
 **COLORADO**  
School Safety Resource Center  
Department of Public Safety

## THREAT ASSESSMENT & MANAGEMENT

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Colorado School Safety Resource Center  
Colorado Department of Public Safety  
[www.Colorado.gov/CSSRC](http://www.Colorado.gov/CSSRC)  
(303) 239-4435

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### Hypothetical Case




Bill, a 4<sup>th</sup> grader, told a classmate that he wanted to kill a 5<sup>th</sup> grade student who picked on him on his school bus.

The classmate decided to tell his teacher.

The teacher reported it to the principal.

Example from C. Toohy and C. Santos at the Texas Threat Assessment Training, 2014.

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### Reponses of 3 School Principals

A. Principal confronted Bill who admitted making the threat. The principal responded according to the school board's zero tolerance policy and expelled Bill from school for the rest of the year.

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*Reponses of 3 School Principals*

B. Principal also confronted Bill who admitted making the threat. The principal consulted an official list of warning signs used to identify violent students. After he felt a number of warning signs were apparent, he consulted with Bill's teacher. Bill was suspended from school and referred for placement in an alternative school.



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*Reponses of 3 School Principals*

C. Principal and staff had participated in threat assessment training.

The principal interviewed Bill about the threat and when Bill admitted making the threat, the principal asked a series of questions about Bill's intent. Questions included how and why he would carry out the threat.

The school psychologist conducted a clinical interview with Bill and his mother. Other members of the threat assessment team interviewed the classmate who reported the threat, other students who rode the bus, and the intended victim of the threat.

An RMS plan is created and a re-entry meeting is planned with Bill and his parents



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*Today's Goals*

- ✓ Review the rationale around threat assessment
- ✓ Look at the important elements a school needs in place to conduct threat assessments
- ✓ FERPA/Information sharing
- ✓ Explore the inquiry steps in the process
- ✓ Discuss the use of a protocol
- ✓ Scenarios



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### Threat Assessments in Schools

**Questions to be Addressed:**

- Why are threat assessments done in schools?
- Who threatens at school?
- How is a threat assessed at school?
- How do you plan for supports and interventions?
- What do best practice responses look like?




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### A Comprehensive Threat Assessment Includes:

A coordinated opportunity to gather information (the inquiry process)

A planned approach to intervention (the Response, Management and Support Planning process)




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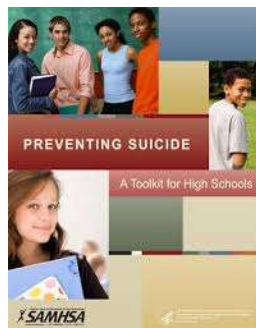
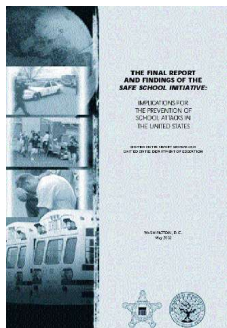
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### Threat Assessment/Suicide Connection




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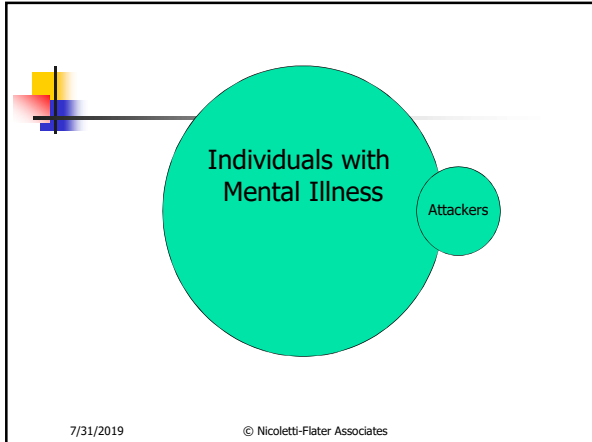
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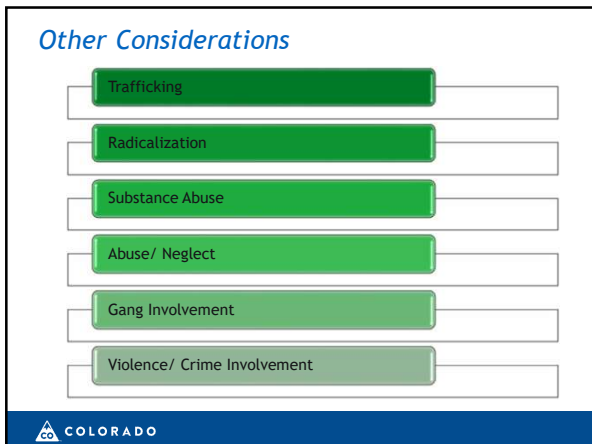
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### Sample School Staff Referral Guide for Student Issues

What is the Issue?	School Staff Action	Comments
Suicide concerns	Student must be escorted to counselor or mental health team member immediately after concern arises. Student must be continually supervised by an adult who understands the student's or staff's concerns.	Refer for comments about suicide, suicide notes, threats, talking, writing or drawing about death, giving away possessions, withdrawing, etc. Counselors and mental health staff will work with student the same day of referral and assess the student's safety. Parents will be notified of concerns.
Child Abuse/Neglect	Refer to health staff or administrator (for mental students). Refer to counselor or mental health staff. Call must be made to Human Services if after school hours.	Once abuse is suspected, the FIRST staff person to suspect abuse is required to contact Human Services that same day. The nurse, counselor or mental health staff will help other staff walk through the abuse reporting process and provide help filling out the reporting form.
Threats and Other Dangerous Behaviors in or outside the Classroom	Notify the administrator immediately.	Refer for suspected gang activity, threatening writings, drawings, verbal threats, non-verbal threats, or other dangerous behavior. District and building procedures will be followed to assess safety and develop action plans.
Harassment/Bullying	Refer to the administrator.	Refer for racial, ethnic, sexual or gender-related harassment. District and building procedures will be followed to assess the severity of the incident and determine action. Consult with counselors or mental health staff as needed.

Page 3




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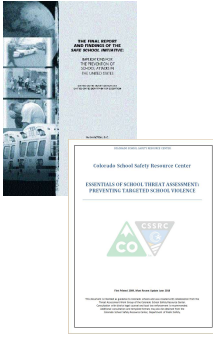

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### The Final Report and Findings of the Safe School Initiative

- US Secret Service and Department of Education
- Patterned after the Secret Service's Exceptional Case Study Project (ECSP)
- US Secret Service and Dept. of Ed. (1999, 2002, 2018)
- Essentials of School Threat Assessment (CSSRC)


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### Safe School Initiative Key Findings



- Incidents of targeted violence at school rarely were sudden, impulsive acts.
- Most attackers did not threaten their targets directly prior to advancing the attack.




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Safe School Initiative Key Findings



Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.




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Safe School Initiative Key Findings

There is no accurate profile of students who engage in targeted violence.




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Safe School Initiative- Key Findings



Many felt bullied, harassed, and/or persecuted by others.




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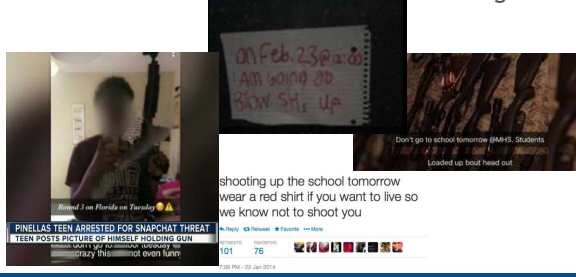
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### Safe School Initiative Key Findings

Prior to most incidents, other people knew about the attacker's idea or plan—"leakage"



shooting up the school tomorrow wear a red shirt if you want to live so we know not to shoot you




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### Safe School Initiative Key Findings



- ▶ Most attackers had significant losses and/or personal failures; ¾ history of suicidal thoughts, gestures, attempts

- ▶ Most attackers had access to weapons (3/4 get weapons from their own home)




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### Safe School Initiative Key Findings

In many cases, other students were involved in some capacity.




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Safe School Initiative Key Findings



Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.



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Important Elements of a School Threat Assessment Process

- Authority and leadership to conduct an inquiry
- Ongoing planning to **develop and train** a multi-disciplinary threat assessment team that is based in the school/district
- **Integrated systems' relationships** and partnerships established to respond to public safety concerns
- **Awareness training** conducted for staff, students, parents and community partners in the warning signs of violence and other dangerous behaviors **and reporting procedures**



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FERPA (1974)

- **2000 Exception:** Educational Agencies and Institutions may share information from educational records of at-risk or delinquent youth.
- **2008 Exception:** May disclose information to appropriate parties when knowledge of the information is necessary **to protect the health and safety of a student or other individual**, if there is a significant and articulable threat to the health and safety of an individual
- **June, 2010:** Directory information may be disclosed to an emergency agency trying to locate parents
- Information covered by FERPA CAN be disclosed to school staff who have legitimate interests in the behavior of that student. **Sec 99.36(b)2**
- Such information can be disclosed to staff of another school who have legitimate educational interests in the behavior of that student. **Sec 99.36 (b)3**
- Personal knowledge or observation
- Information overheard
- Latest document is in your packet - June 2011.



