

Operational Services

Administrative Procedure - Threat Assessment Plan

Threat Assessment is a proactive, fact-based process emphasizing an appraisal of observed or reasonably observed behaviors and/or threats of violence in order to identify potentially dangerous or violent individuals, assess them, and manage any subsequent risk.

Threat Assessment Teams, composed of multi-disciplinary professionals, consider the totality of available information in order to assess risk of violence. Potential threats and/or developing problems or risk may originate from a variety of individuals: students, employees, parents/guardians, persons who are or have been in relationships with staff or students, contractors/vendors, community members, visitors, or unaffiliated persons.

State of the art violence prevention programs have at least four prongs: education, identification of risk, assessment of risk, and management of risk. Since there is no profile, focus on behavior and/or threats to identify risk.

In most instances, individuals with intent to cause harm reveal their intentions. Warning signs include verbal threats, aggressive behavior, identifying with violence as a means to address grievances, and social media activity with disturbing content, among others. All are encouraged to share responsibility for a safe environment and to report concerns to the Threat Assessment Team.

The Threat Assessment Process:

- Identify the threat/risk, via behaviors (not demographic variables)
- Assess the threat, based on the totality of available information, and including both intent and means to carry out violence
- Determine if behavioral evidence exists that indicates that the individual has moved from thought to action, which might include developing a plan for violence, testing security measures, acquiring or practicing with a weapon, etc.
- Consider protective factors which might serve to buffer violent intent. Protective factors include a positive relationship with a prosocial adult, good interpersonal skills, strong problem-solving skills, a healthy support network, etc.
- Differentiate level of violence risk in order to determine the appropriate response and intervention
- Develop, implement, and monitor individualized case management plans to intervene and reduce the threat level
- Update the assessment as needed (at least every 30 days) until resolved
- Maintain documentation of referrals, assessment, management, and resolution

Integrated Approach:

- Focus interventions on de-escalation of crisis and/or grievance
- Utilize strategies to contain, control, and reduce the threat of violence
- Increase the ability of the individual to engage with others in a productive manner in order to develop and/or improve problem-solving, adapting, and/or coping skills and well-being
- Since there is no profile, effective threat assessment is based on facts and observations of behavior, not on characteristics, traits, or demographic variables

Public Act 101-0455 amends the School Safety Drill Act, 105 ILCS 128 and was signed into law on August 26, 2019. As per PA 101-0455 states:

Each school district must implement a threat assessment procedure that may be part of a school board policy on targeted school violence prevention. The procedure must include creation of a Threat Assessment Team.

District Threat Assessment Team = Superintendent; Assistant Superintendents of TLA, HR and Finance; Director of Buildings & Grounds; Forensic Psychologist; GEEA Leadership (1), Local Law Enforcement (1), Director of Communications, and other staff as needed on a case-by-case basis.

**The district-level TAT develops a Targeted School Violence Prevention plan and oversees the building-level TATs. The district-level TAT will centralize the processing of all information, including maintaining appropriate documentation, as well as support building-level TATs to manage threats on a case-by-case basis.*



<p>Abraham Lincoln Elementary: Principal, SW, Psych, Teacher and others as needed on a case-by-case basis</p>	<p>Benjamin Franklin Elementary: Principal, SW, Psych, Teacher and others as needed on a case-by-case basis</p>	<p>Churchill Elementary: Principal, SW, Psych, Teacher and others as needed on a case-by-case basis</p>	<p>Forest Glen Elementary: Principal, SW, Psych, Teacher and others as needed on a case-by-case basis</p>	<p>Hadley Jr. High: Principal, SW, Psych, Teacher and others as needed on a case-by-case basis</p>
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**The building-level TATs assess and intervene with individuals whose behavior may pose a direct threat to safety. The teams will identify and assess every potential threat and manage each situation, utilizing both short and long-term strategies, to prevent violence and mitigate harm.*

Any sharing of student information must comply with the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA).

