

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT MANUAL



November 2018

Kenai Peninsula Borough School District

General Guidelines for School Behavioral Threat Assessment (BTA) and Management

The objective of this Behavioral Threat Assessment (BTA) is to determine if a student *poses a threat to the safety of others or to the school.* The school Behavioral Threat Assessment (BTA) team should initiate this process when there is a report that a student makes a verbal or written threat, uses threatening behavior, or if there is concern that the student's behavior or communication indicates an escalation in the potential for targeted violence or may pose a threat to the safety of the school, students, or staff. The behavioral threat assessment (BTA) team should also consider: "How much time do we have?"

If at any time information suggests the need for local law enforcement assistance, that assistance should be requested immediately.

Contact the Assistant Superintendent of Instruction or your Director to notify and for consultation as soon as possible in this process.

Suicide Assessments must be conducted by trained professionals using the district's procedures as outlined.

Some of the concerns leading to a Behavioral Threat Assessment (BTA) may include:

- Student directly or indirectly threatens to harm person, group, and/or entire school
- Artistic, written, symbolic, or online (or social media) expression with disturbing and/or violent content
- Student engages in threatening behavior or there is concern regarding attack-related behavior or planning a potential attack
- Belief that someone possesses a weapon on campus
- The student is demonstrating imminent warning signs or a cluster of early warning signs
- Along with indicators to harm others, student makes threat to harm or kill self
- Student has escalating pattern of targeted behavior that has been resistive to intervention at school
- Other reasons indicating a need for a Behavioral Threat Assessment (BTA) as determined by the School Behavioral Threat Assessment Team.

****NOTE:** For more information regarding warning signs, see "Know the Warning Signs".

The behavioral threat assessment (BTA) team should make it clear to the student's parent or guardians that the objective of the threat assessment inquiry is not only to help prevent targeted school violence, but also to create a plan to ***help their child*** and protect the safety of their child and others.

If the parent refuses to meet with the school staff, refuses to obtain an evaluation for safety as recommended, the school administrator should contact the Assistant Superintendent of Instruction to request authority to deny access to school grounds until such time that recommended interventions have been met and/or it has been determined that the student no longer poses a risk to the safety of students or staff.

This process will help you determine the concern level and lead to development of an Action and Support Plan.

STEPS IN A SCHOOL BEHAVIORAL THREAT ASSESSMENT (BTA)

1. Secure safety and make notifications, as needed.
2. Assemble the school behavioral threat assessment (BTA) team.
3. Gather a variety of information and use multiple data sources.
4. Organize and analyze the information using the secret service themes.
5. Use the information to determine the level of concern leading to the action plan.
6. Develop an action and support plan and determine a date to review the plan.
7. Document the threat assessment, keep appropriate records, and send a copy to office of the Assistant Superintendent of Instruction.
8. Continue monitoring of the student and the effectiveness of the action and support plan. Revise plan, as needed.

Documentation of the concern and the steps in the Behavioral Threat Assessment (BTA) are recorded on the BTA Documentation Form (see BTA Documentation Form).

Records will also be kept in the Student's Discipline File, sent to the District Office of the Assistant Superintendent of Instruction, and the Behavioral Threat Assessment will be documented in the PowerSchool Discipline Log System.

An After-Action District Administrative Review process will review and consult, as needed.

Forms supporting this process:

- BTA Documentation Form
- BTA Interview Forms
- Secret Service Themes Form
- BTA Action and Support Plan

The Ten Key Findings of The Safe School Initiative (2002) and Implications For Threat Assessment Procedures

1. Incidents of violence at school are rarely impulsive acts.	Thought processes and behavior may be discernable from observation and communication. The time frame may be short, so quick inquiry and intervention is needed.
2. Prior to most incidents, other people knew about the attackers ideas and/or plan to attack.	Students are an important part of prevention efforts. Schools need to encourage reporting of potentially dangerous threats or behavior. Schools need to ensure they have a fair, thoughtful and effective system to respond to information when it is brought forward.
3. Most attackers did not threaten their targets directly prior to advancing the attack.	Schools should not wait for a direct threat to begin an inquiry. Schools should also inquire about behaviors and communications of concern.
4. There is no accurate or useful “profile” of students who engage in targeted school violence.	Schools should not focus on profiles of students, but rather on <i>behavior and communication</i> . Ask, “does behavior or communication indicate the student may be on a path towards violent action?”
5. Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help.	When behavior of concern is noticed, additional probing by caring adults may find cause for warning or referral to law enforcement or for mental health services. Careful inquiry may determine a more comprehensive picture of a student’s past and current behavior and any indications that the student is planning an act of violence.
6. Most attackers were known to have difficulty coping with significant losses or personal failures. Many had attempted or considered suicide.	Inquiry should include questions about recent losses or perceived failures and about feelings of hopelessness and desperation. Aspects of a student’s life that may either increase or decrease the potential for violence must be considered. Screening for suicide risk is also recommended as part of inquiry.
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack.	Schools should support ongoing efforts to reduce bullying and harassment. Assessing a student’s history of bullying and harassment should be part of the inquiry. Have they developed a grudge for some reason?
8. Most attackers had access to and had used weapons prior to the attack.	Schools should inquire about any efforts to acquire, prepare or use firearms, other weapons, or ammunition, including bomb making materials. Pay attention to access to and communications about firearms and other weapons.
9. In many cases, other students were involved in some capacity.	Inquiry should include attention to the role that a student’s friends or peers may be playing in the student’s thinking and preparation for an act of violence. Are others involved? The climate of a school can help students see that adults can be called upon in times of need and that violence doesn’t solve problems.
10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement interventions.	Preventative measures and good emergency planning are both needed. School must have protocols and procedures for responding to and managing threats and other behaviors of concern.

Adapted from Reeves, Kanan & Plog, 2010; Fein, et al., 2002; Vossekuil, et al., 2002.

Information Sharing: Family Educational Rights and Privacy Act (FERPA)

Excerpt From: <http://rems.ed.gov/K12FERPA.aspx> , then see the “Information Sharing - FERPA” tab on the left. See full resource for more explanation.

FERPA is a federal law that protects the privacy of student **education records**. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program. *FERPA* gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. The Family Policy Compliance Office at the U.S. Department of Education administers *FERPA*. *FERPA* protects the rights of parents or eligible students to:

- Inspect and review education records;
- Seek to amend education records; and
- Consent to the disclosure of personally identifiable information (PII) from education records, except as specified by law.

What Are “Education Records?”

Different types of records and information may be protected by *FERPA* if determined to be “education records.” Education records are protected by *FERPA* and are broadly defined as **records** that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution. This non-exhaustive chart shows several examples of what types of records generally **are** and **are not** considered to be education records.

