

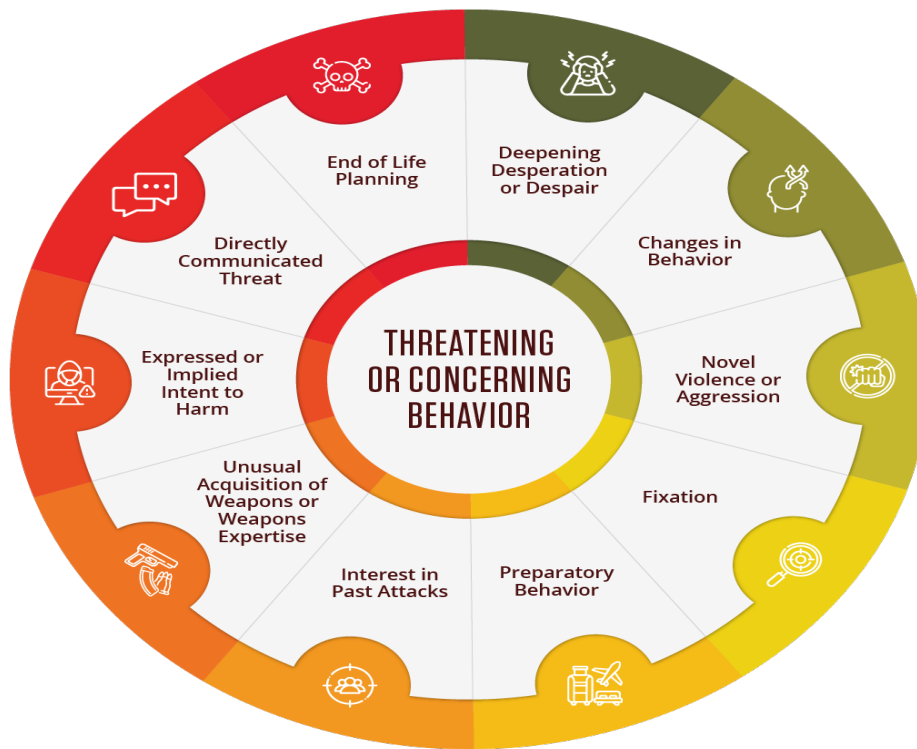
Lasara ISD

Behavioral Threat Assessment
(BTA)

Manual

2024~2025:





BEHAVIORAL THREAT ASSESSMENT

INTRODUCTION

Lasara ISD has had a mandated set of procedures for violence prevention and threat assessment. The district's approach to violence prevention contains several components. The first two components are comprised of a Warning Signs *to* help prevent violence in the schools by catching problems early through identifying students who may be at-risk for violent behavior. These violence prevention efforts helped create a system which could receive, record, and disseminate information from students about suspected threats in schools. The second component of the district's approach, the Threat Assessment Process was designed as a three-stage process. This process includes an initial response to threats, screening steps to assist in determining threat level, and in depth assessment to further aid in the development of supervision and action plans.

Best practices and continuous improvement in the district's threat assessment approach is a primary goal of the ISD Behavioral Threat Assessment Manual. A crucial component of preventing targeted violence at schools relies on developing positive school climates built on a culture of safety, respect, trust, and social and emotional support. Students in a safe and supportive learning environment feel empowered to share concerns with adults. Going forward, violence prevention across the district encompasses multi-departmental programs, initiatives, and campaigns which promote social-emotional competence as well as psychological and physical safety in schools.

CHAPTER 1: LASARA ISD THREAT ASSESSMENT POLICY

Lasara ISD Behavioral Threat Assessment Policies include: FFB (Legal), FFB (Local), FFFB (Legal), FOF (Legal) and GRAA (Legal). This manual was written in accordance with state legislation, established research, and recognized standards of practice regarding threat assessment and management in school settings. The policy also provides guidance and important definitions to establish consistency and common language among district BTA team members.

