

Oak Ridge Schools

Office of the Superintendent



Administrative Procedure 6.300 Code of Conduct / Student Threat Assessment

September 28, 2018

AP 6.300 Code of Conduct / Student Threat Assessment

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

1. A system wide employee with the appropriate certification, training and experience will be identified to provide training and 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 system provided threat assessment training on an annual basis.
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.

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: “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	•		