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual’s attendance at the school
Records on services provided to students under the <i>Individuals with Disabilities Education Act</i> (IDEA)	Employee records that relate exclusively to an individual in that individual’s capacity as an employee
Records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA ⁵	**Information obtained through a school official’s personal knowledge or observation and not from the student’s education records**

Who May Access FERPA-Protected Education Records?

“School officials with a legitimate educational interest” may access FERPA-protected education records. Schools determine the criteria for who is considered a school official with a legitimate educational interest under FERPA regulations, and it generally includes teachers, counselors, school administrators, and other school staff.

Balancing Safety and Privacy

School officials must balance safety interests and student privacy interests. FERPA contains exceptions to the general consent requirement, including the “health or safety emergency exception,” and exceptions to the definition of education records, including “law enforcement unit records,” which provide school officials with tools to support this goal.

The Health or Safety Emergency Exception to the Consent Requirement

FERPA generally requires written consent before disclosing PII from a student’s education records to individuals other than his or her parents. **However, the FERPA regulations permit school officials to disclose PII from education records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and significant threat.** Information may be disclosed only to protect the health or safety of students or other individuals. In applying the health and safety exception, note that:

- Schools have discretion to determine what constitutes a health or safety emergency.
- “Appropriate parties” typically include law enforcement officials, first responders, public health officials, trained medical personnel, and parents. This FERPA exception is temporally limited to the period of the emergency and does not allow for a blanket release of PII. It does not allow disclosures to address emergencies that *might* occur, such as would be the case in emergency preparedness activities.
- The information that may be disclosed is limited to only PII from an education record that is needed based on the type of emergency.
- Disclosures based on this exception must be documented in the student’s education records to memorialize the
 - Emergency that formed the basis for the disclosure; and
 - Parties with whom the school shared the PII.

The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

For more information on the health or safety exception, see “Addressing Emergencies on Campus,” June 2011, available at <http://www2.ed.gov/policy/emergency-guidance.pdf> and 34 CFR §§ 99.31(a)(10) and 99.36.

Common FERPA Misunderstandings

School administrators and their partner organizations must understand FERPA and its implications, because misinterpretations of the law and subsequent delays in information-sharing can hinder first responders’ efforts to provide necessary assistance in a health or safety emergency.

Sharing Personal Observation or Knowledge

Misinterpreting *FERPA* can lead school administrators to miss opportunities to share crucial information that could prevent an emergency situation. For instance, ***some schools incorrectly believe that information obtained from a school official's personal observations or knowledge is protected by FERPA. In fact, personal observation or knowledge is generally not considered to be part of the student's education records (see "What Are 'Education Records'") and therefore may be disclosed. For example, if a teacher overhears a student making threatening remarks to other students, the teacher is not prohibited from sharing that information with appropriate authorities, including the parents of the students who were threatened.***

However, if a school official learns of information about a student through his or her official role in creating or maintaining an education record, then that information would be covered by *FERPA*. For instance, if a principal suspends a student, the principal would not be permitted to non-consensually disclose that information (unless the disclosure met one of the exceptions in *FERPA* to consent) because he or she gained personal knowledge of that information in making that disciplinary determination.

Additional Situations with *FERPA* Considerations

FERPA has implications in a variety of different situations, and new questions arise as schools become more creative and innovative in developing their campus safety plans. In many cases, however, it is helpful to review the *FERPA* basics to help you clearly think through each scenario. The following are some scenarios that may arise.

- **Threat Assessment Teams**

Some educational agencies and institutions may need assistance in determining whether a health or safety emergency exists for purposes of complying with *FERPA*. Federal agencies encourage schools to implement a threat assessment program, including the establishment of a multidisciplinary threat assessment team that utilizes the expertise of representatives from mental health service providers, persons familiar with emergency procedures, and law enforcement agencies in the community.

The threat assessment team must comply with applicable civil rights and other federal and state laws. Under a properly implemented threat assessment program, schools can respond to student behavior that raises safety concerns that are not based on assumptions, stereotypes, or myths about people with disabilities (including mental health-related disabilities) or people of a particular race, color, ethnicity, national origin, religion, or sex.

If a threat assessment team member meets the definition of a school official (as a party to whom the school has outsourced administrative functions or services) with a legitimate educational interest under *FERPA*, (see "Who May Access *FERPA*-Protected Education Records"), then he or she would be able to access students' education records in which he or she has legitimate educational interests. A threat assessment team member who is appropriately designated as a school official, however, may not disclose PII from education records to anyone without consent or unless one of the exceptions to consent under *FERPA*, such as the health or safety emergency exception, applies.

Frequently Asked Questions Pertaining to *FERPA*

FERPA applies to educational agencies and institutions that receive funds under any program administered by the U.S. Department of Education. This includes virtually all public schools and school districts, and most private and public postsecondary institutions, including medical and other professional schools. Private and religious schools at the elementary and secondary school levels generally do not receive funds from the U.S. Department of Education and, therefore, are not subject to *FERPA*.

Q: Does an interagency agreement with partners such as the state or local health department enable a school to non-consensually disclose education records?

A: No. Interagency agreements do not supersede the consent requirements under *FERPA*. Although an interagency agreement would be a helpful tool for planning purposes, schools must comply with *FERPA*'s requirements regarding the disclosure of PII from students' education records.

Q: When would the health or safety exception apply?

A: Under *FERPA*, an emergency means a situation in which there is an articulable and significant threat to the health or safety of students or other individuals. This determination must be made by the school.

Q: Do I need to tell parents and eligible students or otherwise document when I have disclosed PII from their education records without consent under a health or safety emergency?

A: Within a reasonable period of time after a disclosure is made under the health or safety exception, a school must record in the student's education records the articulable and significant threat that formed the basis for the disclosure, and the parties to whom the information was disclosed. Parents and eligible students have a right to inspect and review the record of disclosure, but do not need to be proactively informed that records have been disclosed.

Q: Can members of our threat assessment team have access to student education records?

A: School officials with legitimate educational interests may have access to a student's education records. Members of a threat assessment team who are not school employees may be designated as such if they are under the direct control of the school with respect to the maintenance and use of PII from education records; are subject to the requirements of 34 CFR § 99.33(a) governing the use and re-disclosure of PII from education records; and otherwise meet the school's criteria for being school officials with legitimate educational interests.

Members of a threat assessment team who are considered school officials with a legitimate educational interest generally cannot non-consensually re-disclose PII from a student's education records to which he or she was privy as part of the team. However, if a threat assessment team determines that a health or safety emergency exists, members may non-consensually re-disclose PII from a student's education records on behalf of the school to appropriate officials under the health or safety emergency exception.