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**Additional Colorado Statutes Support  
Multi-Agency Communication**

**C.R.S. 22-32-109.1(3)**

Provides schools, and other agencies working with juveniles, encouragement for open communication among appropriate agencies, including criminal justice agencies, assessment centers for children, school districts, and schools in order to assist disruptive children and to maintain safe schools.

**Colorado HB00-1119**

Each board of education shall cooperate and to the extent possible, develop written agreements with law enforcement officials, juvenile justice system, and social services to identify the *public safety concerns* for information sharing.

The Colorado Office of the Attorney General has guidance on this for schools. Please check their website.



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**C.R.S. 12-43-218**

In 2016, HB1063 was passed and grants an exception to the prohibition against disclosure when the mental health professional's client either:

- Makes a direct threat against a school or its occupants; or
- Exhibits behavior that, in the mental health professional's reasonable judgment, creates a significant threat to the health or safety of students, teachers, administrators or other school personnel.

The mental health professional must limit the disclosure to appropriate school district personnel and law enforcement and maintain confidentiality of the disclosure.

A mental health professional is not liable for disclosing or failing to disclose a confidential communication, except to the extent the mental health professional has a duty under current law to warn and protect.



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**Claire Davis School Safety Act  
(C.R.S. 24-10-106.3)**

Limited waiver of sovereign immunity if school fails to exercise "reasonable care" to protect all students, faculty and staff from "reasonably foreseeable" acts of violence:

- Murder, first degree assault or felony sexual assault
- Public schools, school districts or charter schools
- Violence may be between student, staff or anyone else
- District may be liable for up to \$350,000 to one person or \$990,000 for two or more persons in a single occurrence
- Can not be found negligent under this law solely as a result of NOT expelling or suspending students
- An employee is not subject to suit unless their actions are willful and wanton



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### WHAT HAS TRIGGERED THREAT ASSESSMENTS IN YOUR SCHOOLS?



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### Triggering Events for a Threat Assessment

- Student directly or indirectly threatens to harm person, group, and/or entire school
- Artistic, written, or symbolic expression with disturbing and/or violent content is presented
- Report that someone may possess a weapon on campus
- Student demonstrates imminent warning signs or a cluster of concerning early warning signs
- Student makes threat to harm or kill self (along with threats to others, or additional factors)
- Student has escalating pattern of behavior that has been resistive to intervention at school
- Other reasons?



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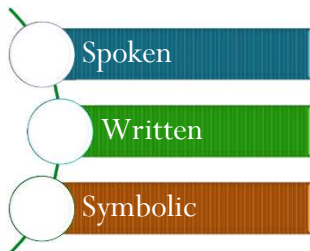
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### What Is A Threat?

An expression of intent to do harm or act out violently against someone or something.



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**A Direct Threat**

► Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner:



- "I am going to place a bomb in the school's gym."
- "Josh is a dead man by tomorrow."

(Critical Incident Response Group & National Center for the Analysis of Violent Crime. (2000). The School Shooter: A Threat Assessment Perspective. Quantico, VA: US Dept. of Justice)




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**An Indirect Threat**

➤ Tends to be vague, unclear, and ambiguous. The threat suggests that a violent act **COULD** occur, not that it **WILL** occur.

**"If I wanted to, I could kill everyone at this school."**

(Critical Incident Response Group & National Center for the Analysis of Violent Crime. (2000). The School Shooter: A Threat Assessment Perspective. Quantico, VA: US Dept. of Justice)




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**A Veiled Threat**

➤ The threat hints at a possible violent act, but leaves it to the listener to interpret the message and give a meaning to the threat.

**"I like you. So take my advice and stay away from school tomorrow."**

(Critical Incident Response Group & National Center for the Analysis of Violent Crime. (2000). The School Shooter: A Threat Assessment Perspective. Quantico, VA: US Dept. of Justice)




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*A Conditional Threat*

- Warns that a violent act will happen unless certain demands or terms are met. Look for the words "if" and "or". It often is designed to intimidate the target into compliance:

**"If you tell someone, you might not make it home today."**

(Critical Incident Response Group & National Center for the Analysis of Violent Crime. (2000). The School Shooter: A Threat Assessment Perspective. Quantico, VA: US Dept. of Justice)




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*Writing in Classrooms or Journals*

**Well, since I am not welcome in Borora, I should go on a shooting rampage. By doing this I kill 713 members of my school and also 21 of the staff members. After this I decide my life is not worth living so Borora should be destroyed.**

-Written by Brian, 9th grade




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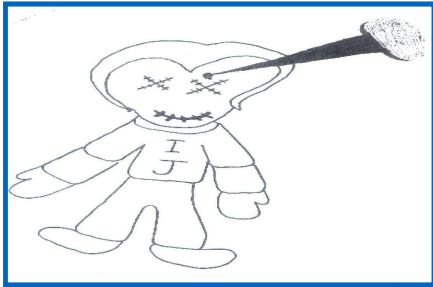
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Drawings



-drawing by Rick, 10th grade



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Assessing Written or Artistic Material

- Understand the context of the writing or drawing
- Is it outside the norm for that assignment, student's peers, age group, etc.
- Express concern to the student
- Think of written and artistic material as attempts to practice violence
- Look for themes
- Ask in detail about the material
- Be persistent and specific with questions
- Assess access to or knowledge of weapons
- Watch for non-verbal cues
- Monitor past & future materials



(Kanan & Lee, 2005)

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Making vs. Posing a Threat

- ❖ Some students who make threats ultimately pose threats
- ❖ Many students who make threats do not pose threats
- ❖ Some students who pose threats never make threats
- ❖ Implication: All threats must be taken seriously; threats are not a necessary condition to initiate an inquiry or preliminary evaluation



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*Early Warning Signs*

- Feelings of being picked on, teased, bullied, or humiliated at home or at school
- Social withdrawal
- Being a victim of violence
- Low school interest and poor academic performance
- Feelings of rejection
- Feelings of isolation and being alone
- Aggressive and violent behavior
- Intolerance for differences and prejudicial attitudes
- Drug and alcohol use

(Safe School Initiative, 2004)




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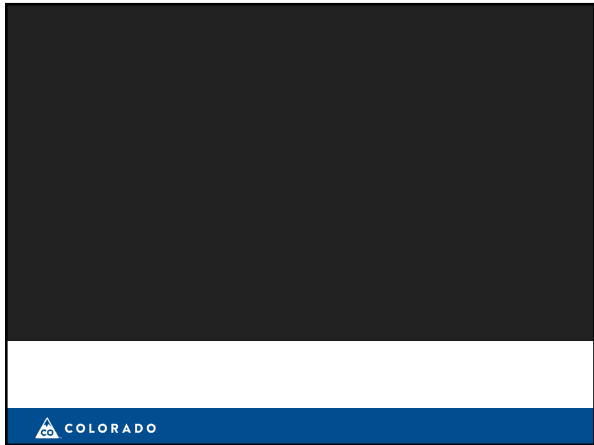
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**REASONS FOR NOT  
DISRUPTING THE  
BEHAVIOR**

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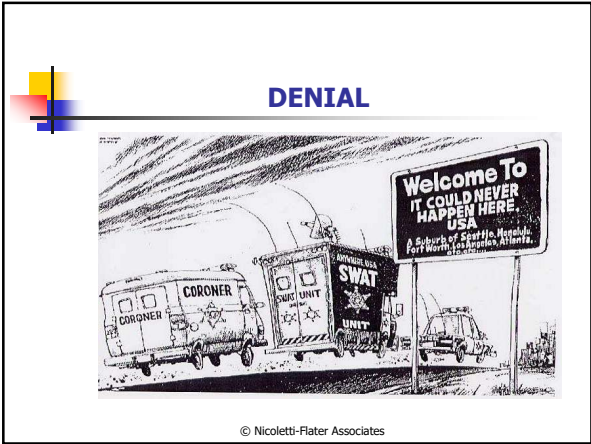
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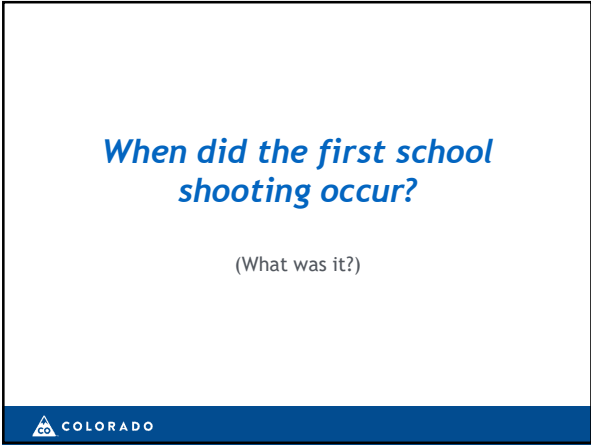
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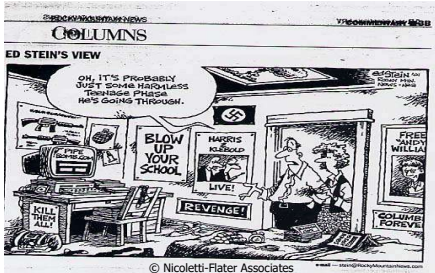
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### RATIONALIZATION -- Inserting 'JUST' in the behavioral description




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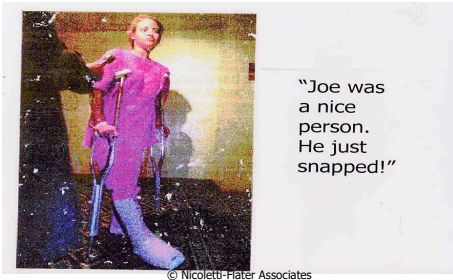
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### BELIEVING IN AN URBAN LEGEND




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### ACTIVATION OF COUNTERMEASURES

**Always Interrupt / Disrupt the Behavior**

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**DISRUPTERS/ COUNTERMEASURES**

CATEGORY I  
**QUESTIONING**

CATEGORY II  
**CONFRONTING**

CATEGORY III  
**BEHAVIORAL INTERVENTION**

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**INTRODUCTION OF THREAT ASSESSMENT PROTOCOL**

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**THREAT ASSESSMENT INQUIRY STEPS**

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Pages 6-15




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### Assemble Threat Assessment Team

Team consists of *at least* 3 trained people:

- Administrator  
Principal  
Dean(s)
- Mental Health Professional
- Others as needed
- SRO/CSO

• District/ BOCES level team as well as school level, when possible



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### Gather a Variety of Information



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### Eleven Key Questions of US Secret Service:

1. What are the student's motives and goals?
  - Why did you make the threatening or concerning statements, or engage in the concerning behavior?
  - What did you mean when you said or did that?
  - What were you trying to accomplish?
  - Are you angry or do you feel wronged?
  - Have you tried to resolve the situation?
  - Do you have alternatives for dealing with the problem?

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*Eleven Key Questions of US Secret Service:*

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

- What has the student communicated about his or her feelings or ideas?
- Has the student made threatening, violent statements about a target or alluded to some sort of violent act?
- What has the student said to friends, other students, teachers, family, the target?
- Has the student alerted or warned others not to come to school on a certain day or stay away from a certain area at a certain time?
- Does anyone monitor the student's online behavior?




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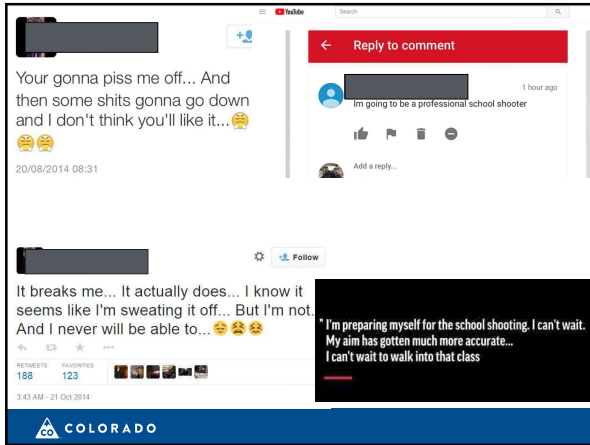
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*Eleven Key Questions of US Secret Service:*

3. Has the student shown inappropriate interest in any of the following: school attacks or attackers, weapons, incidents of mass violence?

- Does the student admire perpetrators of violent acts, or criticize them for incompetence and not killing enough people?
- Has the student expressed a desire to carry out such an act?
- Has the student conducted searches for websites with violent themes or incessantly watching or reading about violence?
- Does the student have a peer group who share a fascination with violence or extremist beliefs?
- Access to weapons, all sources?




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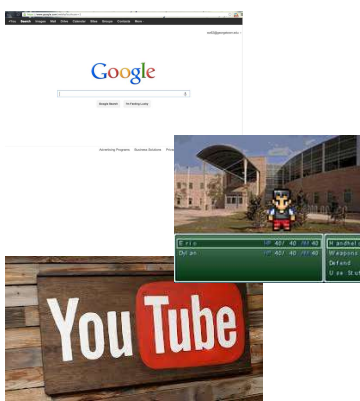
**The Columbine Effect**

<b>74</b> KNOWN COPYCAT CASES	<b>89</b> KILLED
<b>53 21</b> PILOTS OR THROWING WEAPONS THROWING	<b>126</b> WOUNDED
<b>13</b> PILOTS OR THROWING WEAPONS THROWING	<b>9</b> SHOOTER SUICIDES

**13** CASES INVOLVED PILOTTERS WHO  
HOPED TO SURVIVE THE CHARGES OF  
THE COLUMBINE SHOOTING.  
PILOTTERS IN AT LEAST 10 CASES  
CITE THE COLUMBINE SHOOTING AS  
HEROES, IDOLS, MENTORS, OR GOD.

**3** PILOTTERS MADE PILGRIMAGES TO  
COLUMBINE, WHILE PLANNING A LEGION  
OF THEM LATER LAUNCHED ATTACKS.  
THE THIRD PILOT WAS TERMINATED.

<b>53%</b> OF ALL CASES INVOLVED SUIC.	<b>18%</b> INVOLVED BOMBING OR EXPLOSIVES	<b>14%</b> INVOLVED KNIVES
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**Eleven Key Questions of US Secret Service:**

4. Has the student engaged in attack-related behaviors?

1. Developing an attack idea or plan
2. Making efforts to acquire or practice with weapons
3. Casing or checking out possible sites and areas for attack
4. Rehearsing attacks or ambushes

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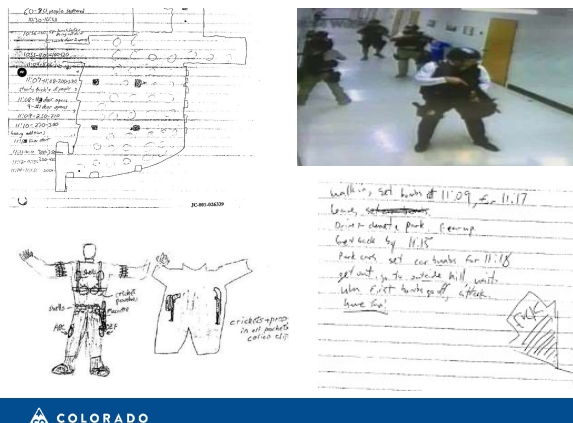
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*Walking set down at 11:09, Sa 11:17  
 Leads, set down  
 Down in front of park fence up  
 Good work by 11:15  
 Park was set car bomb for 11:18  
 get out in the outside hill with  
 when first bomb go off, a fire  
 have for*

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*Eleven Key Questions of US Secret Service:*

5. Does the student have the *capacity (resources or ability)* to carry out an act of targeted violence?

- Is the student organized enough to create an attack plan and then execute the plan?
- Plans can be elaborate or relatively simple.
- Does the student have the means to carry out the attack?




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*Eleven Key Questions of US Secret Service:*

6. Is the student experiencing hopelessness, desperation and/or despair?

- Suffered a loss?
- Difficulty coping with conflict, disappointments, failure, or other stressors?
- Does the student demonstrate resiliency?
- Does the student generally make good choices (alcohol, drugs, friends)?
- Does the student have a history of depression, suicidal ideation, attempts or considering suicide now?




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*Eleven Key Questions of US Secret Service:*

7. Does the student have a trusting relationship with at least one responsible adult?

- Does the student feel comfortable confiding in someone?
- Does the student believe that the adult will listen without judging or jumping to conclusions?
- Is there evidence of a connection to other students?
- Other protective factors?
- Does this adult have more info. about the student?




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*Eleven Key Questions of US Secret Service:*

8. Does the student see violence as an acceptable - or desirable - or the only way to solve problems?

- Do others support or endorse the students using violence to solve problems?
- Has the student been “dared” to commit an act of violence?
- Is violence used in home life to settle disputes?




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*Eleven Key Questions of US Secret Service:*

9. Is the student’s conversation and “story” consistent with his or her actions?

- Are they consistent with what others are saying?
- Are they consistent with different areas of their lives?
- Are they consistent with past behavior?

Corroboration is critical!




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*Eleven Key Questions of US Secret Service:*

10. Are other people concerned about the student’s potential for violence?

- Are others concerned that the student is focused on a specific target?
- Have others noticed a drastic change in the students behavior (eating, sleeping, academic performance, social habits)?
- Has there been an escalation in the student’s mood or behavior?
- Does the student have a history of coming to attention?
- Are parents afraid of the student?




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*Eleven Key Questions of US Secret Service:*

11. What circumstances might affect the likelihood of an attack?

- Protective factors
- Potential positive or negative upcoming events (motivation to graduate, making a sports team, new relationship)




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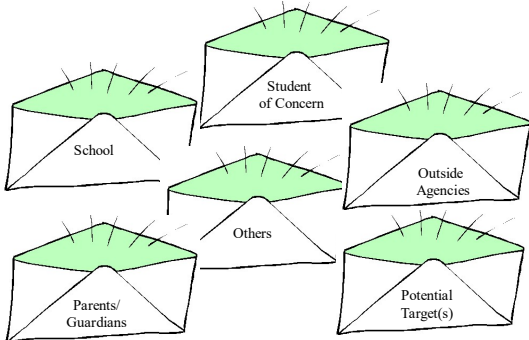
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*Use Multiple Data Sources*




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*Parents*

Must be notified about the TA	Parental permission not required to conduct TA <small>C.R.S 22-1-123</small>
Should be interviewed, but not required at the TA meeting	Can ask for a copy of the TA




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### Parents as Partners



- ❖ Be aware of their fears, embarrassment
- ❖ Make early contact with parents & maintain contact
- ❖ Express concern for their child, as well as others
- ❖ Purpose of this process is to help their child and protect the safety of others
- ❖ Seek their help in understanding the child's actions and interests
- ❖ Triangulate your data
  - ✓ Check what you have heard
- ❖ Focus on student's behavior and communication
  - ✓ Internet, cell phone, social networking sites
- ❖ Explore students' interest, knowledge & access to weapons
- ❖ Parents may or may not know about child's activities

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### Asking Parents about Access to Weapons



To the best of their knowledge...