Definitions

- A. A **threat** is communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others.
 - a. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - b. The communication and/or behavior is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat; observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.
- B. A **behavioral threat assessment** is a systematic process that is designed to identify situations/persons of concern, investigate and gather information, and assess and manage the situation in order to mitigate risk.
- C. An **aberrant behavior** is that which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the wellbeing of the person. These can include (but are not limited to):
 - a. Unusual social distancing or isolation of subjects from peers and family members;
 - b. Sullen or depressed behavior from an otherwise friendly and positive person;
 - c. Out of context outbursts of verbal or physical aggression;
 - d. Increased levels of agitation, frustration and anger;
 - e. Confrontational, accusatory, or blaming behavior;
 - f. An unusual interest in or fascination with weapons; and/or
 - g. Fixation on violence as means of addressing a grievance.
- D. An **imminent threat** exists when the person's behavior/situation poses a clear and immediate threat of violence toward self or others that requires containment and action to protect identified or identifiable target(s); and may also exhibit behavior that requires intervention.
- E. **Substantive threats** are behaviors or statements that represent a risk of harm to others. They are characterized by qualities that reflect serious intent (such as planning and preparation, recruitment of accomplices, and acquisition of a weapon) or the intent is not clear.
- F. **Transient threats** include all threats that do not reflect a genuine intent to harm. They are often made in the heat of the moment and may be an expression of humor, rhetoric, anger, or frustration that can be easily resolved with an apology, retraction, or explanation by the person who made the threat. Transient threats can be provocative and disruptive, but from a threat assessment perspective, they do not reflect a real intent to harm others.
- G. An **unfounded/no threat** decision exists when, following a detailed account of the threat obtained by interviewing the person who made the threat, the intended victim, and other witnesses, a threat could not be corroborated or substantiated. It may also exist when the determination is made, based on the

circumstances and the student's intentions, that there is no evidence of communication or behavior suggesting an intent to harm.

- H. A **behavioral threat assessment team** shall include persons with expertise in counseling, instruction, school administration, principal, when available, and law enforcement*. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as members of the team.

Key Highlights

- All school-based administrators and threat assessment team members must attend and complete mandatory district behavioral threat assessment trainings annually. Members will be trained on the roles and responsibilities of each team member. Each mandatory team member shall report their completion of this requirement to their supervisor.
- The team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, the roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.
- All ISD employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.
- Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.
- Each threat assessment team **must respond, within 24 hours when school is in session**, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, and the school principal becomes aware of a threat or a pattern of behavior by a student that may pose a threat to self or others, he/she shall immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved.
- Behavioral threat assessment team members shall follow established procedures for referrals to school based, community, and/or healthcare providers for mental health services, evaluation, or treatment.
- If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies to engage behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resources officers, who have been trained in crisis intervention.
- Where an immediate threat to life or physical safety exists, reports must result in an immediate notification to law enforcement.
- The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety.
- Upon a preliminary determination by the behavioral threat assessment team that an individual poses a threat, members of the behavioral threat assessment team may request and obtain criminal history record information. No member of the team shall redisclose or use such information beyond the purpose for which such disclosure was intended.
- Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by law and school board policies.

CHAPTER 2: THREAT ASSESSMENT BEST PRACTICES AND CONSIDERATIONS

The procedures detailed in this manual were developed in accordance with legislation and policies enacted by the State of Texas and the District, as well as nationally recognized standards of practice regarding threat assessment and management. This chapter outlines the essential framework for threat assessment teams to conduct behavioral threat assessments.

Pathways to Violence

The Behavioral Threat Assessment Center (BTAC), housed within the FBI's National Center for the Analysis of Violent Crime (NCAVC), is an international leader in threat assessment and management. Their publication, *Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*, provides an overview of scientific research on violence prevention and risk factors indicative of a potential for violence. Below is an overview of the research compiled by BTAC ([1](#)) on the pathways that lead a person of concern towards violence.