For example, a representative from the city police who serves on a school's threat assessment team generally could not re-disclose, without consent, PII from a student's education records to the city police during the initial discussions about a particular student. However, once the threat assessment team determines that a health or safety emergency exists, as defined under *FERPA*, the

representative may re-disclose, without consent, PII from a student's education records on behalf of the school to appropriate officials. (See the discussion under "Additional Situations with *FERPA* Considerations")

***FERPA* Guidance and Resources**

The U.S. Department of Education's Family Policy Compliance Office is available to respond to any questions about *FERPA*. For quick responses to routine questions, please e-mail the Department of Education at FERPA@ed.gov. For more in-depth technical assistance or a more formal response, you may call the Family Policy Compliance Office at 202-260-3887 or write to them at

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-8520

For more detailed information or additional guidance, please see the referenced documents and the FPCO website at www.ed.gov/fpc.

See Full Resource From: <http://rems.ed.gov/K12FERPA.aspx> , then see the "Information Sharing - FERPA" tab on the left

KNOW THE WARNING SIGNS

People who are at-risk of hurting themselves or others often show signs and signals before an act of violence takes place.

It's important to know that one warning sign on its own does not mean a person is planning an act of violence. But when many connected or cumulative signs are observed over a period of time, it could mean that the person is heading down a pathway towards violence or self-harm. By knowing the signs, you have the power to intervene and get help for that person. ***Your actions can save lives.***

- A strong fascination or obsession with firearms or other weapons.
- Excessive study of firearms, weapons, and fascination with or study of mass shootings or school shootings.
- Perpetrators of self-harm or violence towards others may be victims of long-term bullying or harassment.
- Potential perpetrators may have real or perceived feelings of being picked on or persecuted by others.
- Extreme feelings of isolation or social withdrawal due to real or perceived actions of others.
- Exhibiting excessive over-reactions or aggressive behavior for a seemingly minor reason.
- Gestures of violence
- Changes in behavior or academic performance, including low commitment or aspirations toward school.
- Unsupervised, illegal and/or easy access to firearms, or bragging about access to or ability with firearms or other weapons.
- Making overt threats of violence (spoken, written, on social media, pictures, videos, gestures).

If you observe multiple warning signs or signals, or even one definitive threat, please take it seriously and act immediately.

- ⇒ Talk to local law enforcement, school officials, or a mental health professional.
- ⇒ Access your district's or law enforcement tipline.
- ⇒ In the event of an emergency, immediately call 911.

ADDITIONAL WARNING SIGNS AND SIGNALS:

Though every possible warning sign is not listed here, these provide the most common indications:

Being over aggressive and/or lacking self-control

- Lack of coping, anger management and/or conflict resolutions skills
- Making overt threats of violence, in pictures, videos, spoken or written word
- Committing juvenile/multiple offenses, especially if at a young age (<10)
- Patterns of impulsive behavior and/or chronic hitting
- Regularly using intimidation or bullying behaviors

Chronic social isolation

- Victim of constant social rejection or marginalization
- Sudden increase in withdrawing from other people and activities
- Blaming others for own failures

Threatening behavior

- Bringing a weapon into school
- Bragging about an upcoming attack
- Recruiting a friend to join an attack
- Warning a friend to stay away from school or an event

Mental illness and/or behavioral shifts

- Diagnosed or undiagnosed mental illness
- Major change in eating or sleeping habits
- Drop in quality of school work, extracurricular activities
- Homicidal ideation
- Significant personality change

- Dramatic changes in physical appearance
- Suffered from adverse childhood experiences (trauma)

Youth suicide warning signs

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. This includes:
 - Withdrawal from or changing in social connections/situation
 - Changes in sleep (increased or decreased)
 - Anger or hostility that seems out of character or out of context
 - Recent increased agitation or irritability

Antisocial behavior

- Negative role models or peer groups
- Dishonesty, antisocial beliefs and hostility toward law enforcement
- Lack of discipline – repeatedly fails to follow rules
- Severe destruction of property
- Intolerance for differences in others; prejudiced
- Access/use and prevalence of drugs and alcohol/substance abuse

Adapted by Kanan, L.M. from:
Sandy Hook Promise (2018). Know the Signs Guide. https://www.sandyhookpromise.org/prevention_programs

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
DOCUMENTATION FORM**

Use this form to document the behavior of concern and steps taken by the Behavioral Threat Assessment (BTA) Team. Please complete in legible manner. Attach supporting information.

SUMMARY INFORMATION

School:

Name of Student:

Student ID:

Date of Birth:

Grade:

Gender: Female Male IEP: yes no

504 Plan: yes no

Date of Incident or Report of Behavior Concern:

Parent/Guardian 1:

Ph:

Parent/Guardian 2:

Ph:

Description of the Situation of Concern (*Briefly describe the nature of the behavior or threatening situation, including the source of information, where and when the incident(s) occurred, who was involved, and how the concern was brought to the attention of staff.*):

STEP 1: SECURE SAFETY AND MAKE NOTIFICATIONS, AS NEEDED

- Locate the student(s) of concern immediately until safety procedures are initiated and assessment process is activated. If student is at school, keep under constant adult supervision (restrict access to coat, backpack, locker, etc.).
 - Care should be exercised to ensure that a student of concern is treated appropriately, since any allegations regarding the behavior or perceived dangerousness of the student may be unfounded.

- If the student cannot be located or detained, and the threat is believed to pose an imminent threat of harm to others, call 911, the School Resource Officer or local law enforcement.** Immediately contact your School Site Supervisor or Designated Administrator.

- Notify Assistant Superintendent of Instruction or your Director for guidance and to discuss any other immediate safety measures necessary.

- Notify the School Resource Officer or local law enforcement, and request their participation in the process, as needed.

- If indicated, conduct a search of the student, locker, backpack, and car (if applicable) on school property, following the district search policy (Board Policy 5145.12)

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Other immediate actions to secure safety (See also the BTA Action and Support Plan Immediate Actions):

Notify parent/guardian, as soon as reasonable and possible, and inform of the initiation of behavioral threat assessment process.

Name of parent/guardian notified or attempt to notify:

Person notifying parent/guardian:

Date:

Time:

If parent/guardian not notified, state reason:

STEP 2: ASSEMBLE THE THREAT ASSESSMENT TEAM

Membership of the school Behavioral Threat Assessment (BTA) team should be multi-disciplinary and include no less than three trained members, with at least two being onsite. Check and provide name of team members. *Contact the Assistant Superintendent of Instruction or your Director for consultation at any time in this process.*

Principal/Administrator:

School Psychologist

Counselor:

Nurse:

SRO/Local Law Enforcement Officer:

Behavioral Support Teacher:

School Security or Safety Personnel:

Representative from IEP team, if applicable:

Other:

STEP 3: GATHER INFORMATION FROM MULTIPLE DATA SOURCES

Gather information about the *facts* that drew attention to the student, the situation, and the targets

Keep originals of all student written or artistic communications and copies of any online communication and attach to BTA Form.

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School Information (Check sources of information gathered and reviewed)

- Current school academic, health, and discipline records
- Previous school academic, health, and discipline records
- Internet and social networking histories
- Written and artistic or other student produced material
- Other

Interviews

- Student/s of concern interview**

Student/s interviewed	Interviewer	Date

- Teacher/staff Interviews**

Teacher/staff interviewed	Interviewer	Date

- Parent/Guardian Interviews**

Parent/Guardian interviewed	Interviewer	Date

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Witness Interviews

Person interviewed	Interviewer	Date

Potential Target/s Interview

Person interviewed	Interviewer	Date

Outside Sources of Information (check, provide name, who contacted source, and relevant details)

Release of Information (ROI) is not needed for juvenile justice or law enforcement. If there are outside mental health providers, obtain a signed Release of Information from parent/guardian to gather or provide information. If ROI is not able to be obtained, indicate reason. Enter name, agency, and person contacting.

- additional internet, social network or other online information:
- juvenile justice or probation officer:
- social service case worker:
- mental health service provider:

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- others providing service or who have knowledge of the student:

4. ORGANIZE AND ANALYZE THE ABVAILABLE INFORMATION AS A TEAM – COMPLETE AND ATTACH USING THE SECRET SERVICE THEMES IN BEHAVIORAL THREAT ASSESSMENT FORM

Student behavior appears to be:

- normal behavior,
- boundary probing behavior,
- social or psychological disruption,
- attack-related behavior, or
- attack behavior
- Using the available information, team must consider the Secret Service themes. (Complete and attach *The Secret Service Themes Form*)**
- Other information analysis:

5. DETERMINE THE LEVEL OF CONCERN LEADING TO THE BTA ACTION AND SUPPORT PLAN –

- Low Concern –**
 - If there is enough reliable information to consider the themes and confident answers, **and**
 - ***The information is convincing to the team that the student does not pose a threat of targeted school violence nor display any indicators of proactive violence, then***
 - The threat assessment team may conclude the behavioral threat assessment inquiry at this time, develop the Action and Support Plan using *typical interventions and resources*, and continue monitoring.
- Moderate Concern- Referral and Planning of Support Services and Monitoring –**

The Behavioral Threat Assessment (BTA) team concludes that the student/situation does not pose an imminent threat of targeted violence at this time, but ***there is need of assistance with problems or behaviors to reduce future risk of violence.***

 - A BTA Action and Support Plan must be developed and documented. In this case, the BTA team should work with school and district administrators, school and district services, family members, community partners, and others to ensure that these individuals receive assistance, continued support, and monitoring.
 - If the student is currently receiving special education services or has a 504 plan, include a review of the current plan. *(Please note that an IEP process is separate from both the behavioral threat assessment and a BTA Action and Support Plan.)*

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- High Concern: Referral to Law Enforcement for Investigation or to Mental/Behavioral Health Professionals for Immediate Evaluation and/or Hold – *when information suggests that a crime has occurred or there is cause for immediate intervention to prevent harm.***

- **If** there is sufficient information for the threat assessment team to be reasonably certain that the student poses a threat to self or others, **or**
- The student appears to be on a path to attack, **then**
- The team should **immediately refer to the appropriate local law enforcement agency for criminal investigation or to mental/behavioral professionals for evaluation and/or hold.**
- ***A district level review will be conducted before student returns to school. A re-entry meeting must be conducted before the student returns to school to develop a school and community-based Action and Support Plan.*** The plan should establish review dates, provide connection to school district and community mental health professionals and provide monitoring measures.

6. DEVELOP A BTA ACTION AND SUPPORT PLAN AND DETERMINE A DATE TO REVIEW THE PLAN.

A BTA Action and Support Plan should be developed for any student and situation requiring a school Behavioral Threat Assessment (BTA). Always develop a new plan upon the re-entry of a student of high concern.

BTA Action and Support Plan Developed. Date:

Date of First Review. Date:

7. DOCUMENT THE SCHOOL BEHAVIORAL THREAT ASSESSMENT AND KEEP APPROPRIATE RECORDS.

Please print, obtain signatures, and keep on file in secured BTA Folder located with building administrator.

- Place copy of each in Principal's BTA File: Enter name of person completing and date
- BTA Documentation Form
 - Interviews
 - The SS Themes Form
 - BTA Action and Support Plan
 - Additional documentation (i.e. discipline record, other teacher reports, writings, drawings, online evidence, etc.)
- Scan and send copy of each to Office of Assistant Superintendent of Instruction for After Action District Administrative Review: Enter name of person completing and date
- BTA Documentation Form
 - Interviews
 - The SS Themes Form

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- BTA Action and Support Plan
- Additional documentation (i.e. discipline record, other teacher reports, writings, drawings, online evidence, etc.)
- Document in the PowerSchool Discipline Log System. Enter "A Behavioral Threat Assessment has been completed" and indicate the date that BTA was completed. This is in addition to other information you may be entering about this incident.

Date:

Person Completing:

8. CONTINUE MONITORING OF THE STUDENT AND THE EFFECTIVENESS OF THE BTA ACTION AND SUPPORT PLAN. REVISE PLAN, AS NEEDED.

Set a date for review of the plan and its effectiveness, and follow-up as needed. Transition the short-term plan to a longer-term plan, when indicated. Reevaluate the plan and the system process, as needed.

****NOTE: Contact the Assistant Superintendent of Instruction or your Director for guidance at any time in this process.**

Signatures of those participating and in attendance:

Parent/Guardian

Date

Student Signature

Date

Behavioral Threat Assessment Team Members

Date

Others in Attendance (please print name, role, sign and date)

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DOCUMENTATION FORM**

After Action District Administrative Review Process:

After Action Review Date	Persons involved in Review
Click here to enter a date.	Click here to enter text.

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

Gather a variety of information from diverse sources. The Behavioral Threat Assessment (BTA) team should then review and assess the available information using the following key themes and questions:

1. WHAT SEEMS TO BE THE STUDENT'S MOTIVE(S) AND GOALS?

- a. What motivated the student to make the statements or take the actions that caused him or her to come to attention?
- b. Does the situation or circumstance that led to these statements or actions still exist?
- c. Does the student have a grievance or grudge? Against whom or what?
- d. How far does the student seem willing to go to achieve their goal/s?
- e. What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternative?

2. HAVE THERE BEEN ANY CONCERNING, UNUSUAL, OR THREATENING COMMUNICATIONS?

- a. What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, class assignments or tests, text messages, photo or video sharing sites, or other social media concerning his or her ideas and/or intent?
- b. Do any communications suggest grievances, warnings, ideas, or intent to attack?

3. HAS THE SUBJECT SHOWN INAPPROPRIATE INTEREST IN ANY OF THE FOLLOWING?

- a. School attacks or school attackers?
- b. Firearms or other weapons of any kind (including recent acquisition of any relevant weapon)?
- c. Other incidents of mass violence (terrorism, workplace violence, mass murderers)?

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

4. DOES THE STUDENT HAVE ACCESS TO WEAPONS?

- a. Does the student have access to firearms, other weapons, or other means to carry out an attack (such as explosives, incendiary devices, bladed weapons, etc.)? This can be at home, from relatives, friends, etc.
- b. Are home firearms or weapons stored safely?

5. DOES THE STUDENT HAVE THE CAPACITY TO CARRY OUT AN ATTACK?

- a. Does the students have ability with firearms, other weapons, or other means of attack (such as explosives, incendiary devices, bladed weapons, etc.)?
- b. How organized is the student's thinking, behavior or ability to plan?

6. HAS THE STUDENT ENGAGED IN ATTACK-RELATED BEHAVIORS SUCH AS PLANNING? THESE BEHAVIORS MIGHT INCLUDE:

- a. Developing an attack idea or evidence of any planning?
- b. Creating a list of individuals or groups?
- c. Making efforts to acquire or practicing with firearms or weapons of any kind?
- d. Mapping, casing, or checking out possible sites and areas for attack?
- e. Rehearsing attacks or ambushes?
- f. Does the student have ability or training with firearms, other weapons, or other means of attack (such as explosives, incendiary devices, bladed weapons, etc.)?
- g. How organized is the student's thinking and behavior or ability to plan?

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

7. HAS THE STUDENT EXPERIENCED STRESSFUL LIFE EVENTS, SUCH AS SETBACKS, CHALLENGES, OR LOSSES?

- a. Has the student experienced a recent failure, loss, breakup of relationship, and/or loss of status?
- b. Is the student known to be having difficulty coping with a stressful event or events at school, at home, or in the community (bullying, coursework, friendships, romantic relationships, parents, siblings, jobs, etc.)?
- c. Are there supportive friends or family assisting the student to cope?

8. WHAT IS THE IMPACT OF AGE, SOCIAL, MENTAL, OR EMOTIONAL DEVELOPMENT?

- a. Is the student's behavior outside the norm for their age, social, mental, or emotional development?
- b. Does the student take any medication? Explain.
- c. Note: Behaviors exhibited by a student with a diagnosed disorder need to be evaluated in the context of that diagnosis and the student's baseline of behavior. Appropriate intervention planning should take place.

9. IS THE STUDENT EXPERIENCING DESPERATION, HOPELESSNESS, DESPAIR, OR SUICIDAL THOUGHTS AND GESTURES?

- a. Is there information to suggest that the student is experiencing desperation, hopelessness, depression, and/or despair (any communications that are concerning)?
- b. Is the student now, or has the student ever been suicidal, or engaged in a suicidal gesture?
- c. Has the student engaged in other behavior or communication that suggests that he or she has considered ending their life?

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

- d. Is there any indication the student is experiencing hallucinations or delusions?
- e. How were previous feelings or behaviors managed and what resources were used? Are those resources available to the student now?

10. DOES THE STUDENT SEE VIOLENCE AS ACCEPTABLE – OR DESIRABLE (OR THE ONLY WAY) TO SOLVE PROBLEMS?

- a. Has the student used violence in the past to solve problems?
- b. Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- c. Has the student been “dared” by others or “dared” others to engage in an act of violence?

11. IS THERE CONSISTENCY BETWEEN THE STUDENT’S STATEMENTS AND THEIR BEHAVIORS?

- a. Does information from collateral interviews and from the student’s own behavior or communication confirm or dispute what the student says is going on?
- b. Attempt to determine reasons for inconsistency. Is it deliberate or does it stem from other issues?

12. ARE OTHER PEOPLE CONCERNED ABOUT THE STUDENT’S STATEMENTS, BEHAVIORS, OR POTENTIAL FOR VIOLENCE?

- a. Are there examples of concerning or bizarre statements, ideas, thoughts, or behaviors? Get specific information.
- b. Are those who know the student concerned that the student might take some action based on violent ideas or plans?
- c. Are those who know the student concerned about a specific target?
- d. Have those who know the student witnessed recent changes or escalations in mood and behavior?

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

- e. Are other concerns noted, such as alcohol or drug use, behavioral changes related to academic performance, social habits, mood, physical appearance, conflicts with others, withdrawal or isolation, etc.?

13. DOES THE STUDENT HAVE POSITIVE OR PROSOCIAL INFLUENCES AND EVENTS?

- a. Does this student have a positive, trusting relationship with at least one adult at school?
- b. Is the student emotionally connected to – or disconnected from – other students?
- c. Does the student have prosocial connections or activities at school or in other areas of their life?
- d. Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?

Use the information related to these themes and questions to determine the seriousness of the threat or behaviors and the elements of an appropriate action and support plan best suited to this student and situation.

Attach this completed form to the Behavioral Threat Assessment (BTA) Documentation Form.

For consultation at any time please contact the Assistant Superintendent of Instruction or your Director.

Adapted from:

National Threat Assessment Center. (2018). *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence*. U.S. Secret Service, Department of Homeland Security.

https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf

Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates*. Washington, DC: United States Department of Education, Office of Safe and Drug Free Schools Program and U.S. Secret Service, National Threat Assessment Center. A complete copy of the guide is available online at <http://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>

THE SECRET SERVICE THEMES IN THREAT ASSESSMENT

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

Teacher/Staff Interviews

Interview staff members who witnessed the threat or behavior of concern, and/or have specific knowledge regarding the student or the situation that would help in the inquiry. Use these questions as a foundation for the interview. *Modify, add to these questions, or use paper version of form 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. Use any student produced material as a basis for additional questioning. *Please complete in legible manner.*

Student of Concern Name:

Student Date of Birth:

Staff Member Being Interviewed and Role:

Date of Interview:

Person Conducting Interview:

Academics:

- 1) How is this student doing academically? Have there been any changes in the past few weeks?

- 2) Describe this student's verbal and written skills? How well can he/she express himself/herself in words or writing?

- 3) Does this student require or receive intervention programming or specialized instruction? If yes please describe:

Teacher/Staff Knowledge of the Behavior of Concern or Threat:

- 1) What do you know about the behavior of concern or threat?

- 2) Have you heard this student talk about or write about things like this before? Yes No

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

- 3) Is there another teacher or staff member who might know additional information about this student and the situation?

Student's Peer Relationships:

- 1) How well does this student get along with other students?
- 2) Who are the student's friends or close acquaintances?
- 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, harassed, or treated unfairly by others?
- 6) Has this student ever bullied, teased, harassed, or treated others unfairly?
- 7) Do other students seem fearful of this student for any reason?

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, helplessness, futility, inadequacy, shame, and self-criticism, or worthlessness?

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

- 3) Has this student shown any increase in irritability or seemed short tempered?

- 4) Has this student ever given indications of thoughts of suicide, talked about wanting to die, or commented about never being around anymore? Any indicators of self-harm?

Discipline:

- 1) What kinds of discipline or behavior problems have you experienced with this student?

- 2) How does this student respond to academics or behavior being corrected by an adult?

- 3) What is the student's response to being disciplined at school?

Aggression:

- 1) How does this student express anger?

- 2) Does this student seem to hold a grudge or seem resentful? Have they expressed resentment against any specific person or the school?

- 3) Has this student done anything that expresses anger or aggression, or has the student expressed an aggressive theme in written assignments, drawings, class projects?

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

Parent Contact:

- 1) Have you had any contact with this student's parents/guardians? What was the contact and the parent's response?

- 2) Has the parent ever talked about difficulties with the student's behavior at home or in the community?

Additional Information:

- 1) Do you have additional concerns regarding this student or information about the situation?

Adapted by Kanan, L.M. (2018) from: Cornell, D. & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longmont, CO: Sopris West.

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

Student of Concern Interview

Use these questions as a guide for the interview. *Modify and add to these questions, as appropriate to the situation and the developmental level of the student.* Use any student produced material (social media posts, writing, drawings, etc.) as a basis for additional questioning. Take time to build rapport and listen carefully. Remember that the purpose of this interview is to evaluate the student's threat and behavior *in context*, so that you can determine what the student meant and whether the student has any intention of carrying out any threat or act of violence. Use open ended questions. *Do not promise confidentiality to the student, because in a potentially dangerous situation you cannot keep information confidential that is needed to protect others. It is recommended to use two BTA team members for interview, when possible. Please complete in legible manner.*

Student of Concern Name:

Student Date of Birth:

Person Completing Interview:

Date of Interview:

Person Completing Interview:

- 1) Do you know why I wanted to talk with you today?

- 2) What happened today when you were (place of incident)?

- 3) What exactly did you say or do? (Write down the student's *exact* words)

- 4) So, what has been going on in your life these past days and weeks? Follow up with other questioning, as indicated.

- 5) So, how has school been going? (Use follow up questioning) Do you have other interests or involvement in activities outside of the classroom at school?

- 6) How are things at home?

Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS

- 7) How are things with other kids, friends, etc.?

- 8) So, when you have difficult times, how do you usually handle things? What makes you feel better?

- 9) Have you ever had times when you felt so mad or sad that you ever thought about hurting yourself in any way? Have you ever tried hurting yourself? How? Ever thought about suicide? Have you ever tried? Have you been thinking about it lately? (if indicated, continue with suicide assessment to assess lethality or history)

- 10) Do you ever see or hear things other people don't see or hear? Explain.

- 11) Are you in any type of counseling now? Have you ever been in any counseling or treatment in the past? Why?

- 12) Are you taking any medication now? Have you taken any in the past? Why?

- 13) Back to the reason we are talking today, what did you mean when you said or did that? What were you thinking about? (If you have student writing or drawing, use that as a basis of your questioning. Ask about specific words, etc.)

- 14) How do you think the (person who was threatened or saw or heard behavior) feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

- 15) What was the reason you said or did that? What were you thinking about? (Find out if there is a prior conflict or history to this threat or behavior of concern.)

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BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS

- 16) Do you understand why people are concerned about your behavior, writings, drawings, etc.?
- 17) What do you like to do when you aren't in school? How do you spend your free time?
- 18) What type of video games do you play? Movies, tv? Social media interests or activity?
- 19) Tell me about your ability with firearms or other weapons. Have you had firearms training? What else do you know about _____ (any other type of weapon or incident mentioned)?
- 20) How are you feeling about this incident and the fact your parents (or the police, etc.) have been called?
- 21) What are you thinking about doing now? (Ask if the student intends to carry out the threat.)
- 22) Is there anything else you'd like to tell me?

Adapted by Kanan, L.M. (2018) from: Cornell, D. & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longmont, CO: Sopris West.

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

Parent/Guardian Interview

Use these questions as a guide for the interview. *Modify, add to them, as appropriate to the situation.* Take time to build rapport with parents and listen carefully. The interviewer should make it clear to the student's parent/guardian that the objective of the threat assessment inquiry is not only to help prevent targeted school violence, but also to *help their child and protect the safety of their child as well as others.* Seek the help of the student's parents in understanding the student's actions and interests. Remember that the purpose of this interview is to evaluate the student's threat and behavior *in context*, so that you can determine what the student meant and whether the student has any intention of carrying out any threat or act of violence. Use open ended questions and follow up questioning where needed.

Student of Concern Name:

Student Date of Birth:

Parent/Guardian Interviewed:

Date of Interview:

Person Conducting Interview:

- 1) Do you know why I wanted to talk with you today? What do you know about what your student said or did?

- 2) Has _____ ever had behavior difficulties at school, been suspended or expelled? Have you as parents ever been called to this school or other schools because of behavior?

- 3) Was anything at school helpful?

- 4) Does ____ like school and the staff and kids here?

- 5) Have _____ ever hurt anyone? In a fight or in another situation?

- 6) Your child has threatened to ____ (as appropriate). What do you think _____ has/had in mind? What do you think they might be planning to do? When?

Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS

- 7) Does your child have any firearms or other weapons? Do they know someone who has some? Are firearms secured at home? Have you or will you check? Where could they get some they wanted to? Have they had training with firearms or other weapons? Have they shown a fascination or obsession with firearms or weapons of any kind?

- 8) Are you or other people in your family concerned about your child's potential for violence? Give me some examples.

- 9) Has _____ ever hurt anyone at home? Threatened to hurt anyone at home?

- 10) Have other people outside the family ever expressed concern to you about your child's potential for violence? Describe the circumstances?

- 11) When _____ gets angry what does he/she do?

- 12) Do you think _____ sees violence as an acceptable or desirable way to solve problems?

- 13) Has _____ ever intentionally hurt an animal? Has _____ ever been angry and hurt a pet?

- 14) Has your child ever set a fire to things or a building? Any other incidents of vandalism or property damage?

- 15) Has there ever been any legal trouble or incidents with law enforcement? Any tickets or referral to juvenile justice?

