

North Clackamas School District
BEHAVIORAL SAFETY ASSESSMENT & MANAGEMENT SYSTEM
~ LEVEL 1 PROTOCOL ~
 (Version 2022)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (Please consult with the district office if guidance is needed regarding assessment and response for suicidality, problem sexual behaviors or fire setting behaviors.)
- Consult the flow chart below in determining the course investigation. If a Level 1 Behavioral Safety Assessment is indicated, proceed with the attached protocol and step-by-step instructions.

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

CONCERN:
 Regarding threats or aggression directed at others

Consider completing a Level 1 if any of the following is present:

1. The threat or aggression is specific to an identified target, with a motive, and plan.
2. A weapon was brought to school or there was an attempt to bring one.
3. Threat, aggression, or violence is causing considerable fear or disruption to activity.
4. A continued intent to carry out threat is present.
5. There is a history of threats, aggression, or violence.
6. Staff, parent, or student perceives threatening circumstances.
7. Administrator is unable to determine if a situation poses risk to school personnel or the community.

Unfounded Concern

Level 1 Protocol completed by Site Team

Steps 1–3:

Demographics and assessment.

Step 4:

Use supervision strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5: (After completing Level 1) If Level 2 is needed, **call** Clackamas BSAP Coordinator Marla Conser at (503) 702-1096 to schedule.

Step 6: Submit the protocol as directed.

- IMPORTANT -

Maintain two or more copies of the Level 1: One in a letter-size manila envelope marked "Confidential" and placed in the student's regular academic or cumulative file. The extra copies are working files for those providing intervention. Then mark the presence of a Confidential File on the "Student Notifications" screen in Synergy (student electronic record system).

STEP 1: ENSURE STUDENT AND STAFF SAFETY**THIS PROTOCOL IS ONLY FOR USE BY STAFF
WHO HAVE BEEN TRAINED ON THE LEVEL 1 ASSESSMENT PROCESS.**

This assessment does not predict future violence, nor is it a foolproof method of assessing an individual's or group's potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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-based mental health professional, 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- **Students should NOT attend this meeting.** (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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, please contact:
Clackamas BSAP Coordinator Marla Conser
(503) 702-1096 cell
(503) 722-6670 office
marlacon@clackamas.us**

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 Behavioral Safety Assessment System Guide, or consult with a district level director.
- ☐ Is law enforcement involved 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)
- TODAY'S DATE:** _____ **DATE OF INCIDENT:** _____
- STUDENT NAME:** _____ **SCHOOL:** _____
- STUDENT #:** _____ **SCHOOL PHONE #:** _____
- DOB:** _____ **ADMINISTRATOR/CASE MANAGER:** _____
- AGE:** _____ **GRADE:** _____

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

KEY CONSIDERATIONS IN THIS ASSESSMENT PROCESS*

- Are there personal beliefs, bias or conflict of interest on the part of anyone assisting with this assessment that could hinder ability to be fair and impartial? Consider recusing one's self from this assessment if needed.
- Consider impacts of the BSA process on *all* parties involved.
- How may youth and family values/beliefs be contributing to the present situation (e.g. cultural, religion, etc.)?
- Identify possible intersectionality of identities and life circumstances, both of those who may be assessed, as well as those completing the assessment:

- | | |
|--|--|
| <input type="checkbox"/> English Learners | <input type="checkbox"/> Migrant or Immigrant |
| <input type="checkbox"/> BIPOC | <input type="checkbox"/> LGBTQ2SIA+ |
| <input type="checkbox"/> People with Disabilities | <input type="checkbox"/> Food or housing insecurities |
| <input type="checkbox"/> Current/former incarcerated family member | <input type="checkbox"/> Oregon Department of Human Services involvement |
| <input type="checkbox"/> Rural community | <input type="checkbox"/> Unmet mental health needs |

Prior to completing this protocol, consider reviewing the sources of information listed below:

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

Each question in the following section 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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

1. Note the severity of the threatened and/or acted out aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

MILD AGGRESSION
(Frequent, Low Impact)



MODERATE AGGRESSION
(Less Frequent, Moderate Impact)

☐ **EXTREME AGGRESSION (VIOLENCE)**
(Infrequent, High Impact)

☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ Hit w/ Object ☐ Forceful Punch ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill

Describe the details of threat, dangerous situation, and/or acted-out behavior: _____

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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., school shootings).

