

PINELLAS COUNTY SCHOOLS
THREAT ASSESSMENT REPORT

Please refer to "Threat Assessment Procedures" prior to completing this report form.

PART I: Inquiry Initiated

Student's Name: _____ ID Number: _____

Student's Date of Birth: _____ School: _____ Grade: _____

ESE or 504 Exceptionality: _____ MTSS Tier 2 or 3 Intervention: ___ None ___ PSW ___ PBIP ___ FBA

Has this student had a previous "threat assessment"? ___ No ___ Yes and date: _____

Name of the Administrator coordinating this TA: _____

Name and title of the person(s) who reported the issue of concern: _____

Date of Incident: _____ Date & Time Reported: _____

Nature of the threat or specific threat (exact words if possible, and attach a copy of all supporting documents): _____

Parent/Guardian was notified by: _____ (person) on: _____ (date) at: _____ (time)

On _____ (date) the following School Based Threat Assessment Team members were notified (include title):

_____ at _____ (time)

_____ at _____ (time)

_____ at _____ (time)

_____ at _____ (time)

_____ at _____ (time)

_____ at _____ (time)

The team will complete interviews with the student of concern, the parent/guardian, witnesses and the potential victim/target (see the TA procedures for additional information).

Presentation and analysis of the information gathered during the threat assessment inquiry should be guided by the following questions; please complete/answer these guiding questions as a team:

I. Review the student's record:

- a. Has there been a previous threat assessment completed for this student?
- b. Has there been any bullying reports/investigations completed for this student?
- c. Does the discipline record include any aggressive acts, re-assignments, or threats?

II. What are the student's motives and goals?

- a. What motivated the student to make the statements or take the actions that caused him or her to come to attention?
- b. Does the situation or circumstance that led to these statements or actions still exist?
- c. Does the student have a major grievance or grudge?
- d. What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

III. Have there been any communications suggesting ideas or intent to attack?

- a. What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, social media, text message, or website concerning his or her ideas and/or thoughts?
 - b. Have friends been alerted or warned away?
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IV. Has the subject shown inappropriate interest in any of the following?

- a. School attacks or attackers
 - b. Weapons (including recent acquisition of any relevant weapon)
 - c. Incidents of mass violence (terrorism, workplace violence, mass murderers)
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V. Has the student engaged in attack-related behaviors? These behaviors might include:

- a. Developing an attack plan or idea
 - b. Making efforts to acquire or practice with weapons
 - c. Casing, or checking out possible sites and areas for attack
 - d. Rehearsing attacks or ambushes
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VI. Does the student have the capacity to carry out an act of targeted violence?

- a. How organized is the student's thinking and behavior?
 - b. Does the student have the means, e.g., access to a weapon, to carry out an attack?
 - c. Did an LEO go to the home to check for weapons? Were weapons found?
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VII. Is the student experiencing hopelessness, desperation, and/or despair?

- a. Is there information to suggest that the student is experiencing desperation and/or despair?
 - b. Has the student experienced a recent failure, loss, and/or loss of status?
 - c. Is the student known to be having difficulty coping with a stressful event?
 - d. Is the student now, or has the student ever been, suicidal or "accident-prone"? Has the student engaged in behavior that suggests that he or she has considered ending their life? Consider the need for a suicide risk assessment.
 - e. Has the student been involved in any mental health or substance abuse therapy or treatment?
 - f. Was there a suicide/homicide risk assessment complete?
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VIII. Does the student have a trusting relationship with at least one responsible adult?

- a. Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions?
 - b. Is the student emotionally connected to – or disconnected from – other students?
 - c. Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?
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IX. Does the student see violence as an acceptable, desirable, and/or the only solution?

- a. Does the setting around the student (friends, fellow students, parents, teachers, or other adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
 - b. Has the student been “dared” by others to engage in an act of violence?
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X. Is the student’s conversation and “story” consistent with his or actions?

- a. Does information from collateral interviews and from the student’s own behavior confirm or dispute what the student says is going on?
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XI. Are other people concerned about the student’s potential for violence?

- a. Are those who know the student concerned that he or she might take action based on violent ideas or plans?
 - b. Are those who know the student concerned about a specific target?
 - c. Have those who know the student witnessed recent changes or escalations in mood and behavior?
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XII. What circumstances might affect the likelihood of an attack?

- a. What factors in the student’s life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
 - b. What is the response of other persons who know about the student’s ideas or plans to mount an attack? (Do those who know about the student’s ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
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All information will be shared and each question addressed and answered as a team. Through this process the team determines whether the student poses a targeted threat of violence. If the school based TA team cannot reach consensus as to whether the student does or does not pose a threat, then the administrator will make the final determination. If the LEO considers the student a threat the case will be deemed credible and brought to the PCS District Threat Assessment team for review.

_____ NOT CREDIBLE: Because it was determined that _____

DISCIPLINARY ACTIONS, INTERVENTION PLAN, AND RECOMMENDATIONS for "NOT CREDIBLE"

Recommended Intervention	Person Responsible	Due Date

*****Complete Part I & Signature Section, then send to Prevention Dept. PCSB Admin. Bldg., Largo for review*****

_____ CREDIBLE: Proceed to Part II

Part II: Investigation

A review of the events and an analysis of the available information resulted in law enforcement initiating an investigation by: _____ (Officer/Deputy's name) on: _____ (date) at: _____ (time).
_____ A criminal charge was not made. ___ A criminal charge for _____ was made. Report #: _____ (Submit a copy of report with Threat Assessment form).

DISCIPLINARY ACTIONS, INTERVENTION PLAN AND RECOMMENDATIONS FOR "CREDIBLE"

Recommended Intervention	Person Responsible	Due Date

****Complete Parts I, II & Signature Section, then send, along with supporting documents, to Prevention Dept. PCSB Admin. Bldg., Largo for review by the District Threat Assessment Team*****

Notified the Area Superintendent on _____ (date) at _____ (time).

Signature Section

Date of Meeting: _____

Time of Meeting: _____

Signature and Title of those in attendance:

Follow-up meeting to be held on _____ (date). Person responsible for coordinating: _____