



**THREAT ASSESSMENT
REFERRAL FORM**

DATE OF REFERRAL:		
REFERRAL SOURCE (NAME/TITLE):	DIVISION/DEPT:	
REFERRAL PHONE(S):		
INDIVIDUAL MAKING THREAT:	INTENDED TARGET/VICTIM:	
LOCATION OF INCIDENT / PERCEIVED THREAT:		
CITY:	STATE:	ZIP:

Exact wording and nature of the perceived threat:

The College will conduct an investigation into this reported threat. The individual who made the threat, the recipient of the threat, and other witnesses shall be interviewed. The parties may be brought together to mediate the situation.

SIGNATURE	DATE
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Copy Retained by Vice President of Student Affairs & Enrollment Services and/or Vice President of Human Resources, as appropriate

Threat Assessment Summary

This document should be used as a starting point for areas to consider during threat assessment. This should not limit other sources of information that may be invaluable in assessing a threat.

DATE OF ASSESSMENT:	PERSON REPORTING THREAT
DATE OF THREAT	TIME & PLACE
INDIVIDUAL MAKING THREAT:	
INTENDED TARGETS / VICTIMS	
EXACT WORDING AND NATURE OF THE THREAT:	

Types of Threats (Is this a threat?) Keep in mind the following types of threats:

Direct or Substantive 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."

Indirect or Transient Threat: Tends to be vague, unclear, or ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I **could** kill everyone at this school". Violence is implied but tentatively "if I wanted to" and suggests a violent act **COULD occur not that it WILL occur**.

THREAT INDICATORS		
<p>Indirect:</p> <p><input type="checkbox"/> Threat is vague and indirect</p> <p><input type="checkbox"/> Information within the threat is inconsistent, implausible or lacks detail</p> <p><input type="checkbox"/> Threat lacks realism</p> <p><input type="checkbox"/> Content suggests person is unlikely to carry it out</p> <p><i>"If I wanted to, I could kill everyone at this school"</i></p> <p><i>"I could make his/her life miserable"</i></p>	<p>Direct:</p> <p><input type="checkbox"/> Strong indication of a possible place and time</p> <p><input type="checkbox"/> Strong indication the threatener has taken preparatory steps, or a general statement about the availability of weapons.</p> <p><input type="checkbox"/> Specific statement seeking to convey that the threat is not empty</p> <p><i>"I'm serious!"</i></p> <p><i>"I really mean this!"</i></p>	<p>Direct:</p> <p><input type="checkbox"/> Direct, specific and plausible</p> <p><input type="checkbox"/> Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.</p> <p><i>"At 8 am tomorrow morning I intend to shoot the principal. That's when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school."</i></p>

TEAM RECOMMENDATIONS

	ACTION NEEDED	PERSON RESPONSIBLE
1.		
2.		
3.		
4.		
5.		
6.		

Threat Assessment Team Signatures:

Signature	Title	Date

Copy retained by Vice President of Student Affairs & Enrollment Services and/or Vice President of Human Resources, as necessary