☐ No ☐ Yes **Describe:** _____

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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.

☐ No ☐ Yes **Describe:** _____

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: _____

5. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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 choice and/or the availability of weapons?

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 the student and parents/guardians 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 or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

☐ No ☐ Yes Describe: _____

8. Are there indications of a motive that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

☐ No ☐ Yes Describe: _____

9. Are there indications of hopeless, overwhelming stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is important to note that the point of this question is to examine the perception of the person or party with whom you are concerned, not necessarily what has been observed by others (e.g., 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 on 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 exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

☐ No ☐ Yes Describe: _____

11. Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and criminally harmful. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

☐ No ☐ Yes Describe: _____

12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack? ☐ No ☐ Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers 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 yes, 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 members concerned about a student's potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

☐ No ☐ Yes **Describe:** _____

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students 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?

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a 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 to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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 or 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 fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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. Were any responses based on *stereotypes or assumptions* rather than actual observation and factual information regarding behavior?
2. Are there concerning behaviors that could be appropriate within the student's *culture*?
3. How might youth/family values or beliefs be contributing to the present situation (e.g. cultural, religion, identity, etc.)?
4. Consider the intersectionality of identities and life circumstances, both of those who may be assessed, as well as those completing the assessment (see pg. 3).
5. Review all previous questions and highlight/identify responses that indicate concern.
6. Identify your impressions and sense of urgency.
7. Is the potential aggression likely to cause severe or lethal injury?
8. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
9. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ENSURE 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services for consultation and support.
3. Contact BSAP Coordinator (see Step 5) for consultation, support and to schedule a Level 2.
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 or 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. 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):

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences, discipline and community impact.

If Target(s) are identified:

- ☐ Warn intended victim and notify parent/guardian. (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.)
- ☐ Have Safety Risk Management Department initiate a Protective Response.
- ☐ 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(s).
- ☐ Other: _____

Individual Options:

- ☐ Individual Accountability Plan developed.
- ☐ Initiate Suicide Risk Assessment _____ (use District Suicide Risk Assessment Protocol)
- ☐ 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 the 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 out of an abundance of caution simply 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 a 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; consider bus support plan.
- ☐ Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- ☐ Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- ☐ Consider specialized class.
- ☐ Institute travel card and time accountability.
- ☐ Provide access to social skill building programs.
- ☐ Consider strategies for problem-solving the grievance (i.e. mediation, counseling, etc.).
- ☐ Increase supervision in following settings: _____
- ☐ Create modifications of daily schedule. ☐ Allow late arrival/early dismissal
- ☐ Alert staff and teachers on need-to-know basis.
- ☐ Decrease or eliminate pass time or unsupervised time.
- ☐ Conduct 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 ☐ SRO ☐ 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: _____
- ☐ Provide 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.
- ☐ Referral to district social worker.
- ☐ Other: _____
- _____
- _____
- ☐ Offer referral to appropriate school team to consider alternative placement.
- ☐ Consider home supervision pending further assessment.
- ☐ If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific to that program and alert staff.
- ☐ Referral to appropriate Special Ed. Team to consider Psycho-Educational Evaluation/Special Education.
(NOTE: Must be done through Special Education Team Process.)
- ☐ Referral to behavior specialists, teams, or other behavior support resources.