- 16) Has anyone ever intentionally hurt him/her?"

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

- 17) Has _____ complained that anyone has bullied, teased, harassed, or treated them unfairly?
- 18) Has he/she ever threatened to harm anyone before?
- 19) Do you have any concerns about your child's friends, kids at school, membership in a gang, etc.?
- 20) Who in the family is he/she close to now? Has that changed?
- 21) Have you noticed any other changes over the past few weeks, months? (in behavior, attitude, interests, etc.)
- 22) Is there any other adult he/she has a trusting relationship with?
- 23) Does _____ ever express remorse or wishes that they hadn't done something?
- 24) Does _____ seem to be experiencing hopelessness, helplessness, sadness, desperation, or despair?
- 25) Is he/she involved in counseling in or out of school? Has he/she ever gone to counseling in the past? Ever been in any other kind of treatment? Why? *Request that parent sign ROI for counselor/therapist/treatment center.*
- 26) What was the time in his/her life when he/she felt the most down? How down is he/she these days? Has he/she ever been suicidal? Has he/she ever hurt self in any way? Ask about the circumstances. Do you think he/she feeling suicidal now?

Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS

- 27) Do you ever have any indication that your child may see or hear things other people don't see or hear?
- 28) Is he/she taking any medication? Why? Have they in the past?
- 29) Does he/she see him/herself as having a lot of friends? Does _____ wish he/she had more? How would friends describe _____? Does he/she think others respect him/her?
- 30) What does _____ like to do in their free time? Does _____ have activities or interests outside of school?
- 31) What kinds of movies or TV shows does he/she like to watch? What video games does he/she play? What kinds of social media does your child use? Do you monitor or limit their internet or movie, or tv behavior? Do you have access or ability to check their internet history or social media activity? Will you?
- 32) Does he/she like to draw, write, or make up stories? Does he/she ever draw or make up stories about violence, or does he/she talk to his/her friends about violence much? Does _____ show interest or talk about school shootings or other incidents of violence?
- 33) Do you have concerns about your child's drug or alcohol use? How much do you think he drinks or uses drugs each week? What drugs is he/she using?
- 34) Do you have any other concerns or information that you think it would be helpful for us to know at this time?

Adapted by Kanan, L.M. (2018) from: Cornell, D. & Sheras, P. (2006). Guidelines for responding to student threats of violence. Longmont, CO: Sopris West.

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
INTERVIEW FORMS**

Witness or Other Student 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 Name:

Student Date of Birth:

Witness or Other Student Name:

Date of Interview:

Witness to the threat or behavior of concern: 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 or had behavior of concern) say or do? (Write down the exact words.)

- 3) Have they ever done things or said things like that before? Have you seen any posts or texts on social media from them?

- 4) What do you think he or she meant when saying or doing that?

- 5) 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.)

- 6) Why do you think they said or did that? (Find out whether witness knows of any prior conflict or history behind this threat or behavior of concern.)

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

Use this form after the School Behavioral Threat Assessment to develop a plan to respond to and manage the threat and to monitor and support the student. This form may be completed electronically. If completing in print form, please enter text to describe each action or intervention of support, person responsible and timeline, if applicable. Please complete in legible manner.

School:

Name of Student of Concern:

Student ID:

Date of Birth:

Grade:

Gender: Female Male

IEP: yes no

504 Plan: yes no

Date of Incident or Report of Behavior Concern:

Date Action and Support Plan Completed:

With the input of all Behavioral Threat Assessment Team members, the parent/guardian, and student, decide on a course of action and support. Please check boxes that apply and *provide detailed information for each box checked.*

Immediate Actions:

Prior to developing an Action and Support plan the team should immediately consider the following:

- Law enforcement involvement, as needed.

- Search of student, locker, car, home, etc.

- Parent/guardian contacted or document attempts to notify (Please record parent/guardian names and phone numbers, who contacted parent, and any relevant notes taken.

- Intended victim warned and/or parents/guardians notified.
(Please record parent/guardian names and phone number, who contacted, and any relevant notes taken.)

- Alerted staff members on a need-to-know basis:

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

- Suicide Risk Assessment conducted (as indicated)
- Referral to mental health facility/provider (release should be signed by parent for communication).
- Other action taken for safety:

Additional Comments:

Disciplinary Actions or Consequences:

- Disciplinary action taken. Please describe the action taken (i.e. suspension and duration, referral for expulsion, other, and note that re-entry meeting MUST be scheduled to develop BTA Action and Support Plan)
- Parents have signed permission to gather and share information with community partners such as counselors and therapists.
- Law enforcement ticket, charge, or referral to juvenile justice.
- Other disciplinary actions or consequences for actions:

Additional Comments:

Monitoring and Supervision Interventions:

For each item checked, please include specific information regarding what steps will be taken, who is responsible, and the time frame for completion.

- Daily or Weekly check-in or check-out (enter specifics).
- Behavior card to hold accountable for checks on attendance and classroom behavior.
- Backpack, coat, and other belongings checked in/out.

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

- Late arrival and/or early dismissal.

- Increased supervision in specific settings. Please identify settings.

- Technology restrictions.

- Modify daily schedule (enter specifics).

- Other monitoring or supervision actions:

Additional Comments:

Support Interventions:

- Identify precipitating/aggravating circumstances and create intervention to alleviate tension.
Please describe:

- Other specific contract created (please attach).

- Pro-social discipline (Restorative Justice, community service, adult mentor, etc.).

- Positive reinforcements for positive behavior (please attach list of positive behaviors and agreed-upon reinforcements).

- If student has Individualized Education Plan (IEP) or 504 Plan, schedule review (enter date).

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

- Behavior Intervention Plan reviewed (please attach if student receives special education services and has BIP).

- Peer or affective needs support group (indicate if at school or in community).

- Peer support (explain).

- Staff support (indicate who and describe).

- Intervention by school support staff (Psychologist or Counselor).

- Review community-based resources and interventions with parents or guardians (explain and set timeline).

- Refer for community mental health support (Describe).

- Other intervention by community agency (Describe).

- Referral for other assessment.

- Drug and/or alcohol intervention (describe).

- Referral to intervention team (specify).

- Release of information signed by parent for outside support or assessment (if requested, but not signed, please explain).

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

Other support actions:

Additional Comments:

Pre-Schedule- Team Review of Action and Support Plan:

Review Date	Persons in Attendance, Progress Notes and Intervention Updates

Signatures:

Parent/Guardian

Date

Student Signature

Date

Behavioral Threat Assessment Team Members

Date

Others in Attendance (please print name, role, sign and date)

**Kenai Peninsula Borough School District
BEHAVIORAL THREAT ASSESSMENT (BTA)
ACTION AND SUPPORT PLAN**

Please print, obtain signatures and keep on file according to district guidelines.

Place copy of Action and Support Plan in Principal's BTA File Enter name of person completing and date

Scan and email copy to District, Office of Assistant Superintendent of Instruction for Record Keeping and/or After Action District Administrative Review

Enter name of person completing and date

Document in the PowerSchool Discipline Log System. Enter "A Behavioral Threat Assessment has been completed" and indicate date that BTA was completed. This is in addition to other information you may be entering about this incident.

Enter name of person completing and date

After Action District Administrative Review Process:

After Action Review Date	Persons involved in Review

TREES AND OTHER INTERVENTIONS FOR AGGRESSIVE OR DANGEROUS BEHAVIOR

- I: QUESTIONING ABOUT THE BEHAVIOR OF CONCERN**
- II: CONFRONTING INAPPROPRIATE BEHAVIOR OR COMMENTS**
- III: CONSEQUENCES FOR ACTIONS**
- IV: INCREASED MONITORING OF STUDENT**
- V: SKILL DEVELOPMENT**
- VI: RELATIONSHIP BUILDING**
- VII: TREATMENT RECOMMENDATIONS**
- VIII: PROTECTIVE MEASURES**

These suggestions were generated by staff in various schools that have dealt with concerns about student behavior. These can be used to help guide questioning and to use for intervention planning with students of concern. This list is not exhaustive, and not in order of importance. Schools are encouraged to create their own ideas for intervention. Document your Action and Supervision Plan as a behavior contract agreed upon at re-entry of student. Student, parents and school should all have responsibility for parts of the plan and sign the plan. ALWAYS review the effectiveness of your plan!

1. Ask direct questions. “What did you mean by that comment (writing, drawing, etc.)? What were you thinking about when you said it?”
2. Ask about specifics using the students own words, writing, etc. “What did you mean by life is not worth living?” Then, listen!
3. Ask about what preceded the behavior of concern. What was the “trigger?”
4. Share how others might interpret comments, writings, and drawings.
5. Describe the student’s behavior as considered a possible threat. Direct, indirect, conditional, or veiled.
6. Tell child that the behavior is not acceptable. Use PBIS language of school-wide expectations as your language for communication. For low level concerns, let them know what will happen if the behavior occurs again. Then, follow through!
7. Always share information with and get information from parents. Ask parents about behavior at home and in the community. Are there other behaviors or comments of concern?
8. Request that parents come to school for a meeting.

TREES AND OTHER INTERVENTIONS FOR AGGRESSIVE OR DANGEROUS BEHAVIOR

9. Always discuss warning signs and concerns with parents.
10. Document and share with the student's parents the number of referrals, teacher concerns, time spent in office/time out, etc.
11. Ask parents to provide additional home consequences and monitoring.
12. Ask directly about an angry or suicidal students' access to and ability with firearms and other weapons.
13. Engage in problem solving with the student. Help mediate known or potential conflicts.
14. Consider whether the student has an adult with whom they are connected at school. Can this relationship be utilized or facilitated?
15. Is the child in an extra-curricular activity for pro-social development?
16. Review students' strength areas. Can these be used to build positive behavior?
17. Require that the student apologize to the target of their comment or behavior.
18. Use in-school suspension and/or time-out for inappropriate choices.
19. Assess the students' academic progress. Is this student frustrated with academic demands? Can additional academic supports be put into place?
20. Use out-of-school suspension when behavior warrants. Be sure to have a re-entry meeting to review and revise plan for school.
21. Have administrator and SRO in the meeting with student and parent to impress the seriousness of issue.
22. Involve outside agencies and/or therapist that may be working with the student/family. Get releases signed, and initiate contact so that the team can work together to provide interventions.
23. Invite probation officer, caseworker, and/or therapist to meeting at school.

TREES AND OTHER INTERVENTIONS FOR AGGRESSIVE OR DANGEROUS BEHAVIOR

24. Is there a guardian ad litem appointed by the court? Get permission for verbal contact with them or invite them to meeting.
25. Has the student been involved in the Student Attendance Review Board (SARB) process? Be sure SARB is notified of all the areas of concern about a student.
26. Prohibit or restrict bus privileges, as appropriate.
27. Ask the School Resource Officer to have a talk with the student and consider if the behavior violates laws.
28. Include the School Resource Officer in the school threat assessment and intervention planning meetings.
29. Initiate regular or random searches of the students backpack, desk. Ask parents to initiate home searches as well. Set this up as part of your intervention plan with parents' knowledge.
30. Eliminate as much unsupervised time as possible during the students' school day to increase monitoring. Eliminate off periods and shorten the day, if necessary.
31. Ask the parent to come to school with the child for a day or more to observe the child in the school environment.
32. Ask teachers to complete behavioral checklists to gain additional information from them. What are their observations and concerns and student strengths and weaknesses? What interventions have been successful?
33. Be proactive in planning teacher(s) or classes for this student. Structure and consistency may be important. Is this teacher or classroom a good fit for the students' needs?
34. How can the student earn positive rewards/feedback for good behavior? Can you tie this to school-wide system if your school uses PBIS concepts?
35. Initiate a regular communication system with the parents. Use a daily behavior card, etc.

TREES AND OTHER INTERVENTIONS FOR AGGRESSIVE OR DANGEROUS BEHAVIOR

36. Make a plan for recess, off-hours, and lunch. Does the student need more supervision?
37. Does the student need regular contact with a mental health support staff person at school? Is there an appropriate support group at school? Document attendance.
38. If the student is in Special Education: conduct a Functional Behavioral Assessment (FBA) to help evaluate factors contributing to behavior, and write, review, or revise the Behavior Intervention Plan (BIP) to address the behavior of concern.
39. Use the Response to Intervention (RTI) process to help guide your intervention planning and data gathering with a regular education student.
40. ALWAYS schedule a review meeting to monitor the effectiveness of your action plan. This will help hold the student accountable, provide continued communication with the family, and provide an opportunity to acknowledge success.
41. If there is an outside treatment provider, ask parents to sign a release of information to exchange information. Coordinate efforts to monitor and provide intervention. If parents refuse, document! Follow up!
42. Place the student on a Habitually Disruptive Student Behavior Plan, if behavior warrants, following district guidelines.
43. Consider use of a “check in-check out” system for monitoring, building relationships, and to reinforce improved behavior. Be specific about the system. Review the effectiveness, and fade off as behavior warrants.
44. Prohibit or restrict school internet privileges, as warranted.
45. Use the Problem-Solving Team process at your school.
46. Ask for consultation from the district Safe Schools Team, Threat Assessment Review Team, or administrative team.
47. Consult with others. What other interventions have been successful?
48. Add to this list!

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