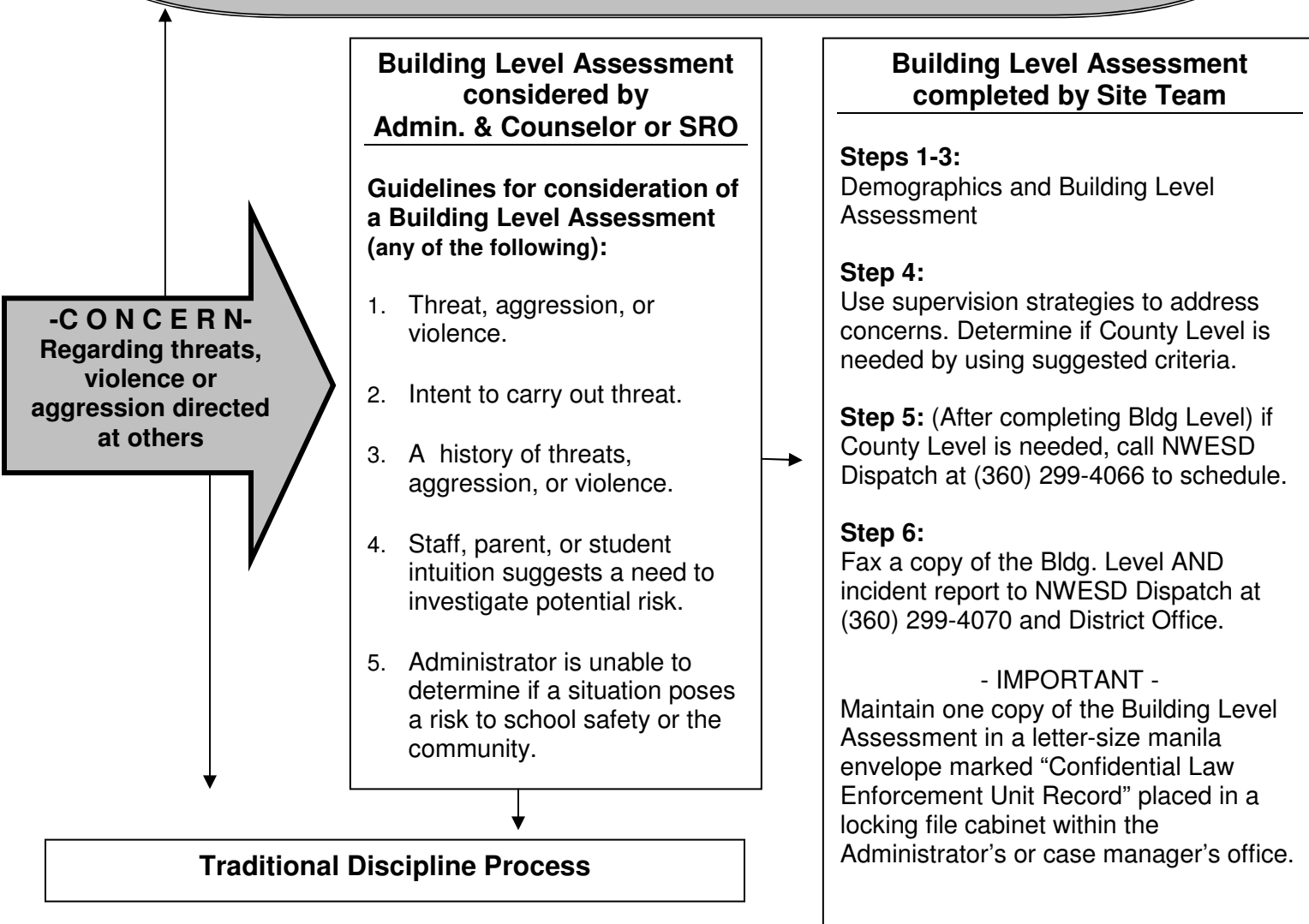


NWESD / SKAGIT COUNTY
STUDENT SAFETY ASSESSMENT & MANAGEMENT SYSTEM
 ~ **BUILDING LEVEL REPORT FORM** ~
EDITION 2008

- This system is designed for use with students who are engaged in or considering aggression or violence 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 violence intended to seriously or lethally injure other people. (If a suicide screening or fire-setting screening is needed, please consult Counseling Department and/or District Office)
- Consult the flow chart below to determine the course of assessment. If a Building Level Safety Assessment is needed, proceed with the attached Protocol and step-by-step instructions.

