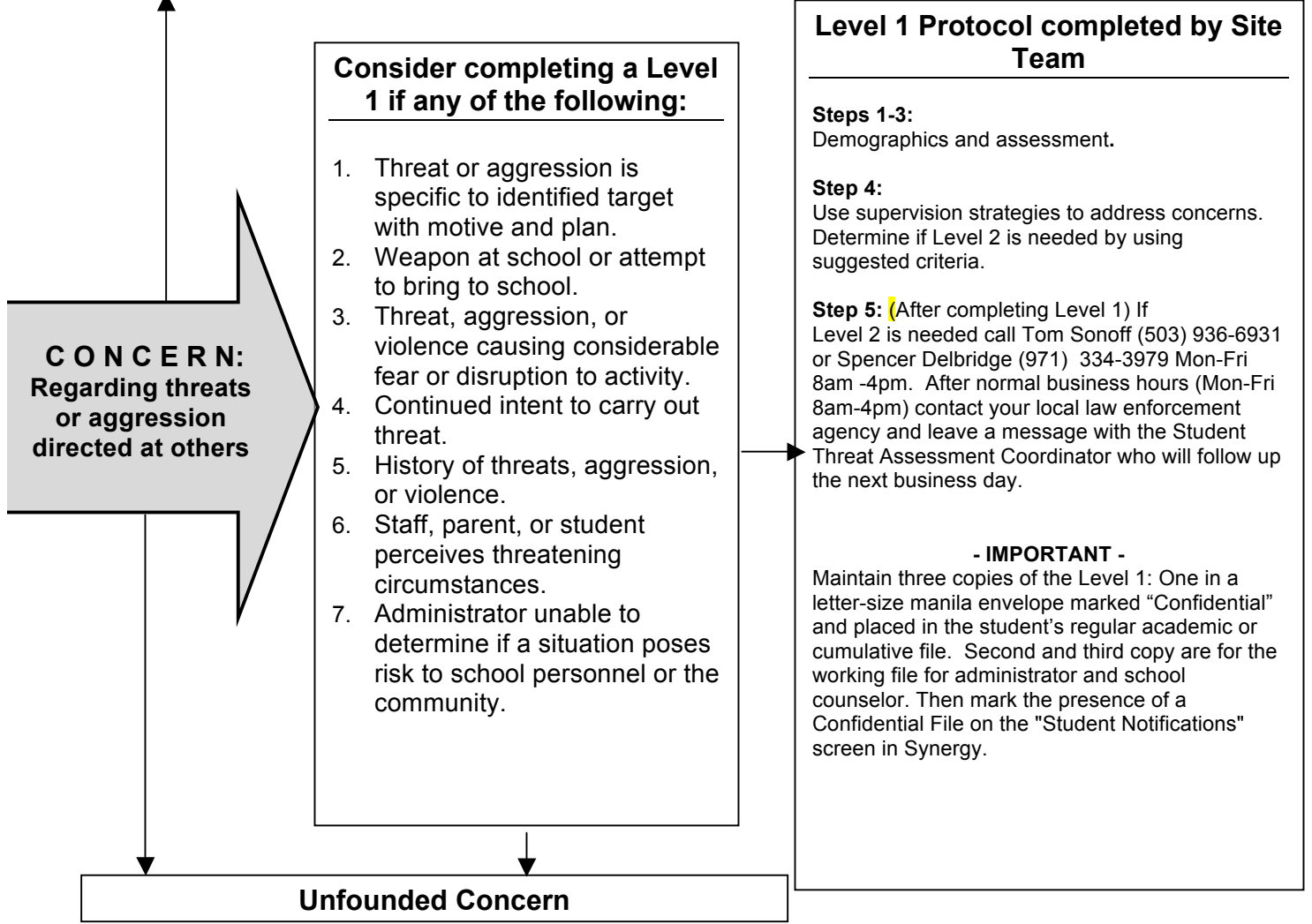


**OREGON CITY SCHOOL DISTRICT  
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM  
~ LEVEL 1 PROTOCOL ~  
(Version 2017)**

- This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually or who are setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others.
- Consult the flow chart below in determining the course investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.

**IF IMMEDIATE DANGER TO OTHERS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.**



**INSTRUCTION: THIS PROTOCOL IS ONLY FOR USE BY STAFF WHO  
HAVE BEEN TRAINED ON THE LEVEL 1 ASSESSMENT PROCESS.**

*This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist school staff in development of a management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this survey at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.*

**Complete the following survey through investigation conducted by the building Level 1 Site Team (a multidisciplinary team consists of an administrator, a school counselor, and a School Resource Officer). The administrator, as case manager, should lead the discussion using the noted step-by step instructions and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:**

- Teachers, coaches, case managers, other educators. (If education staff are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- Campus Monitors, Instructional Assistants, transportation staff, or other people who have contact with student/students.
- Parents/Guardians, if time and circumstances allow. (If parents/guardians are unable to attend, complete the Parent Interview form.)
- Case managers, Probation Officers if adjudicated or a ward of the Court.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level 2 Assessment by staff who specialize in Threat Assessment (Step 4). If consultation is needed regarding this process, special services department at (503) 785-8400.

**STEP 1: ENSURE STUDENT AND STAFF SAFETY**

**IF *IMMINENT* DANGER EXISTS CALL LAW ENFORCEMENT, LEVEL OFFICE, AND FOLLOW THE DISTRICT SAFETY GUIDELINES.**

- If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc.
- Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury). For specifics, see ORS 339.327, the Student Threat Assessment System Guide, or consult with Level Director.
- Is law enforcement involvement in the investigation or protective response? If so, provide the name of the investigating officer(s) \_\_\_\_\_ Case Number \_\_\_\_\_  
What were the results (i.e. student arrested, charged, detained, search of belongings, parent/student interviews, etc.)? \_\_\_\_\_

**STEP 2: COMPLETE THE FOLLOWING INFORMATION:**

- The parent / guardian has been notified that assessment is being done.
- The parent / guardian **has not** been notified of meeting because: \_\_\_\_\_
- Parent Interview completed if parent cannot attend (see Student Threat Assessment System Guide).
- Copy of District Incident Report is attached.

**SCHOOL:** \_\_\_\_\_ **SCHOOL PHONE #:** \_\_\_\_\_ **TODAY'S DATE:** \_\_\_\_\_

**ADMINISTRATOR / CASE MANAGER:** \_\_\_\_\_ **DATE OF INCIDENT:** \_\_\_\_\_

**STUDENT NAME:** \_\_\_\_\_ **STUDENT #:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **AGE:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

**STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT**

Prior to completing this protocol, consider reviewing the sources of information listed below. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** followed by a short clarifying explanation (further explanation can be found within the **Level 1 Companion**). Review the questions as an outline for guided conversation investigating situational factors or concerns that suggest an increase in the risk of acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

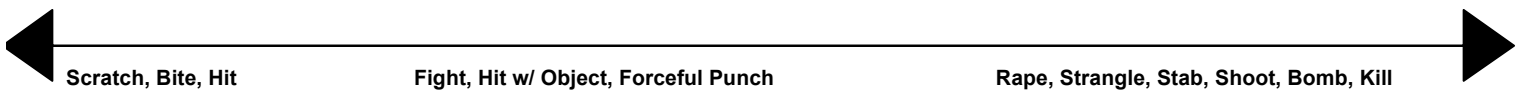
**Information was gathered from the following sources:**

- Cumulative file review, including confidential folder
- Review of discipline records
- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview
- Student witness interview
- Parent interview (if not in attendance)
- Teacher questionnaire (if not in attendance)
- Search of belongings
- Search of social media activity
- Other: \_\_\_\_\_

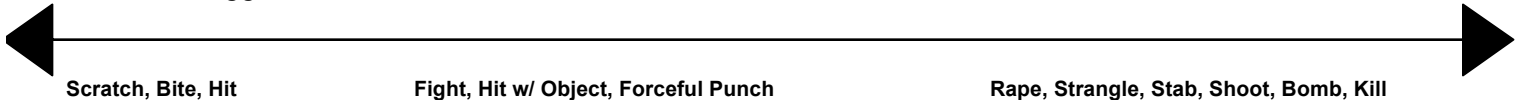
**1. Note the location of the threat, behavior or dangerous situation on the following continuum:** Identify location of threat and/or acted out behavior in reference to the following continuum and describe details of your concerns. (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

**MILD AGGRESSION → MODERATE AGGRESSION → EXTREME AGGRESSION (VIOLENCE)**  
**(Frequent, Low Impact) (Less Frequent, Moderate Impact) (Infrequent, High Impact)**

*Suggested or Threatened Aggressive Behavior:*



*Acted-Out Aggressive Behavior:*



**Describe details of threat or dangerous situation and/or acted out behavior:** \_\_\_\_\_

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**2. Have there been communications suggesting a potential attack or act of aggression (i.e. direct threats, specific references, veiled threats or vague warnings)?**

Threats can be direct, through verbal communication, art, email, Internet use, social media, written language exercises and other modes of communication. Threats can be indirect (such as ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (such as school shootings).

