [person who was threatened] feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)• What was the reason you said or did that? (Find out if there is a prior conflict or history to this threat.)• What are you going to do now that you have made this threat? (Ask if the student intends to carry out the threat.) |
| Possible interview questions for Target or Witness | <ul style="list-style-type: none">• What exactly did [student who made the threat] say or do? (Write the witness's exact words.)• What do you think he or she meant when saying or doing that?• Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)• How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.)• Are you concerned that he or she might actually do it? |

Extended Threat Assessment (This assessment must be performed by trained staff member)

| | | | |
|---|--|----------|--|
| Investigator Name | | | |
| School | | Position | |
| Based on student interviews or documents, provide the following | | | |
| Specific Plausible Details | | | |
| Emotional Content of the Threat | | | |
| Precipitating Stressors | | | |
| Personality Characteristics of Student | | | |
| History of Violence | | | |
| History of Mental Illness | | | |
| Family Dynamics | | | |
| School Dynamics | | | |
| Social Dynamics | | | |
| Relevant Information about the Target | | | |

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Extended Threat Assessment Continued

| | | | | |
|--|-----------------------------|----------|--------|--------------------|
| Type of Threat | Direct | Indirect | Veiled | Conditional |
| Level of Threat | Low | Medium | High | |
| Conclusions (Threat Type and Level may differ from initial assessment) | | | | |
| Action Steps Required steps: police response, DCS referral case number, parent notification and person responsible for additional action steps Additional steps may include: Mobile Crisis, safety plan, restriction of means, etc. | Intervention Action Step(s) | | | Person Responsible |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | Safety Action Step(s) | | | Person Responsible |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | • | | | Initial here _____ |
| | Discipline Action | • | | |

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