- Are they aware?
- Are they concerned?
- Are they afraid?
- Do they monitor child and activities?
- Will they check?
- Do you need to have someone check?

*Use your law enforcement partners, as needed*

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### Organize and Analyze the Information



- Is the behavior of the student consistent with movement on a path toward attack?
- Does the student's current situation incline him/her toward or away from targeted violence?
- Consider if the student's behavior is:
  - Normal
  - Boundary probing
  - Attack-related
  - Attack behavior
- Consider using
  - US Secret Service Eleven Questions
  - Other Assessment Tools

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**BEHAVIORAL CODING OPTIONS:**

- **Normal Behaviors**
- **Boundary Probing Behaviors**
- **Attack Related Behaviors**
- **Attack Behaviors**

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**NORMAL BEHAVIORS**

- Must be defined according to:
  - The specific environment
  - The individual
  - The event
- In reality, "normal behaviors" refer to behaviors that are accepted and tolerated.
- There cannot be any universal definition of "normal behaviors."

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**BOUNDARY PROBING**

- Involves pushing rules, regulations and tolerance levels.
- The purpose is to determine how much he/she can get away with.

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**IMPORTANT ISSUE**

**If the school allows a boundary probe to occur without a disrupter, then by default that behavior becomes normal.**

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**IMPORTANT ISSUE**

**If the school only engages in 'observation' of a boundary probe or attack related behavior, then by default it is reinforcing that behavior.**

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**ATTACK RELATED BEHAVIORS**

- **Desensitization Behaviors (threat making – direct, veiled, conditional)**
  - In Vivo
  - Virtual
- **Dehumanization Behaviors**
  - In Vivo
  - Virtual

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**ATTACK RELATED BEHAVIORS**

- Skill Set Building
- Development of an Armament Inventory
- Development of an Attack Plan

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**ATTACK BEHAVIORS**

- People
- Property

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**IMPORTANT CONSIDERATION**

Once an individual has engaged in an attack-related behavior, he/she should **always** remain on the radar detector, even if the behavior appears to have stabilized.

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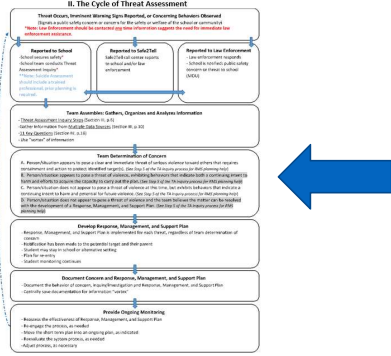
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## Determine the Level of Concern



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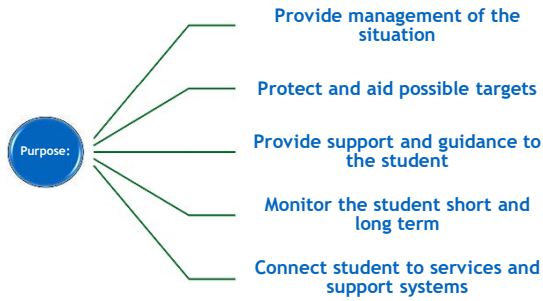
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## Develop a Response, Management, and Support (RMS) Plan



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## Response, Management, and Support Plan (ACYI, 2011)

- Immediate Considerations
  - Intervention Considerations
  - Record of Assigned Responsibilities
  - Pre-Schedule—review of RMS Plan
  - Signatures
- Intervention
  - Duration
  - Frequency
  - Person Responsible
  - Evaluate the Success of the Intervention
  - Completion Date

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### Mental Health



(Langman, P. (2009). *Why Kids Kill*. N.Y.: Palgrave Macmillan)

- ❖ Psychotic
- ❖ Psychopathic
- ❖ Traumatized




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### Re-Entry Meeting

Once a student has been assessed by the Threat Assessment Team and the student along with their parents/guardians have been advised of the RMS Plan.

A Re-Entry meeting/conversation should be considered to prepare this student for what their school day will look like, what behaviors are expected of them and what type of reactions they may get from peers, staff and others in the school community.

Consider Trauma Informed approaches to this meeting.




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### Document and Keep Records of the Information and Actions Taken



"WITHOUT A VORTEX ALL EVENTS APPEAR AS ISOLATED INCIDENTS" J. Nicoletti




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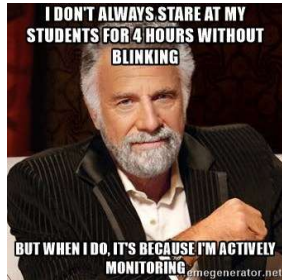
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*Continue Monitoring*




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*Special Notes*

**\*Law Enforcement should be contacted ANY time information suggests the need for immediate law enforcement assistance**

**\*\* Suicide Assessment should include a trained professional, prior planning is required.**




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*Limitations*

- Threat assessment protocols are based on the research of targeted school violence incidents at school (Secret Service, FBI).
- Threat assessment protocols are not typically reliable procedures for incidents of violence that are motivated by:
  - Gang Involvement
  - Drugs or Alcohol
  - Sexual Gratification
- Not a substitute for a suicide assessment - ask about suicidal/homicidal ideation directly
- **NOT A PREDICTOR OF FUTURE BEHAVIOR**




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*Preventing School Violence*

- Develop and maintain a positive school climate
- Provide awareness and ongoing training in early warning signs
- Outline *clear procedures for reporting*
- Timely and appropriate response to threats
- Use a team process to gather information and evaluate threat
- Seek assistance, as needed
- Implement interventions that are equal in weight to the behavior(s) of concern
- Provide ongoing monitoring of students of concern




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SCENARIOS




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Student Drawing

--5<sup>th</sup> grade student in an after-school program, unfamiliar to teacher.

--At 4:00, students leave, 5<sup>th</sup> grader rips drawing from his notebook, folds it neatly in half and places it in the garbage. He looks around the room before leaving.

--Teacher picks up the drawing: It is a picture of a giant masked man hovering above the school's front entrance--labeled with the school's name. In his hands the man holds two guns spraying bullets out at students running outside the school. In front of the school are pictures of students who are dead, shot or crying. Above the drawing is written a single sentence. "Watch out. You're all dead." It was signed with the student's name.

--Teacher brings drawing to you and tells you what happened. You attempt to contact the student's parents. Unable to reach anyone at home, you call another member of the Threat Assessment Team to ask about the student.

--That staff member is familiar with the student, stating he is aware the student was previously hospitalized for a suicide attempt. The student is temporarily living with his grandparents and has no reports of discipline issues in the school. The staff member does note that the student has an interest in a band called, The Death Rockers, and just this morning he was seen playing with an empty pack of cigarettes.




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Message on Social Media

At a high school basketball game on a Friday night, a concerned parent pulls you aside to show you a posting that her son just showed her:



You recognize the student as one that has had a few fights in the past and was recently suspended for possessing marijuana.

You immediately contact the principal and the superintendent, who calls the local police. Officers go to the student's house and meet with the family. The student was agitated about the whole situation, but reports that he was "just joking around." He admits to being mad about being suspended, but said he "wouldn't do anything that stupid." Officers ask about weapons in the home and the parents report that there are only two shotguns locked in a gun safe. Law enforcement reports back to school officials that they do not feel this is an immediate concern, but they will keep an investigation open.



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Verbal Threat

Ramon is an 8<sup>th</sup> grade middle school student with a mild reading disability, who has received special education services since 4<sup>th</sup> grade. His parents are non-English speaking immigrants. Ramon has had 17 office referrals in two years and has had numerous physical fights on campus and in the community in the last two years. Offenses include refusing to do work, improper clothing, swearing at teachers, failing to suit up for PE, physical fighting and reportedly sexual harassment of a 6<sup>th</sup> grade girl off campus.

These offenses have increased in intensity since entering middle school as a 6<sup>th</sup> grader. There were no offenses prior to middle school and he has been in the same district since 2<sup>nd</sup> grade. His grades in elementary school were "B"s and "C"s. In middle school his grades have dropped to an average of "D+" and he is well known to the disciplinary staff. There has been no behavior support plan for Ramon, though he did participate in a bi-weekly "motivational" group with the counselor. Ramon made a verbal threat to "have my boys kill you" to a peer in his class.



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**What would you do?**

1. A student with a history of fighting draws up a list of students to beat up.
2. A student tells two friends that she is going to stab another students
3. A student says he is going to sodomize another student in the bathroom
4. A student says she's going to break both legs of a student for beating her in a race.
5. A student calls in a bomb threat. No bomb is found & he knows nothing about bombs.
6. A student screams obscene insults at a teacher, then storms out of the classroom.

Developed by Dewey Cornell, University of Virginia, with input from Diana Browning-Wright, CDE-CDS



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