Most people learn to process and cope with negative experiences through healthy responses. Individuals most at risk for perpetrating targeted violence, however, are brittle, tending to obsess over injustices and are unable to withstand rejections or triggering events. Generally, the more stressors and triggers that exist in a person's life, the more difficult it becomes to cope. A stressor can be anything in the person of concern's life that causes tension or anxiety and can include:

- School/work-related failure or disappointment
- An unhappy home environment
- Financial distress
- Material, relational, or status losses in family, intimate/peer, occupational and self-image ➤ Potential future events, such as divorce, terminal illnesses, chronic pain/health issues

Years of research suggests that an individual on a path towards violence tends to cover a series of steps. However, pathways are not identical for every person of concern. The process may be linear through a certain sequence of steps or steps may be co-mingled. Time spent at each step may vary. Most often, deeply held grievances are the first step on the pathway to violence. Motivators can also include the need for revenge for a perceived injury or other grievance, quest for justice (as defined by offender), desire for notoriety or recognition, desire to solve a problem perceived to be unbearable, and/or a desire to kill or be killed.

Generally, an individual's pathway to violence may include the following:

- Grievance (i.e., personal grievance or humiliation based upon real or imagined injustices)
- Ideation (i.e., idea that violence is an acceptable, or the only, means to achieve redress)
- Research and Planning (i.e., when, how, where, etc.)
- Preparation (i.e., equipment, skills, resources)
- Breach (i.e., circumvention of security measures at target location prior to attack) ➤
- Attack (i.e., preplanned or opportunistically chosen targets)

Risk Factors and Warning Behaviors

Whether or not an individual has made a direct threat should not be a driving factor in the decision to proceed with threat assessment; waiting until direct threats are made can be a grave mistake. According to available research, most offenders do not necessarily make direct threats towards specific targets but rather display identifiable indicators of violent intent prior to perpetrating an attack. While an expression of intent to inflict harm is a clear identifier, a person who poses a threat may also be identified by an analysis of risk factors and other concerning warning behaviors that needs further exploration. *Risk factors* enhance the threat that someone may pose. These include but are not limited to:

- A history of violence (i.e., history of past violence, childhood exposure to violence, past involvement with law enforcement)
- Health/mental health factors (i.e., substance use, personality disturbance, severe mental illness, history of suicidality, organized behavior)
- Weapons (i.e., access/familiarity/fascination with firearms, stabbing instrument, explosives)
- Problematic behavioral history (i.e., history of stalking, harassing, threatening behavior, or non-compliant behavior)
- Lack of social/environmental positive supports (i.e., unhealthy support system, isolation, instability)

Predicting the exact occurrence or timing of an occurrence of violence is not possible. However, certain identifiable warning behaviors warrant particular attention in gauging whether an act of violence may occur. *Warning behaviors* are changes in patterns of behavior that suggest increasing or accelerating risk for violence. These can also help to assess the potential imminence of a violent event. Outward behavior should be regarded as a manifestation of someone's state of mind. When behaviors exhibited by the person of concern cause fear in others, people should take notice. Warning behaviors can include:

- Person of concern engages in research, planning, and/or preparation (e.g., researching/obtaining weapons, selecting potential targets, conducting a rehearsal, engaging in an attack).
- Fixation warning behaviors such as an increasing preoccupation with a person or cause.
- Fascination with violence and/or weapons, military or law enforcement paraphernalia, suggesting a warrior mentality and a desire to copycat previous attackers.
- Acts of aggression committed for the first time in an effort to test one's ability, such as animal cruelty, assault, firearm discharge, arson, vandalism, or rehearsed violence with inanimate objects.
- Leaked information to a third-party regarding thoughts, characterized by overt threats or by indirect expressions, can provide clues regarding an individuals' thoughts, feelings, or an intention to harm. ➤ Implicit or explicit communications of a desire to do harm/kill.
- An approach or attempt to gain proximity to an intended target through trespassing, stalking, burglaries, or other criminal mischief, as escalation, pre-attack surveillance, or a final act of preparation.
- A burst of energy in would-be offenders, such as frequent trips, errands, purchases, or communications, has been noted to occur in the hours, days, or weeks prior to a targeted violence incident.

- End of life planning or terminal behaviors that may indicate last resort thinking and a plan to end one's life in the near future.
- Other last resort behaviors can include communications or actions indicating increasing desperation or distress, such as indicating that time is running out, exhibiting drastic changes in appearance, or a sudden onset of reckless behaviors.
- Sudden cessations of medications or other substance use or sudden withdrawal from typical life patterns or obligations can signal that a person is making final preparations for an attack.

Mitigators

Mitigators are protective factors that may prevent or inhibit a person of concern from thinking about or carrying out an act of targeted violence. Threat assessment teams should consider the following possible inhibiting factors:

- Pursuit of non-violent, legally and socially sanctioned methods of conflict resolution ➤ Sense of humor
- Positive, realistic future short and long-term goals
- Persons, things, or circumstances of sufficient value to the person that reduce the likelihood of violence
- Supportive family (e.g., provides healthy structure/supervision)
- Healthy social supports (e.g., positive influences, religious affiliations, community group/club)
- Positive coping mechanisms (e.g., exercise, healthy interests, hobbies)
- Access and receptiveness to assistance (e.g., mental health, financial, medical)
- “On the radar” for violence prevention (i.e., individual has been previously identified as a person of concern and is the focus of an effective support plan)

Best Practices in Threat Assessment

The goal of the threat assessment process is to be preventative. For this reason, the procedures outlined in this manual are based on best practice guidelines in the prevention of violence and threat assessment. The *Comprehensive School Threat Assessment Guidelines* (CSTAG) incorporate recommendations made by the Secret Service's National Threat Assessment Center (NTAC) and the FBI's BTAC.

Barriers to Engagement

There are many barriers that teams may face to successful engagement in threat assessment, particularly during analysis of indicators of potential violence. Some of these barriers can include lack of knowledge regarding threat assessment policies and procedures, fatigue and desensitization of school-based teams, limitations to open communication among agencies, and misinformation regarding the impact of mental health factors . To overcome these barriers, a culture of shared responsibility in schools, workplaces, and other environments must empower bystanders witnessing warning behaviors to come forward to report concerns . This culture of shared responsibility is created by environments that foster positive connections and a sense of community. Safe school climates, which encourage positive, trusting relationships among classmates and their teachers and break down "codes of silence" are a crucial component of preventing targeted violence at schools .

Research-Based Recommendations

A multidisciplinary threat assessment team must be established within schools. This team should include a variety of disciplines within the school community, a specifically designated leader (e.g., principal or administrative designee), clear protocols and procedures, and regular opportunities for collaboration and meetings . The designated leader shall initiate an initial inquiry/triage upon receiving a threat report . The leader may designate a subset of team members for additional data collection . Defined roles and responsibilities of team members during this process may include review of threatening behavior/communications, review of records, and conducting interviews . Determination of the seriousness of a threat shall be made expeditiously and in consultation with threat assessment team members. All team members should work collaboratively, communicate actively with each other, and have the opportunity to review cases to ensure concerns have been adequately addressed.

All threats should be taken seriously and thoroughly investigated to determine level of concern. Even threats made anonymously and/or through electronic communication should be assessed. It is critically important to gather as much information as possible. At times, information will simply not be available due to factors such as legal or logical impediments, but generally speaking there is often a great deal of information which can be accumulated in an effort to truly understand what is happening with a person of concern. Preliminary assessments can sometimes be offered pending development of additional information. Law enforcement should be notified immediately in the event of an imminent threat. Research on best practices suggests the following as critical to successful threat assessment:

- The continuum of identifiable indicators of violent intent, or warning behaviors, should be well defined.