FOIA Exemption: Any records concerning the work of Threat Assessment Teams is exempt from FOIA

Meetings

- The district TAT will meet as needed and on a monthly basis, along with the building-level TATs, local law enforcement, and Forensic Psychologist (4th week of the month). Regular meetings enhance the ability to work together as a cohesive whole and cooperate more fully in a crisis
- The district TAT will maintain a focus on “lessons learned” so that all teams benefit from situations that take place across the district. This may also provide opportunities to identify problematic themes and/or develop strategies to mitigate risk of violence
- Additionally, building-level TATs will meet one time per month individually to address any new or ongoing matters and to determine what they bring to the district (updates, issues, concerns, briefing) (2nd week of the month)
- In the absence of cases to discuss, TAT members may discuss policies, consider examples of school violence in other districts, uncover gaps, participate in role play activities, conduct table-top exercises, etc.

Training

- Knowing that state-of-the-art violence prevention programs rest on a foundation of education, initial training will be provided to the TATs and full staff (including front office staff)
- Training will include identification of risk, assessment of risk, and management of risk in order to prevent over or under reaction to risk of violence
- Ongoing and/or advanced training will be provided to TATs and TBD/as needed
- The Board of Education will participate in training and safety planning with Forensic Psychologist

Resources

- [Dr. Nancy Zarse, Psy.D, Forensic Psychologist](#)
- [Franczek PC](#)
- [DuPage Regional Office of Education](#)
- [Glen Ellyn Police Department](#)
- [Illinois Attorney General, School Violence Tipline \(1-800-477-0024\)](#)

Glossary of Terms

Grievance – a sense of injustice, real or perceived, which must be avenged. Note that a grievance might be addressed via legitimate avenues, which does not indicate risk of violence, or motivate an individual towards violence, which is of concern.

Lessons learned approach – a review, not with intent to blame but with intent to identify strengths and weaknesses. Such an approach requires an open-minded, flexible, and non-judgmental manner. It may uncover superior performance in the face of crisis and/or lead to corrective action and/or identify a need for additional training.

Proactive – a preventive, as opposed to reactive, approach to violence prevention that focuses on identification, assessment, and management of risk of violence. It emphasizes early identification in order to intervene effectively and stop violence before it occurs.

Protective factors – serve to buffer against or reduce the likelihood of violence. Protective factors include individual strengths like good interpersonal skills, a positive relationship with one prosocial adult, good problem-solving skills, involvement in positive activities, social support, meaningful engagement with mental health services, etc.

Risk Assessment – an assessment of risks of violence, conducted by trained professionals, which utilizes information such as risk factors, warning signs, protective factors (buffers), and precipitating event (last straw).

Subject of Concern - an individual who has been identified as posing a threat of violence or serious harm to self/others.

Target - an individual, building, or organization that is the intended target of the threat posed by the subject of concern.

TAT – Threat Assessment Team, which is a multi-disciplinary team that assesses risk of violence by considering the totality of information in the context of this particular individual.

- **District-level TAT** – develop the Targeted School Violence Prevention plan, provide training, oversee Building-Level TATs, centralize the processing of all information and risk assessments, support Building-Level TATs, and manage threats/risk.

- **Building-level TAT** – identify potential threat, assess risk, and intervene with individuals whose behavior may pose a direct threat to safety; manage the situation utilizing both short and long-term strategies; and prevent violence and mitigate harm.
- **TAT Triage Team** - consists of at least two members of the building-level TAT designated by the Building Principal to triage reported cases of threatening behavior. Screens cases to determine if sufficient resources exist to address existing concerns or if review and/or action by the full TAT is warranted.

Types of Threats

- **Not A Risk** - subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any issues/concerns can be resolved satisfactorily. Typically, there is no behavioral evidence indicative of movement towards violence.
- **Transient -Risk** - subject/situation does not appear to pose a threat of violence or serious harm to self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention. Moderate risk might also note the historical presence of risk factors but which are not present currently.
- **Serious Substantial -Risk** - subject/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and/or may also exhibit other concerning behaviors that require intervention.
- **Very Serious Substantial Threat** - subject/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect the District's environment and/or identified or identifiable target(s), and/or may also exhibit other concerning behaviors that require immediate intervention.

Reviewed:

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