



# **Liberty CUSD 2 Threat Assessment Plan**

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## Liberty CUSD 2 Threat Assessment Plan and Supporting Documents

Acknowledgements: Thank you to Bartonville #66, Elmwood #322, Limestone Walters #316, Illini Bluffs #327 School Districts, and George McKenna

### Threat Assessment Team:

- Superintendent — Kelle Bunch
- JH/HS Principal — LaNiece Primus [2024-25 Kim Harrison]
- Elementary Principal — Jody Obert
- Dean/AD — Dan Sparrow
- JH/HS Counselor — Justin Adams
- Elementary Counselor — Aimee Hannel
- SRO — Scott Doelman
- Social Worker (when available) — Abbre John
- Psychologist (when available) — Emily Lepper
- Teacher who has a relationship with the student — Katie Stegner

### Responsibilities:

- Receive and review information about concerns regarding potentially harmful and/or disruptive behavior.
- Perform initial assessments of risk and develop support plans to mitigate risk and promote the safety and well-being of ALL.
- Provide follow-up assessment and supports.
- Make recommendations for action and share information with school employees and others.
- Educate the district community on the Threat Assessment processes and procedures to insure a safe and productive learning environment.
- Provide guidance and best practices against violence and concerning behavior.
- Review and identify Threat Assessment policies and procedures that are not efficient and effective, and then, recommend changes.
- Use a fact-based behavioral assessment process to investigate threats, actions, or conduct that jeopardizes the security of the school campus.
- Conduct post-incident assessments and evaluate the effectiveness of the response.

### Pro-active Measures:

The Threat Assessment Committee will meet seven times a year (each month, except December and May) to keep a pulse of the District with regards to student and staff safety and well-being. As individuals are identified having challenges, the team will put supports in place and follow up on the effectiveness of these interventions.

# **Threat Assessment Steps**

## **Steps for Threat Assessment Processes**

**Step 1:** Investigate the threat

**Step 2:** Threat Assessment Team meets to evaluate the threat and determine the risk

**Step 3:** Determine the course of action to be taken

**Step 4:** Follow-up and monitor

# The Plan

# Liberty CUSD 2 Threat Assessment Plan

## Behavior Threat Assessment (Process and Procedures)

Components of Behavior Threat Assessment Process:

1. Identify
2. Inquire
3. Assess
4. Manage

### 1. Identify

a) Describe the concern/threat: \_\_\_\_\_

b) The person(s) involved in or cause(s) the concern/threat:

\_\_\_\_\_

c) When and where has the threat occurred:

When \_\_\_\_\_

Where \_\_\_\_\_

d) Who reported the concern/threat: \_\_\_\_\_

e) Which team members have been contacted by the school administrator to assist in the assessment:

(Name and Role or Position)

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. Inquire

a) Review Relevant Records that Present a Lawful and Ethical Access:

- Work/School Performance History
- Prior Threat Assessment Team Contacts
- History of Discipline or Personnel Actions
- Law Enforcement Contacts through School or Community
- History of Mental Health or Social Services
- Current and Past Known Problems or Grievances related to the Present Concern
- Available Information Online or on Social Media

b) Interviews:

Interviewee:

- Person(s) reporting the threat
- Person(s) receiving the report
- Person(s) the threat is made upon
- Person(s) who witness the threat
- Person who made the threat (subject)

Interviewer (Staff Name/Role or Position):

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Consider these individuals when interviewing: Peers/Classmates/Colleagues, Teachers/Coaches/Supervisors, Parents/Siblings/Family Members, Law Enforcement, Relevant Community Service Members.

c) Observe:

Written, Verbal, Behavior, Social Media

Interview Questions:

- 1) What are the subject's motive(s) and goals?
- 2) Have there been any communications suggesting ideas or intent for harm or violence?
- 3) Has the subject shown any inappropriate interest in or identification with targeted attacks/attackers, weapons, incidents of targeted violence?
- 4) Does the subject have (or are they developing) the capacity to carry out an act of targeted violence?

- 5) Is the subject experiencing hopelessness, desperation, and/or despair?
- 6) Does the subject have a trusting relationship with at least one responsible adult?
- 7) Does the subject see violence as an acceptable, desirable - or the only - way to solve a problem?
- 8) Are the subject's conversation and "story" consistent with his or her actions?
- 9) Are other people concerned about the subject's well-being or potential for violence?
- 10) What circumstances might affect the likelihood of violence?

### 3. Assess

When evaluating/assessing the threat using collected information:

a) Pay attention to the following factors

- (i) Subject \_\_\_\_\_
- (ii) Target \_\_\_\_\_
- (iii) Environment \_\_\_\_\_
- (iv) Precipitating Events \_\_\_\_\_

Is there anything to notate?

**See Next Page to Determine Priority Level**



**Priority Level Assignment:**

At this time, the Threat Assessment Team believes that the student is a Priority Level \_\_\_\_\_ Threat.

**Rationale/Notes:**

Priority 1 & 2: Automatic Safe School Evaluation

Priority 3: Safe School Evaluation will be considered

Priority 4 & 5: No Safe School Evaluation

**Priority 1 – Extreme Risk**

Appears to pose an imminent threat, and needs immediate containment and eventually case management. Procedures include:

- Contact police/campus security immediately to contain/control person.
- Develop and implement individual case management plan.
- Monitor person, situation, and effectiveness of plan.
- Address any necessary organizational issues.
- Make changes to plan as necessary.
- Discontinue case management when person no longer poses a threat.
- Document investigation, evaluation, plan, and plan implementation.

**Priority 2 – High Risk**

Appears to pose a non-imminent threat, and requires case management intervention. Procedures include:

- Develop and implement individual case management plan.
- Monitor person, situation, and effectiveness of plan.
- Address any necessary organizational issues.
- Make changes to plan as necessary.
- Discontinue case management when person no longer poses a threat.
- Document investigation, evaluation, plan, and plan implementation.

**Priority 3 – Some Risk**

Does not appear to pose a threat at this time, but exhibits behaviors that are likely to be disruptive to the community. Warrants a referral and/or monitoring plan. Procedures include:

- Develop and implement a referral plan to get person connected with resources needed to solve problems.
- Address any necessary organizational issues.
- Monitor person and situation if necessary.
- Document investigation, evaluation, and any referral or monitoring.

**Priority 4 – Low Risk** Does not appear to pose a threat at this time, and does not exhibit behaviors that are likely to be disruptive to the community. Warrants a monitoring plan to deter escalation. Procedures include:

- Develop and implement a plan to monitor the person/situation for any change.

**Priority 5 – No Identified Risk**

Does not appear to pose a threat at this time, and no intervention or monitoring is necessary. Close case after proper documentation.

4. Manage

Develop a Case-Management Plan:

- a) Determine which factors/components should the threat management be planned and implemented:

Subject ( )    Target ( )    Environment ( )    Precipitating Events ( )

- b) What strategies will be utilized?

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- c) Who will be involved in the Case Management Plan?

Person's Name

Responsibility

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- d) How is the progress measured or monitored?

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# **Interview Forms**

## Student Interview

Use these questions as a guide to interview the student making the threat. Other questions should be asked if appropriate and relevant. **This should not be completed by the student.** Use quotation marks to indicate student's exact words, when applicable.

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were (place of incident)? (record student's exact words, as possible)

3. What exactly did you say? And what exactly did you do?

4. What did you mean when you said or did that?

5. How were you feeling when you wrote or said the threatening statement?

6. What was the reason you said or did that? (probe to find out if there is a prior conflict or history to this threat)

7. How do you think (person who was threatened) feels about what you said or did? (probe to see if the student believes the person who was threatened was frightened or intimidated)

8. Has he/she done anything that made you feel unsafe at home?

9. What are you going to do now? Do you intend to carry out the threat? If student mentioned the use of a weapon, does he or she have access to the weapon(s)?

10. How long have you been thinking about this?

11. Are there any situations outside of school or at home that are causing you to be upset?

12. Who do you dislike, who are you angry with, who are you mad at—family, teacher, student?

13. What are your interests/hobbies?

14. How do you spend your time outside of school?

15. Additional witnesses; other relevant information:

# Another Resource for Student Information

The following checklist of "early warning signs" will facilitate identification of students who may be in need of intervention. The greater the number of items that are checked, the greater the potential for violent acting-out behavior. For help, turn to individuals who regularly work with at-risk children and adolescents (professionals in the fields of education, law enforcement, social services, medicine, mental health, etc.)

- express self-destructive or homicidal ideation
- express feelings of hopelessness
- have a history of self-destructive behavior
- give away possessions
- articulate specific plans to harm self and/or others
- appear withdrawn
- engage in bullying other children
- evidence significant changes in mood
- have difficulty with impulse control
- experience sleep and eating disturbances
- evidence significant changes in behavior
- have experienced prior trauma/tragedy
- engage in substance abuse
- have been/are victims of child abuse
- become involved with gangs
- have experienced a significant loss
- evidence a preoccupation with fighting
- evidence a preoccupation with television programs/movies with violent themes
- have a history of antisocial behavior
- evidence a low tolerance for frustration
- evidence a preoccupation with games with violent themes
- externalize blame for their difficulties
- evidence a preoccupation with guns and other weapons
- have harmed small animals
- have access to a firearm
- have engaged in fire setting
- have brought a weapon to school
- evidence persistent bed wetting
- evidence frequent disciplinary problems
- appear/acknowledge feeling depressed
- exhibit poor academic performance
- talk about not being around
- have been frequently truant from school

Notes:

## Teacher/Staff Interview

Interview staff members who witnessed the threat, and/or have specific knowledge regarding the student or the situation that would help the investigation. Use these questions as a foundation for the interview. Modify and add to these questions as appropriate to the situation. Remember that the purpose of this interviews to evaluate the student's threat in *context*, so that you can determine what the student meant by the threat and whether the student has any intention of carrying out the threat.

**Student Name:**

**Student DOB:**

**Staff Member Being Interviewed:**

**Date of Interview:**

### Academics

1. How is this student doing academically? Have there been any changes in the past few weeks?
2. What are the student's verbal skills? How well can he/she express himself/herself in words?
3. Does this student require or receive intervention programming or specialized instruction? If yes, please describe.

### Teacher/Staff Knowledge of Threat

1. What do you know about the threat?
2. Have you heard this student talk about things like this before? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Is there another teacher or staff member who might know something about this situation?

### Student's Peer Relationships

1. How well does this student get along with other students?
2. Who are the student's friends?
3. Are there students who do not get along with this student?
4. Have there been other conflicts or difficulties with peers?
5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

### Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Is the student withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness, or futility, inadequacy, shame, and self-criticism or worthlessness?
3. Has the student shown any increase in irritability or seemed short tempered?

### Discipline

1. What kinds of discipline problems have you experienced with this student?
2. How does the student respond to being corrected by an adult?
3. What are the student's emotional responses to be disciplined?

### Aggression

1. How does this student express anger?
2. Does this student seem to hold a grudge or seem resentful?
3. Has this student done anything that expresses anger or aggression, or has the student expressed an aggressive theme in written assignments, drawings, or class projects?

### Parent Contact

1. Have you had any contact with this student's parents? What happened?



## Witness Interview

Interview others who witness the threat, including the intended victim. Use these questions as a foundation for the interview. Modify and add to these questions as appropriate to the situation.

Remember that the purpose of this interview is to evaluate the student's threat *in context*, so that you can determine what the student meant by the threat and whether the student has any intention of carrying out the threat.

**Student of Concern:**

**Date of Interview:**

**Witness Name:**

**Witness to the Threat?** \_\_\_\_\_ Yes \_\_\_\_\_ No

**Recipient of the threat:** \_\_\_\_\_ Yes \_\_\_\_\_ No

1. What exactly happened today when you were (place of incident)?

2. What exactly did (student who made the threat) say (or do)? (Write down the exact words)

3. What do you think he or she meant when saying (or doing) that?

4. How do you feel about what he or she said or did? (Gauge whether the person who observe or receive the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?

5. Why did he or she say or do that? (Find whether he or she knows of any prior conflict of history behind this threat)

## Parent Interview

Interview the parents of the student who made the threat. Use these questions as a foundation for the interview. Modify and add to these questions as appropriate to the situation. Remember that the purpose of this interview is to evaluate the student's threat *in context*, to that you can determine what the student meant by the threat and whether the student has any intention of carrying out the threat.

**Student Name:**

**DOB:**

**Parent Name:**

**Date of Interview:**

**Person Completing the Interview:**

Parent Knowledge of Threat	Yes	No
1. What do you know about the threat?		
2. Have you heard (child's name) talk about things like this before?		
3. Are you familiar with (intended victim's name)?		
4. Does (name of child) have the means to carry out the threat?		
5. What are you planning to do about the threat?		

Family Relationships and Current Stressors
1. Who lives in the home?
2. Are there any important events that have affected your family or child? (relocation, divorce/separation, death in family, career or financial changes, legal issues)
3. Whom does your child share concerns with?
4. How well does he/she get along with you?  Siblings?  If there is conflict how is it resolved?
5. How does your child show anger toward you and other family members?

6. What does your child do after school?  Who supervises?  What time are they expected home?		
7. What responsibilities does your child have at home?		
8. Does your child follow rules?		_____ Yes _____ No
9. What are the consequences for not following the rules?		
10. Is your child taking any prescribed medication? Any changes?		_____ Yes _____ No
11. Do you have any concerns about your child's online behavior or cell phone usage?		_____ Yes _____ No
12. Has your child done anything to make you feel unsafe at home?		_____ Yes _____ No
13. Have you been in your child's bedroom and noticed anything?		_____ Yes _____ No
<b>Peer Relations and Bullying</b>		
1. Has your child reported being teased, intimidated, rejected, or bullied? If so, what was your response?		_____ Yes _____ No
2. Who are your child's friends?  Are you pleased/displeased with your child's choice of friends?		
3. How much is your child influenced by peers?  Are there examples of your child doing something to please peers that caused him/her to be in trouble?		
<b>Delinquent Behavior</b>		<b>Yes</b> <b>No</b>
1. Has your child been in trouble with the law or police before?		
2. Has your child ever gone to juvenile court? What was that about?		
3. Has your child done things that could have gotten him/her arrested or in trouble with the law? What was the worst thing? What else?		
4. Does your child drink beer, wine, or other alcohol?		

5. Does your child smoke marijuana?		
6. Has your child used any other drugs or medications?		
<b>Exposure to Violence</b>	<b>Yes</b>	<b>No</b>
1. Has your child ever been the victim of abuse?		
2. Is your child exposed to violence in your neighborhood?		
3. Do people argue much at home?		
4. Has there been physical aggression at home?		
5. What kinds of movies, video games, and internet sites does your child like? Any restrictions? How is he/she supervised?		
<b>History of Aggression</b>	<b>Yes</b>	<b>No</b>
1. How does your child handle frustration?		
2. When your child gets angry, what does he/she do?		
3. Has your child ever been involved in a fight? When:  Where:  With Whom?		
4. Has your child's temper ever gotten him/her in trouble?		
5. Has your child ever hit you or other family members?		
6. Has your child destroyed his/her own things or someone else's property?		
7. Does your child have any pets? Has he/she ever intentionally hurt the pet or other animal?		
<b>Access to Weapons</b>	<b>Yes</b>	<b>No</b>
1. Do you have a gun in your home?		
2. Does your child have access to firearms through friends, relatives, or some other source?		
3. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons, or some other kind of weapon?		
4. Has your child ever talked about using a weapon to hurt someone?		
5. Has your child ever been in trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?		

6. What can you do to restrict your child's access to weapons?		
Mental Health	Yes	No
1. Does your child have problems paying attention?		
2. Does he/she follow directions without repetition and reminders?		
3. Does your child complete activities on his/her own?		
4. Does your child say things without thinking?		
5. Is your child surprised by the consequences of his/her actions?		
6. What has your child's mood been like the past few weeks?		
7. Has your child been unusually nervous or anxious?		
8. Has your child has problems with sleep? Appetite? Energy level? Concentration?		
9. Has your child ever talked about hurting him/herself?  Have you ever been concerned that he/she might be suicidal?		
10. Have there been times when your child seemed to be hearing things that weren't there?  Has he/she said things that didn't make sense or seemed to believe in things that weren't real?		
11. Has your child ever seen a counselor or therapist?  Taken medication for his/her behavior or mood?		
12. Has your child had any involvement with other agencies or programs in the community?		
13. Do you have any concerns about your child?		

Inform parents and student regarding the potential disciplinary consequences, which may include pre-expulsion disciplinary agreement, possible arrest, ISS, OSS, mandatory counseling, reflection, Safe School Evaluation, and possible expulsion.

- The student cannot attend school district events and cannot be on school district property, until further notice.
- A final decision will be made after consulting proper authorities.
- Based on the seriousness of the incident, others may need to get involved.