

A complex network diagram consisting of numerous black dots (nodes) connected by thin black lines (edges). The nodes are scattered across the page, with a higher density on the left side, creating a web-like structure that suggests interconnectedness and data flow.

D·PREP

Violence Risk and Threat Assessment Policy



**LOS RIOS POLICE
DEPARTMENT**

VIOLENCE RISK AND THREAT ASSESSMENT POLICY

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ABOUT

This document provides a policy for the Los Rios Police and corresponding BIT/CARE teams to provide clear guidance, policy, and procedure related to threat identification and mitigation. Given the complex nature of threat and violence risk assessment, these policy and procedures should be used in conjunction with the *Violence Risk and Threat Assessment Supplemental Materials* document.

Those involved in the assessment of threat include:

- Front line officers and leadership/command staff
- BIT/CARE members including counseling staff, Dean of Students, and conduct

At a minimum, those involved in the threat and violence risk assessment process should review and understand the concepts in the Violence Risk and Threat Assessment Supplemental Materials document as well as have completed training on the following topics:

- The modes of violence (affective and targeted)
- The role of the multi-disciplinary, collaborative team
- Nature of threats including differentiating transient and substantive threats, fixation and focus, action, and time imperative
- Risk and protective factors for targeted violence
- Risk and protective factors for suicide
- Differences between psychological assessment and threat/violence risk assessment
- Development of a comprehensive, culturally informed threat mitigation plan

INTRODUCTION

These policies, procedures, and guidelines have been created through a review of research-based approaches to the identification, analysis, and management of threats that occur and pose a risk of violence to self or others. The Los Rios Police Department and the BIT/CARE team have enlisted D-Prep to develop and consult on these policies to better protect the Los Rios community. Two documents were created in this process. These are the Violence Risk and Threat Assessment Policy document and the *Violence Risk and Threat Assessment Supplemental Materials document*.

Threat assessment and management, as a process, is most effective when it is operationalized within a collaborative, multi-disciplinary team approach.^{1,2,3} Schools that rely only on a police model for threat assessment and management risk creating a silo effect where “different domains of behavior are never linked together or synthesized to develop a comprehensive picture of the subject of concern, conduct further investigation, identify other warning behaviors, and actively risk-manage the case.”⁴ This keeps information compartmentalized within various departments and prevents the adaptation of a more expansive view of data collection, analysis, and interventions.

A better approach is making use of a multi-disciplinary behavioral intervention team (BIT) or CARE team that can provide a 360-degree view of at-risk situations and develop better-informed, collaborative strategies for intervention.⁵ A team-based approach

1 Deisinger, G., Randazzo, M., O’Neill, D., and Savage, J. (2008). *The handbook for campus threat assessment & management teams*. Boston, MA: Applied Risk Management, LLC.

2 National Threat Assessment Center (2018). *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*. U.S. Department of Homeland Security.

3 Van Brunt, B. (2012). *Ending campus violence: New approaches to prevention*. New York, NY: Routledge.

4 Meloy, J., Hoffmann, J., Guldemann, A. & James, D. (2011). The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology. *Behavioral Sciences and the Law* 30(3) 256-279.

5 Van Brunt, B., Schiemann, M., Pescara-Kovach, L., Murphy, A., Halligan-Avery, E. (2018). Standards for Behavioral Intervention Teams. *Journal of Campus Behavioral Intervention*, (6). National Association for Behavioral Intervention and Threat Assessment.

reduces isolated communication and combines efforts and experience to make the school a safer place.⁶

THREAT TO OTHERS: ASSESSMENT PROCEDURES

This policy should be read as applying directly to students. To keep the policy concise, Faculty/staff policy is highlighted in purple. Non-community member policy is highlighted in orange. All assessments and interventions will be clearly documented in line with Los Rios Police Department policy.

1. Identify and Report Potential Threats

Threats should be reported to the Los Rios Police department via the online threat reporting form, through direct reports from any community member or directly from the BIT/CARE team. To more fully understand the process of identifying and reporting potential threats, please review the Reporting Threats and Risk of Violence section and Appendix A: Behaviors of Concern in the *Violence Risk and Threat Assessment Supplemental Materials*. An initial assessment of the threat occurs to determine:

- What party or parties have been identified in the threat?
- Does the threat contain a conditional ultimatum?
- Is this threat actionable and lethal? Does the subject have access, training, and experience with the weapons they would use to carry out the threat?
- Is the threat specific (with fixation and focus) and contains an action and time imperative? Is the threat vague and poorly defined?
- Is the threat repeated (verbally, social media, written)?

⁶ Amman, M., Bowlin, M., Buckles, L., Burton, K.C., Brunnell, K.F., Gibson, K.A., Griffin, S.H., Kennedy, K. & Robins, C.J.(2015). Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks. Federal Bureau of Investigation.

2. Information Gathering & Assessment of Threat

Once a threat or threats are received, there will be a review to support the initial assessment completed in #1. To more fully understand the process of information gathering and assessment of threats, please review the Violence Risk and Threat Assessment Foundational Concepts section in the *Violence Risk and Threat Assessment Supplemental Materials*.

Information Gathering

2.1 Is their additional contextual information that needs to be obtained? If so:

- 2.1.1 Identify community members that need to be interviewed and complete interviews.
- 2.1.2 Identify third-party reports, historical information, wants/warrants, restraining orders, BIT/CARE reports, counseling or health records, prior interventions, previous and current academic files that will be reviewed and request these documents and data.
- 2.1.3 Identify any surveillance or closed-circuit recordings and request/review this information.

Using the above contextual information and the initial assessment of the threat in #1 determine the next course of action in 2.2. To understand the process of interventions more fully, please review the Student, Faculty/Staff and Non-community member sections in the *Violence Risk and Threat Assessment Supplemental Materials*.

Immediate Action Considerations

2.2 Upon initial assessment, if the threats are actionable and lethal and the subject making the threat has access to the weapons and materials to carry the threat out, this would indicate the need for an immediate law enforcement response to ensure the safety of the individual or those who were threatened.

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- 2.2.1 Bomb Response:** For threats that involve bombs or explosive devices, ensure that policy is followed.
- 2.2.2 Arrest:** If it is determined probable cause exists and a subject has violated a state or federal law, law enforcement will determine if and when subject will be arrested and placed into custody.
- 2.2.3 Medical:** If threat was made by subject and there is concern the subject ingested poison or a harmful substance, review and consider immediate medical attention and transport.
- 2.2.4 5150:** If the subject is found to be an immediate danger to self and or others, secure immediate attention. Keep subject under continuous adult supervision until appropriate support agent or professional is contacted and can intervene.
- 2.2.5 Clery Act:** The Clery Act requires you to alert the campus community to certain crimes in a manner that is timely and will aid in the prevention of similar crimes. Although the Clery Act doesn't define "timely," the intent of a warning regarding a criminal incident(s) is to enable people to protect themselves. This means that a warning should be issued as soon as pertinent information is available. You must issue a timely warning for all Clery Act crimes that occur on your Clery Act geography that are 1) reported to campus security authorities or local police agencies; and 2) considered by the institution to represent a serious or continuing threat to students and employees.⁷
- 2.2.6 Consideration of warning a third party or department:** There should be consideration given for the police or BIT/CARE team to notify and develop a threat mitigation plan for the person or department that was threatened. This should include:

⁷ https://www.clerycenter.org/assets/docs/NCSAM18_Timely-Warning-Guide.pdf

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- 2.2.6.1 Discussion of a police safe ride escort as the person comes onto campus, leaves campus, and/or between classes or buildings. Prior to starting a safe ride
- 2.2.6.2 Conversations between the person and/or BIT/CARE team members to clarify the nature of the threat.
- 2.2.6.3 Referral to student counseling, Employee Assistance Program (EAP) or off-campus counseling, victim advocacy and legal resources.
- 2.2.6.4 Contacting of guardian, parent, or emergency contact resources under FERPA emergency exception or legitimate educational interest or with student permission.

Assessment Of Threat

- 2.3 Once the immediacy concerns of the threat are addressed 2.2, the Pathways system should be used to conduct a triage of the threat. Please refer to Appendix B: Pathways Triage System in the *Violence Risk and Threat Assessment Supplemental Materials* document.
- 2.4 Once the Pathways triage is complete, complete the DarkFox threat system under any of the below conditions. Please refer to Appendix C: Looking Beyond the Call and in the *Violence Risk and Threat Assessment Supplemental Materials* document as well as training and documentation available at www.darkfoxthreat.com
 - 2.4.1 There is a score of moderate or above and there is a threat made to another person, system, or place.
 - 2.4.2 The Pathways system indicates the application of the DarkFox system.
 - 2.4.3 Law enforcement or BIT/CARE team member has a concern about the nature of the threat and a more detailed assessment would help off-set that concern.
- 2.5 Proceed to interventions (#3) with Pathways and DarkFox report data.

3. Interventions (Immediate)

The following interventions are put into place at a Pathways High and/or DarkFox High level and above.

3.1 Interim suspension considerations: Interim suspension is put into place in response to an immediate threat or risk. This will be coordinated with the Dean of Students, Vice President of Student Affairs, the conduct office, and the BIT/CARE team. For Faculty/Staff threats, a temporary leave in coordination with Human Resources should be put into place.

3.1.1 Review the need for a formal no-trespass order from campus. Notify appropriate offices, dispatch, residential life, BIT/CARE, student conduct, sports facilities, library, and satellite campuses to ensure the no-trespass is clearly communicated around campus. Los Rios Police department will enact and enforce the no-trespass order. *For faculty/staff threats requiring a no-trespass from campus, this is completed in coordination with human resources. For non-community members a no-trespass order will be made in coordination with the executive leadership team, human resources, and legal counsel.*

3.1.2 Review the need for a no-contact order between the subject and other parties. Notify appropriate offices, dispatch, residential life, BIT/CARE, student conduct, sports facilities, library, and satellite campuses to ensure the no-contact is clearly communicated around campus. *For faculty/staff threats requiring a no-contact orders, this is completed in coordination with human resources. For non-community members a no-contact orders will be made in coordination with the executive leadership team, human resources, and legal counsel.*

3.2 Inpatient/5150: If there is a significant presentation of mental illness related to the threat, then proceed to a 5150 process as outlined under department procedures. Coordinate and/or notify appropriate offices such as counseling, student conduct, residential life, parent/guardian, ambulance, other transport, academic accommodations, the emergency department, and/or inpatient unit. *For faculty/staff*

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threats requiring a 5150 evaluation when they are on-campus, they should be transported by police or ambulance. Alternately, if they are off campus, contacting local law enforcement or following 5150 transport protocols in jurisdiction where they are located. For non-community members a no-contact orders requiring a 5150 evaluation when they are on-campus, they should be transported by police or ambulance. Alternately, if they are off campus, contacting local law enforcement or following 5150 transport protocols in the jurisdiction.

Consideration of warning a third party or department: Follow existing Clery Act requirements under a timely notice. Consult with BIT/CARE members to discuss additional, specific warnings to those who have been targeted by threats.

3.3 Parent/guardian/emergency contact notification: Follow existing FERPA regulations related to parental notification requirements under an existing school policy and procedure. Consult with BIT/CARE members to discuss parental/guardian/ emergency contact notification.

4. Interventions (On-going)

4.1 Title IX involvement: Consider notification of the Title IX office for cases that benefit from their expertise in terms of assessment advice, access to local services, and resources for both parties involved. They may also assist with supportive measures and accommodations for the target of the threats (if applicable) during a time when the college has its resources focused on processing the threat. For more information on working with the Title IX staff, please refer to the process of threat and violence mitigation section in the *Violence Risk and Threat Assessment Supplemental Materials* document. For faculty/staff, the same process for involving Title IX will be followed.

A matter is considered Title IX related if:

Both apply:

- ☐ The institution has substantial control over the person threatened, and

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- ☒ The threat occurred against a person in the U.S.

Any of these apply:

- ☒ The threat occurred on the institution's property or in/during an online class,
- ☒ The threat occurred at an off campus building owned or controlled by Los Rios,
- ☒ If the threat was received by email, letter or voicemail,
- ☒ The threat occurred off-campus at a Los Rios sponsored event.

It is true that:

- ☒ The threat involved Quid Pro Quo harassment, unwelcome language that was (severe, pervasive, objective and offensive), effectively denies equal access to programs, threats of sexual assault involving fondling, touching any private body part for sexual gratification without consent of victim, rape, incest, statutory rape, domestic violence, dating violence or stalking that causes the person to fear for their safety or the safety of others, and/or had the potential for the target of the threat to suffer substantial emotional distress.

4.2 Conduct actions: Notify conduct when there is potential violation of the student Code of Conduct. The conduct office may be helpful with processing no-contact and/or no-trespass orders, enacting an interim suspension, suspension, or expulsion, and carrying out a process parallel to criminal charges based on the nature of the threat. For more information on working with the student conduct officer, please refer to the process of threat and violence mitigation section in the *Violence Risk and Threat Assessment Supplemental Materials* document. For faculty/staff, notification and involvement of human resources will replace conduct actions. For non-community members, notification and involvement of human resources will replace conduct actions.

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4.3 Pathways re-assessment: While the initial Pathways assessment has been completed, conduct a second assessment with Pathways if new information about significant case details is obtained.

4.4 DarkFox re-assessment: As with Pathways, conducting a second interview with the subject, ideally face-to-face, will provide opportunities to confirm or add details to the initial interview.

5. Referral and Monitoring

5.1 Make appropriate referrals with support from Pathways and DarkFox reports. Coordinate referrals with the BIT/CARE teams. For more information on referrals, please review Appendix D in the *Violence Risk and Threat Assessment Supplemental Materials*.

5.2 Consider offering support through:

- Counseling management services
- Sports and athletics
- Career counseling
- Clubs/organizations
- Domestic violence services
- Academic support
- ADA/504 accommodations
- Parental involvement
- Student government
- Community mental health

THREAT TO SELF: ASSESSMENT PROCEDURES

Initial Triage of Risk

If the student, faculty/staff, or non-community member presents to the police with a concern around suicidality, the process of assessing and mitigation the risk. For each of these levels of risks be sure to clearly document the process. For more information on working with the student conduct officer, please refer to the defining risk levels for hard to self. process of threat and violence mitigation section in the *Violence Risk and Threat Assessment Supplemental Materials* document.

Complete the Pathways Suicide Wayfinder to receive generate a report and level of overall risk of low, moderate, or high. These should match the general descriptions below as well as the interventions. Please refer to the www.pathwaysthreattriage.com site for more information and training on the Pathways Suicide Wayfinder.

Low Risk

The person mentions suicidal thoughts but does not present a current set of behaviors that would indicate an immediate level of risk of suicide.

- They talk about having thoughts of death, although they are not consistent.
- Their suicidal thoughts lack a plan, intent, or any kind of suicide attempt.
- While they share thoughts of death, these thoughts are occasional, and they see them as intrusive and unwanted. They tell you they do not want to die.
- They express feelings of hopelessness or share frustrations about work, school, family, worry about finances, or a difficulty expressing feelings.
- They possess protective factors such as family supports, peer groups, friends, involvement in organizations, school activities, or possess spiritual or religious beliefs that give them solace.

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At this level of risk, the following steps are warranted:

- **Students** are referred to on-campus counseling. A phone call will be made to the counseling center to share details, seek consultation, and arrange a time for the student to be seen for an intake.
- **Faculty/staff** are referred to off-campus counseling resources (the on-campus counseling center has a listing of these resources) or to the Employee Assistance Program (EAP). Counseling and HR should be consulted in the matter to seek consult and arrange the appointment and follow up plan.
- **Non-community members** should be referred to off-campus counseling resources (the on-campus counseling center has a listing of these resources). Counseling and HR should be consulted in the matter to seek consult and arrange the appointment and follow up plan.

Moderate Risk

The person presents with a combination of factors that rise to a moderate risk/level of concern.

- They express intense feelings of despair or hopelessness about their future.
- They have a mental illness that makes their feelings of despair and hopelessness worse. This may raise concerns about impulsively acting on suicidal thoughts.
- They have recently changed their medication and are experiencing instability as a result.
- There is no active plan for suicide involving a location, place, method, or time.
- There many things happening in their life that are overwhelming their ability to cope. These impact their life, work, and school.
- There have limited few or no friends to talk with, lack of parental support, increased isolation from social outlets, no organization, or religious connections).

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At this level of risk, the following steps are warranted:

- **Students** are brought to on-campus counseling or arrange to have an on-campus counselor come to the police station for an assessment. A phone call will be made to the counseling center to coordinate the assessment.
- **Faculty/staff** are referred to off-campus counseling resources (the on-campus counseling center has a listing of these resources) or to the Employee Assistance Program (EAP). A strong effort should be made to ensure the faculty/staff member completes the referral and seeks care.
- **Non-community members** are be referred to off-campus counseling resources (the on-campus counseling center has a listing of these resources). A strong effort should be made to ensure they member complete the referral and seek care.

High Risk

The person has active suicidal symptoms.

- Current or very recent thoughts of killing themselves.
- Crystallization of a plan, location, and time of death.
- May have had a recent serious suicide attempt.
- Has made a direct threat to kill themselves shared with others verbally or on social media
- Fantasizing about death by suicide
- Rehearsing (either physically or in their mind) the act of suicide with an intent to carry it out
- Frequent ideation with strong intent to carry out suicide plan
- Engaging in self-harm with an intent to die or not exist any longer

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- Inability to offer assurances they will not kill themselves once they leave the office

It will be important to detail the type of plan they have to kill themselves to report forward for the next step.

- **Level 1:** No clear plan, no access to lethal means
- **Level 2:** Vague plan, but lacks lethality; self-injury with no life threat, increasing hopelessness
- **Level 3:** Specific plan or plans, lethality risk, access to means, lack of commitment to putting plan into practice, further increasing hopelessness and desperation
- **Level 4:** Specific plan with desire to die, commitment to action and high lethality risk; overwhelming sense of hopelessness, desperation, and despair

At this level of risk, the following steps are warranted:

- **Students** are brought to on-campus counseling or arrange to have an on-campus counselor come to the police station for an assessment. A phone call will be made to the counseling center to coordinate the assessment. Alternatively, transport directly to the hospital by police or ambulance could be perused.
- **Faculty/staff** are transported by police or ambulance directly to the nearest hospital emergency department or inpatient unit (per protocol) if they are on campus. The on-campus counseling department may be able to consult and assist with the admission process. Alternately, if they are off campus, contacting local law enforcement or following suicide protocols in the town or location where they are located.
- **Non-community members** are transported by police or ambulance to directly to the nearest hospital emergency department or inpatient unit (per protocol) if they are on campus. The on-campus counseling department may be able to consult and assist with the admission process. Alternately, if they are off campus,

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contacting local law enforcement or following suicide protocols in the town or location where they are located.

APPENDIX A: THREAT RESPONSE FLOWCHART