Family / Home Options:

- ☐ Strategize safety options/planning,
- ☐ Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- ☐ Safety proof home (i.e., secure or remove all weapons and 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.
- ☐ Monitor all communications 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.common sense media.org for information on appropriate youth media.
- ☐ Other: _____

Community Options:

- ☐ Explore mental health evaluation options.
- ☐ Refer to anger management program/mediation program.
- ☐ Provide alcohol/drug evaluation.
- ☐ Refer to parenting program.
- ☐ Refer to mentoring program.
- ☐ Notify probation/parole officer.
- ☐ Refer to faith community program.
- ☐ Foster positive community activities/interests.
- ☐ Other: _____

Other Options: _____

Review:

Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: _____(date)

CONSIDER REQUESTING A LEVEL 2 TEAM CONSULTATION 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 resources and support.

IT IS RECOMMENDED TO ALWAYS REQUEST A LEVEL 2 TEAM CONSULTATION 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 firearm-related offenses in the community.

Is the Level 1 team requesting a Level 2 Team Consultation at this time?

☐ No ☐ Yes

If yes, see Step 5 for Level 2 Team Consultation request process.

- NOTE -

While awaiting the Level 2 Consultation, 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 TEAM CONSULTATION:

1. To begin the process, contact Clackamas BSAP Coordinator Marla Conser at 503-702-1096 and notify Barnaby Gloger (glogerb@nclack.k12.or.us) and Rob Holloway (hollowayr@nclack.k12.or.us) if student has an IEP).
2. Provide BSAP Coordinator with overview of the concerns. Copies of completed Level 1 documents will be requested before scheduling Level 2.

INFORMATION REQUESTED AHEAD OF THE LEVEL 2

1. Is student adjudicated? ☐ Yes ☐ No

If yes – Name of Probation Officer: _____ Phone #: _____

2. Is student a ward of the state or under other supervision? ☐ Yes ☐ No

If yes – Name of Caseworker: _____ Phone#: _____

3. Other agencies or individuals involved with the student (e.g., 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:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

4. Is there a Special Ed. or 504 plan, disability codes, and current placement? ☐ Yes ☐ No

If yes, provide details: _____

5. Is student in self-contained classroom? ☐ Yes ☐ No

6. Was a guardian present at Level 1 Assessment? ☐ Yes ☐ No

7. Are guardians supportive, constructive and cooperative? ☐ Yes ☐ No

Legal guardian contact information: Home Phone: _____ Cell Phone: _____

8. Other: _____

STEP 6: SIGN, SEND, FILE, AND BEGIN SUPERVISION AS PLANNED:

1. Submit the Level 1 Protocol.

2. Maintain *two copies* of the Level 1:

One in a letter-size manila envelope marked “Confidential” placed in the student’s cumulative file, and a *second copy* in a working file for administrator and counselor.

3. Update the Student Notifications screen in Synergy to indicate the presence of a Confidential file.

***Note:** The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through a phone call or email. While copies of Level 1 protocols are housed on the Insight (SharePoint) database, these protocols are not tracked or reviewed by Safety and Risk Management Staff.

Team Signatures:

Administrator, Plan Supervisor Date

Counselor Date

School Resource Officer Date

Other Date

Other Date

Other Date

NOTES: _____

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern 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 results and management plan.

Contact your district BSA consultant with any concerns or significant updates.

Developed by John Van Dreal and Courtenay McCarthy at Salem-Keizer Public Schools® and Clem Spenner at Willamette Education Service District using the following information: Pynchon and Borum, Assessing Threats of Targeted Group Violence: Contributions from Social Psychology; Reddy, Borum, Berlun, Vossekuil, 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, Vossekuil 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. Vossekuil, Pollack, Bourne, Modzeleski, Reddy, and Fein, Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates; Meloy and Hoffmann, International Handbook of Threat Assessment; Meloy, Mohandie, Knoll, and Hoffman, The Concept of Identification in Threat Assessment.

* pg. 3 credit to Bonante.NET B-STAT Investigative Guide v. 3.

REVIEW NOTES

Review Date:

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Review Date:

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Review Date:

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