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



THIS PROTOCOL IS TO BE USED BY STAFF WHO HAVE BEEN TRAINED THROUGH THE BUILDING LEVEL ASSESSMENT INSERVICE.

The results of this survey do not predict future violence nor are they 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 (to identify circumstances and variables that may increase risk for potential youth aggression or violence) and to assist the school staff in the 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 the assessment completion, do so while being mindful of supervision, intervention, and the passage of time.

Complete following survey through the Site Team Investigation using step-by-step instructions. The Site Team is composed of the following:

- Administrator (Dean, AP or Principal)
- Counselor/ Psychologist
- School Resource Officer
- Educators or other people who know the student / students
- **Parents, if time and circumstances allow / Case Manager if adjudicated or ward of the Court. If parents are unable to attend, complete the separate Parent Questionnaire.**
- Campus Monitor if possible.

Many cases can be managed through a Building Level Assessment w/appropriate interventions. The screening usually takes from 20 to 45 minutes and is a way of documenting concerns and management strategies. It is also a way to determine if there is a need to do a more extensive County Level Assessment involving staff who specialize in Safety Assessment (Step 4). If consultation is needed regarding the Building Level or County Level process, please call NWESD Dispatch at **(360) 299-4066**.

BUILDING LEVEL SCREENING

STEP 1: MAKE SURE ALL STUDENTS / STAFF ARE SAFE

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

- Notification to parent / guardian of the **targeted** student, if identified, as per district policy. (See RCW 28A.320.128, District Policy and Student Safety Assessment System Guide.)

STEP 2: COMPLETE THE FOLLOWING INFORMATION:

- The parent / guardian has been notified that this Building Level screening is being done.
- The parent / guardian **has not** been notified of this screening because: _____

- Parent questionnaire completed if parent cannot attend (see Student Safety Assessment System Guide).
- Regular Education Special Education 504 IEP Disability _____ (explain)

STUDENT NAME: _____ **STUDENT #:** _____

DOB: _____ **AGE:** _____ **GRADE:** _____

SCHOOL: _____ **SCHOOL PHONE #:** _____

ADMINISTRATOR or CASE MANAGER: _____ **TODAY'S DATE:** _____

- COPY OF SCHOOL INCIDENT REPORT IS ATTACHED.**

Safety Assessment Questions

Part One – Threat Assessment

Current Threatening Behavior

1. Communication: What kind of communication(s) has the youth made concerning his/her threats? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Talks/Jokes about threats | <input type="checkbox"/> Verbal threat without provoking incident |
| <input type="checkbox"/> Gestures/Hand signals imply threat | <input type="checkbox"/> Letters/ Writings/ Drawings |
| <input type="checkbox"/> Verbal threat following provoking incident | <input type="checkbox"/> "Hit list" or "Death List" |
| <input type="checkbox"/> Diary entries | <input type="checkbox"/> Bravado |
| <input type="checkbox"/> Class writing assignment | <input type="checkbox"/> Story telling |
| <input type="checkbox"/> Drew up threat-related plans | <input type="checkbox"/> Gestures with a tool, object, or potential weapon |
| <input type="checkbox"/> Disclosed threat to someone else | <input type="checkbox"/> Other |

Summarize the nature of the disclosure:

- | | |
|--|---|
| <input type="checkbox"/> Multiple, intentional disclosures | <input type="checkbox"/> Single, intentional disclosure |
| <input type="checkbox"/> Disclosed through behavior/ actions | <input type="checkbox"/> Unintentional disclosure |
| <input type="checkbox"/> Veiled | <input type="checkbox"/> Ultimatum |
| <input type="checkbox"/> Fixed Theme | |

NOTES

2. Threat Characteristics: (check all the apply)

- | | |
|--|--|
| <input type="checkbox"/> Identifiable victim or target _____ | <input type="checkbox"/> When it will be carried out |
| <input type="checkbox"/> Where it will be carried out _____ | <input type="checkbox"/> How it will be carried out |
| <input type="checkbox"/> Methods that will be used _____ | <input type="checkbox"/> Who will help |
| <input type="checkbox"/> Sense of urgency | <input type="checkbox"/> Other |

Summarize the level of threat detail:

3. Attack-related behaviors: Has the youth engaged in any attack-related behavior related to the threat? (check all the apply)

- | | |
|---|---|
| <input type="checkbox"/> Making plans to commit an act of violence | <input type="checkbox"/> Physical Menacing (intimidation/ bullying) |
| <input type="checkbox"/> Verbal harassment (include phone & computer) | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Stalking-type behavior (following) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Rehearsal of plan to commit act of violence | <input type="checkbox"/> Other |
| <input type="checkbox"/> Other students/people involved | |

Summarize the extent of attack-related behavior displayed by youth.

- High Moderate Low None Cannot Determine

NOTES

4. Youth Response to Detection: Do the youth's statements about the threat make sense and are they consistent with the other sources of information? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Denies/ "forgets" important facts | <input type="checkbox"/> No remorse or regret |
| <input type="checkbox"/> Explanation changes over time | <input type="checkbox"/> Accepts consequences |
| <input type="checkbox"/> Lies or falsifies information | <input type="checkbox"/> Does not have cognitive ability to understand |
| <input type="checkbox"/> Explanation contradicted by witness(es) | |

Summarize the youth's response to detection.

- Appears honest & accountable Not entirely honest & accountable Not honest & accountable

NOTES

5. Motivation: What is your best theory of what motivated the youth to make the threat?

- | | |
|--|--|
| <input type="checkbox"/> Attention seeking/ non-crisis | <input type="checkbox"/> Venting frustration ("blowing off steam") |
| <input type="checkbox"/> Teasing/ irritating others | <input type="checkbox"/> Retaliation or revenge |
| <input type="checkbox"/> Defensive maneuver ("felt cornered") | <input type="checkbox"/> Fantasy revenge |
| <input type="checkbox"/> Offensive maneuver (power & control) | <input type="checkbox"/> Justifiable method of problem solving |
| <input type="checkbox"/> Lost love/rejection | <input type="checkbox"/> No other alternative |
| <input type="checkbox"/> Recent loss | <input type="checkbox"/> Hopeless situation |
| <input type="checkbox"/> Copycat implication | <input type="checkbox"/> Other |
| <input type="checkbox"/> Manipulative | |
| <input type="checkbox"/> Attention seeking / crisis ("cry for help") | |

NOTES

Associated Concerns That Could Amplify Risk

6. Interest in Violence: To what extent has the youth shown an interest in violence?(check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Talks/ Jokes about committing acts of violence | <input type="checkbox"/> Unusual interest in violence & death |
| <input type="checkbox"/> Creates violent art or writings | <input type="checkbox"/> Other forms of violent entertainment (TV, movies, music, books, etc) |
| <input type="checkbox"/> Violent video games | <input type="checkbox"/> Idolization of violent people or groups (gangs) |
| <input type="checkbox"/> Idolization of violent historical/ religious figures | <input type="checkbox"/> Seems fascinated by weapons/ explosives |
| <input type="checkbox"/> Makes/ detonates explosives | <input type="checkbox"/> Collects/ uses weapons |
| <input type="checkbox"/> Has gotten in trouble for misusing weapons | <input type="checkbox"/> Other |
| <input type="checkbox"/> Aggression or violence viewed by student/family as acceptable | |

Summarize the youth's interest in violence

- High Moderate Low

Social status

- High/leader Moderate/accepted Marginalized

NOTES

10. Socialization:

- Exaggerated entitlement
- Externalize blame
- Superiority
- Alienation
- Dehumanizing behavior or attitude
- Self-esteem
- Empathy

11. Conflict management skills:

- Pro-social
- Avoidant
- Argumentative
- Denial
- Intimidation
- Combative

12. Mental Health Functioning: Does the youth display evidence of mental disturbance? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Feels persecuted/ mistreated | <input type="checkbox"/> Poor reality testing/ disturbed thinking |
| <input type="checkbox"/> Paranoid delusions | <input type="checkbox"/> Command hallucinations |
| <input type="checkbox"/> Depression | <input type="checkbox"/> Suicidal behavior |
| <input type="checkbox"/> Trauma disorder | <input type="checkbox"/> Apathetic |
| <input type="checkbox"/> Sullen/moody | <input type="checkbox"/> Other mental health disorder |

Summarize youth's mental health status:

- Significant impairment
- Moderate impairment
- Slight impairment
- No impairment

NOTES

Other

Please describe the details of the threat in sequence of occurrence: _____

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

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

Are there trusting, successful relationships with one or more responsible adults (teachers, community leaders, church, clubs, etc)? _____

Mental Health diagnosis? _____

Safety Assessment Questions

Part Two – Risk Assessment

A. Individual Risk Factors (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Early behavior problems (< Age10) | <input type="checkbox"/> Problems managing anger |
| <input type="checkbox"/> Risk Taking | <input type="checkbox"/> Victim or bullying |
| <input type="checkbox"/> Lack of regard for others | <input type="checkbox"/> Lack of remorse |
| <input type="checkbox"/> Intelligence score < 80 | |

Overall Pattern:

- Escalation De-escalation No Change

B. Family Risk Factors (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Sibling delinquency |
| <input type="checkbox"/> Family strife | <input type="checkbox"/> Early parent-child separations |
| <input type="checkbox"/> Parenting practices lax or punitive | <input type="checkbox"/> Family mental illness |
| <input type="checkbox"/> Family substance abuse | |

Overall Pattern:

- Escalation De-escalation No Change Stable N/A

C. Peer/Community Risk Factors (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Poor peer relations (unpopular) | <input type="checkbox"/> Peers endorse violence |
| <input type="checkbox"/> Delinquent peers | <input type="checkbox"/> Peers use weapons |
| <input type="checkbox"/> Peers in gang | <input type="checkbox"/> Peers victim of violence |

Overall Pattern:

- Escalation De-escalation No Change Stable N/A

Is seen by peers as:

- Leader Follower Outcast Victim

D. School Risk Factors (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Truancy | <input type="checkbox"/> Frequent disciplinary problems |
| <input type="checkbox"/> Low commitment to school | <input type="checkbox"/> Poor grades |

Overall Pattern:

- Escalation De-escalation No Change Stable N/A

E. Alcohol/Drug Risk Factors (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Early drug/ alcohol drug use (6-11 years) | <input type="checkbox"/> Serious substance use |
| <input type="checkbox"/> Sells drugs | <input type="checkbox"/> Uses alcohol / drugs during school |

Overall Pattern:

- Escalation De-escalation No Change Stable N/A

F. Mental Health Risk Factors (check all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Hyperactive/ impulsive /inattention | <input type="checkbox"/> Depression | <input type="checkbox"/> Suicidal behavior |
| <input type="checkbox"/> Paranoid / disturbed thinking | <input type="checkbox"/> Trauma disorder | |

Overall Pattern:

- Escalation De-escalation No Change Stable N/A

G. Delinquency Risk Factors (check all that apply)

- Early police contacts (6-11 years)
- Prior arrests / convictions
- Gang membership (current/ past/ wannabe)
- Aggressive / violent offences

Overall Pattern:

- Escalation
- De-escalation
- No Change
- Stable
- N/A

H. Weapons Risk Factors (check all that apply)

- Has used a weapon to hurt others
- Unusual interest in weapons
- Brought a weapon to school
- Collects weapons
- Interest in explosives
- Carries a weapon (knife/ gun/ other)

Overall Pattern:

- Escalation
- De-escalation
- No Change
- Stable
- N/A

Protective Factors

A. Inhibitors and Protective Factors (check all that apply)

- Relationship with a positive adult
- Social support
- Positive attitude
- Attachment to family
- Interaction with prosocial peers
- Prosocial involvement
- Commitment to school
- Resilient
- Belief in a moral order
- Pets
- Other

(NOTE: 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.)

- 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 Behavioral Team Referral. **(NOTE: Must be done through Special Education Team Process.)**

STEP 5: After completion of the Building Level Assessment, and if the Site Team has determined that a County Level Assessment is needed, immediately contact **NWESD / DISPATCH at (360) 299-4066 to begin the process. Please be sure to have the following information available to Dispatch so a complete County Level team can be assembled in a timely manner.**

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

~ INFORMATION NEEDED BEFORE A COUNTY LEVEL ASSESSMENT ~

1. Is student adjudicated? Yes No

If yes – name of probation officer _____

2. Is student a ward of the court or in foster placement? Yes No

If yes – name of caseworker _____

3. Are there other agencies or individuals involved with the student (counselors, clergy, Boys/Girls Club, Scouting, etc.) that the parents would like involved? Yes No

If yes, please list agencies and individuals: _____

If yes, is there signed consent for exchange of information? Yes No

4. A copy of the Teacher Questionnaire and Parent Questionnaire.

NOTES:

The information under each heading is a summary of a more complete research that can be found through the following publications: Pyncheon and Borum, Assessing Threats of Targeted Group Violence: Contributions from Social Psychology; Reddy, Borum, Berlun, Vossekui, Fein, and Modzeleski, Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches; O’Toole, The School Shooter: A Threat Assessment Perspective; Fein, Vossekui and Holden, Threat Assessment: An Approach to Prevent Targeted Violence; Meloy, Violence Risk and Threat Assessment, Specialized Training Services Publication; De Becker, The Gift of Fear; Johnson, Assessment of Violent and Potentially Violent Youth In the Schools. Calhoun, Hunters and Howlers. Vossekui, Pollack, Bourne, Modzekski, Reddy, and Fein, Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates.