

NWESD / SKAGIT COUNTY
Student Safety Assessment and Management System
Parent Questionnaire – Building Level

Step 1: Directions for Case Manager:

This questionnaire is only to be completed by a school counselor or administrator as supplement to the Building Level Assessment Protocol (phone or in person) if a parent/guardian does not attend the Assessment. Although a parent/guardian can provide crucial information regarding a situation, do not delay Building Level Assessment if the parent is not available, is unwilling, or if the Building Team determines that the parent should not be included at this time. The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the following questions while being mindful of supervision, intervention and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Parent / Guardian's Name: _____

Person completing the questionnaire: _____

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess situation that may be dangerous for the student, other students, and/or staff.

**Address the following questions through conversation and open-ended questions.
Do NOT ask the guardian to read and complete the questions themselves.**

Step 2: Ask the following questions through conversation or direct inquiry.

1. What are the parent / guardian (or other family / community members) concerns about behavior, potential violence, or issues: specific to the incident?

2. Has the student communicated any threats, ideas of violence, or wishes / intentions to harm anyone (at school, at home, in the community, or himself / herself)?

3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, Internet usage)? Does the student justify the use of violence to solve problems?

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4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, etc.)?
5. Are there certain situations that agitate the student or his / her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes?
6. How does the student view himself / herself? (As a leader, follower, victim, outcast, etc.)
7. Are there drug / alcohol issues with the student, family, or friends?
8. Is the student involved with the Juvenile Department, Police, DSHS, CPS, Mental Health, or other agencies? Is communication with these agencies possible?
9. What are student's positive activities, interests, relationships, (Scouting, church, sports, clubs, recreation, pets, family, friends, community)?
10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions?
11. Are there any other concerns that relate to the situation?
12. What is parent's relationship with the student? difficult, neutral, or positive relationship with this student?