No  Yes, Describe: \_\_\_\_\_

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**3. Are there indications of a plan, feasible process, or clear intention to harm others?**

Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack related behavior may be, but not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

No  Yes, Describe: \_\_\_\_\_

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**4. Are there indications of suicidal ideation?**

Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed, or commit suicide combined with a threat to harm others increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

No  Yes, Describe: \_\_\_\_\_

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**5. Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation?**

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation is absent an ongoing target, it is likely a situation revolving around reactive aggression, where the individual involved perceives themselves to be

under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Are there indications of a weapon(s) choice/availability?**

If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability and document their responses.*

No  Yes, Describe (how confident are you in your information?): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?**

What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination, or if interest is an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Are there indications of a motive, goal or justification for aggressive behavior or a lethal attack?**

If focus is on a specific target(s) (see question #5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare. If the situation is absent motive, then it may be a situation revolving around reactive aggression. Reactive aggressive talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should be identified to avoid or eliminate them in the future.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. Are there indications of hopeless, stressfully overwhelming or desperate situations (real or perceived)?**

As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students or the community).

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**10. Are there indications of a capacity or ability to plan and carry out an act of targeted violence?**

Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability or overall functioning, then feasibility drops.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**11. Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability), or are values, beliefs or ideas socially maladjusted (sees aggression as an acceptable and justifiable method of problem solving)?**

Are beliefs or ideas a feature of a mental health disorder? Threatening talk as a feature of mental illness such as Psychosis, Tourette's Syndrome, or Autism is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5), and clear motive (see question #8).

Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if the threat is accompanied by attack-related behavior and targeting, the risk increases just as it would with threats that are not features of mental health issues.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**12. Are actions and behaviors consistent with communications? (Review questions 1-11)**

If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power (bravado).

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:**

➤ Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack related behavior?  No  Yes If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13.

➤ Do the responses indicate that this is a reactive threat? If so, do the responses identify either of the following: 1. Aggressive talk or behavior that is highly emotional, is unplanned and is a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self?  No  Yes  
2. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate or impress others?  No  Yes

If yes to either question, the threat is likely a reactive or an affective gesture. If the potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item #13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and

move to Step 4, using the answers from questions 1-12 to identify situation(s), setting(s) and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior.

➤ Do the responses indicate that the situation does not pose a threat?  No  Yes If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas or circumstances that may indicate the presence of risk.

**13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively?**

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?**

The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?**

What situations agitate or trigger aggressive thinking, threats and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack?**

Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**17. Are there indications that peer group reinforces delinquent thinking?**

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use of violence as a solution. Risk increases if a situation lacks positive social connection, accountability and inhibitors but is filled with anti-social thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.

No  Yes, Describe (include role within peer group): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**18. Is there a history of behavioral, drug/alcohol or developmental issues?**

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**19. Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?**

No  Yes, Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**20. Other Concerns:**

The Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:**

1. Review all previous questions and highlight/identify responses that indicate concern or risk.
2. Identify your impressions and sense of urgency.
3. Is the potential aggression likely to cause severe or lethal injury?
4. Do the responses identify threats (actions, specific circumstances and/or communications) that are focused on a specific target (individual or group) for a specific reason or motive and involve planning and preparation with the capacity to carry out the event? If so, the risk of *targeted aggression* is clearly indicated and must be addressed immediately.
5. Is there indication an attack has been scheduled or an identified date when an attack may happen?

**TAKE IMMEDIATE PRECAUTIONARY STEPS TO PROTECT POTENTIAL VICTIMS AND ASSURE SUPERVISION FOR THE STUDENT(S) OF CONCERN IF:**



1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

**PRECAUTIONARY STEPS... may include but are not limited to:**

1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations for consultation and support.
3. Contact STAT (see Step 5) for further assessment, consultation, and support.
4. Notify the guardians of the potential target(s) (see Step 1 and Step 4, ORS 339.327) of your concerns and the actions you are initiating. Document all communication using the *Notification Log and Notification Letter*. (See Student Threat Assessment System Guide or consult with Level Director.) Outline and document a safety plan for the targeted student(s) (use the *Plan to Protect Victimized of Targeted Student* form).
5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

**STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS  
(Including aggravating factors) IDENTIFIED THROUGH STEP 3.**

**RECOMMENDED INTERVENTIONS: (CHECK  IF IMPLEMENTED and NOTATE WHO WILL BE RESPONSIBLE FOR IMPLEMENTING THE INTERVENTION):**

**If Target(s) are identified:**

- Intended victim warned – parent/guardian notified. (ORS 339.327 requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the *Notification Log and Notification Letter* to document.)
- Protective Response initiated by administrator.
- Design and implement a safety plan (using the form *Plan to Protect Targeted or Victimized Student*) for identified target(s). Consider both physical and psychological safety needs of targeted student.
- Other: \_\_\_\_\_

**Individual Options:**

- Individual Accountability Plan
- Suicide Assessment initiated on \_\_\_\_\_ (use District Suicide Protocol)  
date
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.).  
Describe: \_\_\_\_\_
- Other: \_\_\_\_\_

**School Options:**

**(If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.)**

- Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be

removed and duplicated and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and guardian’s response.

Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian’s response.

Review educational plan

Review transportation options

Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack

Specialized class

Travel card and time accountability

Social skill building programs

Increase supervision in following settings: \_\_\_\_\_

Modifications of daily schedule  Late arrival/early dismissal

Alert staff and teachers on need-to-know basis

Decrease or eliminate pass time or unsupervised time

Intermittent/Random Check of backpack, locker, pocket, purse, etc. by:  Administrator  CDS / Counselor  SRO  
 Office staff  Other \_\_\_\_\_

Assign identified staff to build trusting relationship through check-in or mentorship:

Administrator  Mentor  Counselor  School Resource Officer  Teacher  Other: \_\_\_\_\_

Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

Other intervention or supervision strategies that directly address triggers and agitators identified in

Step 3: \_\_\_\_\_

Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out: \_\_\_\_\_

School Counselor or Behavior Specialist intervention including: \_\_\_\_\_

Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.

Other: \_\_\_\_\_

Referral to appropriate school team to consider alternative placement

Home supervision pending further assessment

Increased supervision in the following settings: \_\_\_\_\_

Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation/Special Education Assessment or Behavior Team Referral. **(NOTE: Must be done through Special Education Team Process.)**

### Family / Home Options:

Strategize safety options/planning

Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)

Safety proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)

Review and pursue crisis and/or mental health services

Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack

Use a Family Social Media Contract or refer to [www.commonssensemedia.org](http://www.commonssensemedia.org) for information on appropriate youth media

Other: \_\_\_\_\_

### Community Options:

Referral to Youth Services Team

Explore mental health evaluation options

Anger management program/mediation program

- Alcohol/Drug evaluation
- Parenting program
- Mentoring program
- Notify Probation/Parole officer
- Faith community program
- Foster positive community activities/interests
- Other: \_\_\_\_\_

**Other Options:** \_\_\_\_\_

**Review:**

**Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on:**

\_\_\_\_\_ (date)

**CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:**

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another.
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling and/or other behavior that suggests the serious consideration of an act of targeted aggression.
- You have exhausted your building resources and would like to explore community support to assist you with supervision.

**ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:**

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms related offenses in the community.

***Is the Level 1 team requesting a Level 2 Threat Assessment at this time?***

No  Yes

***If yes, see Step 5 for Level 2 Threat Assessment referral process.***

**- NOTE -**

**While awaiting the Level 2 assessment, use the student supervision plan (Step 4) to manage the situation and document interim steps taken by Site Team.**

## STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

Call Tom Sonoff or Spencer Delbridge Monday-Friday 8:00am -4:00pm  
TOM SONOFF (503) 936-6931 SPENCER DELBRIDGE (971) 334-3979

After normal business hours (Monday- Friday 8:00am -4:00pm) contact your local law enforcement agency and leave a message with the Student Threat Assessment Coordinator who will follow up the next business day.

Provide Dispatch with the information requested below so a complete Level 2 team can be assembled in a timely manner.

If a Level 2 Assessment is not requested, move ahead to Step 6 to complete the protocol.

## INFORMATION NEEDED FOR DISPATCHING A LEVEL 2



1. **Is student adjudicated?**  Yes  No  
If yes – Name of Probation Officer \_\_\_\_\_ Phone #: \_\_\_\_\_
2. **A Ward of the Court or other supervision?**  Yes  No  
If yes – Name of Caseworker \_\_\_\_\_ Phone#: \_\_\_\_\_
3. **Other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission?**  Yes  No  
If yes, is there signed consent for exchange of information?  Yes  No  
If yes, please list agencies and individuals:  
\_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_
4. **Special Ed. or 504 plan, disability codes and current placement?**  Yes  No  
If yes, details: \_\_\_\_\_
5. **Is student in self-contained classroom?**  Yes  No
6. **Was guardian present at Level 1 assessment?**  Yes  No
7. **Are guardians supportive, constructive and available to attend Level 2?**  Yes  No  
If yes, what is their contact information: Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_
8. **Other information needed for Level 2 assessment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)**

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Status checks should be completed as often as necessary until your level 1 team determines the level of risk has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 and management plan.
- Contact your district threat assessment consultant with any concerns or significant updates.

## REVIEW NOTES

Review Date:  
Notes:

Review Date:  
Notes:

Review Date:  
Notes:

Review Date:  
Notes:

Review Date:  
Notes:

Review Date:  
Notes: