



# MADISON COUNTY SCHOOLS

## THREAT ASSESSMENT FORM

STUDENT: \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

### A. INTERVIEW – Ask the student the following questions and document his/her response.

1. It has been reported that you have threatened to \_\_\_\_\_. I need to find out the specifics of this situation from your perspective. Please describe to me what happened, who was involved, and what you did or said.
2. What steps have you taken or plans have you made toward carrying out the threat?
3. Do you have access to the \_\_\_\_\_ (gun, knife, bomb materials, etc.) that you would need to do this?
4. What happened just before this incident?
5. Can you think of any problems in your life that might have led up to this threat/incident? (seek to determine the motivation and purpose of the student's actions)
6. Who else have you talked with about your thoughts/plans? How did he/she react?

### B. LEVEL OF CONCERN – Based on the student's responses, determine the level of threat.

- Low Level of Concern** - Threat/concern poses a minimal risk to the target(s), students, staff, and school safety. Threat is vague and indirect. Information within threat is inconsistent, lacks detail, or lacks realism. Information suggests the person is unlikely to carry out the threat.
- Medium Level of Concern** - Threat/concern could be carried out although it does not appear realistic. Threat is more direct and more detailed than low-level threat. Wording suggests that some thought has been given to how the threat will be completed (could include indication of time or place, but still falls short of a detailed plan). No clear indication that preparatory steps have been taken. Statements may convey that the threat is not empty ("I'm serious!" or "I really mean it!"). Moderate or lingering concerns about the student's potential to act violently.
- High Level of Concern** - Threat/concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and identifies a target. Information suggests detailed steps have been taken towards acting on threat (e.g. acquired or practice with weapons). Information suggests strong concern about the student's potential to carry out the threat.



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### Student Supervision Plan

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date \_\_\_\_\_

#### Check all that apply:

- Intended victim warned and/or parents or guardian notified.
- Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- Contract to not harm self or others (please attach).
- Violence free contract with specific school behavior and specified consequences for misconduct.
- Late arrival at \_\_\_\_\_ and/or early dismissal at \_\_\_\_\_
- Increased supervision in these settings: \_\_\_\_\_
- Alert staff and teachers on a need-to-know basis.
- Check-in (with staff member: \_\_\_\_\_)  daily  weekly basis
- Backpack, coat, and other belongings check-in and check-out by: \_\_\_\_\_
- Restricted/supervised travel between classes.
- Modified daily schedule to include: \_\_\_\_\_
- Behavior plan (attach a copy)
- Intervention by support staff (psychologist, social worker, counselor)
- Identifying precipitating/aggravating factors and intervene to alleviate tension. Describe:  
\_\_\_\_\_
- Drug/alcohol intervention with: \_\_\_\_\_
- Referral to IEP team to consider possible Special Education Assessment.
- If Special Education or 504 eligible student, IEP or 504 team to consider change in placement.
- Review community-based resources and interventions with parents or custodians.
- Disciplinary actions to be taken:
  - Suspension duration \_\_\_\_\_ of days; student returns on \_\_\_\_\_ (date)
  - Manifestation determination conducted (IEP or 504) \_\_\_\_\_ (date)
  - Due Process Hearing

#### **PARENT/CUSTODIAN (attach additional pages as necessary)**

- Parent will provide the following supervision/interventions: \_\_\_\_\_  
\_\_\_\_\_

**This plan will be monitored regularly and modified when appropriate.**

\_\_\_\_\_  
*Administrator, Plan Supervisor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*School Counselor, Social Worker, Advisor*

\_\_\_\_\_  
*Date*