- Reporting mechanisms should be known, easy to understand and use, and ideally offer a variety of means to report threats, including anonymous reporting.
- The school community should feel confident that reports will be taken seriously, kept confidential, and handled appropriately.
- Building rapport can facilitate information-gathering efforts. Threat assessment team members should demonstrate that their goal is to support individuals who may be struggling, while ensuring that the student and school are safe. When teams have established this rapport, parents or guardians may be more likely to share their own concerns, and the student may be more forthcoming about frustrations, needs, goals, or plans.
- Documentation of reports made, information gathered, and intervention strategies taken should be maintained.
- Regular training for all stakeholders should take place, including faculty, staff, administrators, students, parents, and law enforcement.

Once a threat report has been received, BTA procedures should incorporate the following steps :

- Threat assessments should begin with collecting information from a variety of sources. This includes interviews with the student of concern, people familiar with the student, review of formal academic, disciplinary, or law enforcement records, and consideration of social media postings.
- Second, information regarding risk factors, warning behaviors, and threat mitigators should be analyzed in the context of the student of concern's age and social/emotional development to determine credibility and seriousness of the threat.
- Third, the team should respond to all substantive threats with protective actions, including protecting potential victims and implementing conflict resolution strategies.
- Fourth, the team should respond to all very serious substantive threats by determining the need for mental health services and counseling, law enforcement involvement, and a safety plan. Risk management for a student of concern should include a carefully planned, individualized intervention strategy, or a series of interventions, resources to assist the student, as well as some level of monitoring.

Considerations for Determination of Risk Level

Threat assessment is ultimately concerned with whether the student poses a threat, not whether the student has made a threat. Threat assessment must consider not only the student who makes the threat, but the total context of the threat. This includes the situation in which the threat was made and what the student intended by making the threat. Many times, a student will make a threatening statement without a substantive intent to harm anyone . In other words, any student can make a threat, but relatively few will engage in behavior that indicates the planning and preparation necessary to carry out the threat. Threat assessment aims to determine how serious the threat is and then what should be done about it (4).

The following definitions must be considered when BTA teams are making their risk level determinations:

- ***Unfounded/No Threat:*** Following a threat assessment, the threat could not be corroborated or substantiated.

- ***Transient:*** Threats where there is not a sustained intent to harm. Threat may have been made in the heat of the moment as an expression of anger, frustration, or humor.
- ***Serious Substantive:*** Threat where the intent to harm is present and included a threat to hit or fight. There is at least some risk that the person will carry out the threat and requires protective action.
- ***Very Serious Substantive:*** Threat where the intent to harm is present and included a threat to kill, rape, shoot, or injure with a weapon. There is at least some risk that the person will carry out the threat and requires protective action.

Objective and multifaceted threat assessment is always necessary when a report is received because there is no demographic profile for a targeted violence offender . Behavioral threat assessment teams must consider the totality of risk factors, warning behaviors, stressors, precipitating events, and protective factors present in a person of concern's life. A person may be of particular concern due to individual qualities that include a unique combination of these factors. Once the team has gathered all available information, they can begin to assess level of risk. The team will determine whether a threat is *unfounded* or whether a student poses a *transient, serious substantive, or very serious substantive threat* of risk and recommend appropriate management strategies. Human judgement, applied to the totality of circumstances surrounding the threat, must drive the threat assessment team's ultimate decision on level of concern. The level of risk a student poses can change over time due to the evolving nature of warning behaviors, surrounding circumstances, and attempted interventions .

Distinguishing among unfounded/transient versus substantive threats is critical to the determination of appropriate responses to threat reports. *Transient threats* are threats that can be easily resolved and do not reflect a real intent to harm others. In a school setting, many transient threats are expressions of humor, anger, frustration or fear that can be disruptive but do not represent a serious concern. The person may retract the threat or offer an explanation and/or apology that indicates no future intent to harm. According to the CSTAG model, *substantive threats*, in contrast, reflect a serious intent to harm others. These typically include warning behaviors such as planning and preparation, recruitment of accomplices, and acquisition of a weapon . Since all substantive threats by definition are serious threats, the guidelines distinguish between threats that are *serious* versus *very serious* . Even though a person could sustain a severe injury from any kind of assault, for threat assessment purposes the only substantive threats to be classified as *very serious* are those having the greatest risk of severe injury . The classification of a *very serious substantive threat* is reserved for only the most serious and dangerous threat situations . **It is expected that a school would have few or no cases of very serious substantive threats each year .**

An additional consideration for threat assessment teams is that they may observe behavioral changes in the person of concern if he/she becomes aware of the threat assessment process. At times, when persons of concern become aware of the threat assessment process the following behavioral changes may be observed: deception, hiding behaviors, acceleration of their plan, or increased feelings of persecution. Sometimes threat management involves the recommendation for suspension or expulsion from school. When this is necessary, teams and school administrators should consider how it might affect their ability to monitor the student. Removing a student from school does not eliminate the risk to the school community. Teams should develop strategies to stay connected to the suspended or expelled student to determine whether the student's situation is deteriorating or if the behaviors of concern are escalating so that they can respond appropriately. Overall, looking at behavioral changes and their meaning is important. Therefore, the response to the intervention or support plan will likely require ongoing monitoring and revisions, as needed .

Considerations for People with Disabilities

Threat assessments must be conducted for all students (non-disabled students and students with disabilities). Threat assessment teams often have questions regarding whether a person's disability is contributing to their potential for violence. Most people with disabilities do not commit violent acts . However, the likelihood of violence is slightly greater for someone with a serious mental illness, particularly psychotic disorders, than for someone who is not so afflicted . Even if the beliefs articulated by a person of concern seem clearly delusional, it is important to assess how capable the person may be of acting out violently or how fixated the person is on resolving a grievance. Overall, threat assessment and threat management is an intertwined, dynamic process with mental disorder symptoms and diagnoses being several pieces in a larger puzzle .

Threat assessment must always be based on an individualized process. A determination that a person with a disability poses a direct threat should not be based on generalizations or stereotypes about the effects of a particular disability . Threat assessment teams should direct their attention to symptoms and behaviors, rather than formal diagnoses, for purposes of assessing violence concern . Students with emotional issues or developmental disorders may behave in a way that is maladaptive but might not be concerning or threatening because the behavior is a product of their diagnosis . Students with disabilities may lack an understanding of the consequences of their actions. Behaviors exhibited by a student with an identified disability need to be evaluated in the context of that diagnosis and the student's known baseline of behavior. When considering a serious mental illness, threat managers should assign a logical level of significance to it, based upon the nature of the observed symptoms, risk factors, and/or warning behaviors . If a student identified as having a disability exhibits maladaptive behaviors and/or behaviors of concern, the appropriate accommodations and/or services/interventions to address these behaviors must be documented in their educational plan (e.g., 504 Plan, IEP, and FBA).

Threat assessments may be intimidating for students, particularly those with special needs. When working with a person with a disability, it is important to use proper etiquette to interact most effectively, make the person feel comfortable, and obtain accurate information.

Below are some basic tips to follow :

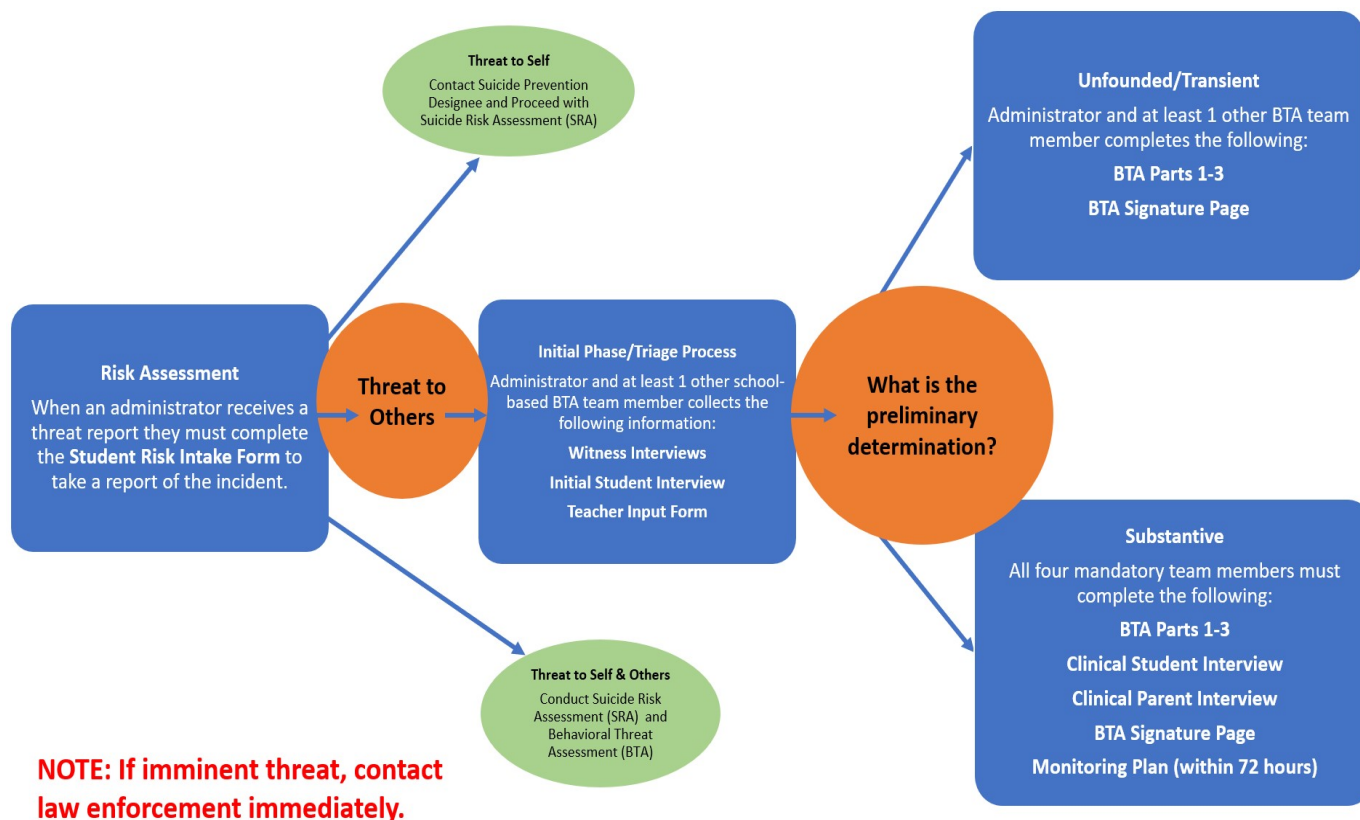
- Utilize adults who are familiar with the student's unique needs and levels of functioning.
- Stress, particularly for people with mental illness, can affect the person's ability to function. In a crisis, stay calm, supportive, and ask the person what will make them feel most comfortable.
- Consider the individual's sensory needs. It may be easier for the person to function in a quiet, small environment with soft lighting and without distractions.
- Give the person your full attention. Do not interrupt them or finish their sentences. Be patient and allow the person to take their time.
- Speak directly to, and make eye contact with, the person with a disability, not to their companion, aide, or sign language interpreter. Respect the person's manner of communication (e.g., sign language, written vs. oral, etc.) and allow for sufficient processing time.
- Rephrase, rather than repeat, sentences that the person does not understand.
- Gauge the pace, complexity, and vocabulary of your speech according to theirs.

- For people with developmental disabilities, speak in clear sentences, using simple words and concrete, rather than abstract, concepts. Break down complex ideas into smaller parts.
- People with developmental disabilities may be anxious to please and may tell you what they think you want to hear. Questions should be phrased in a neutral way to elicit accurate information. Verify responses by repeating each question in a different way.
- People with autism and other developmental disabilities often prefer predictable situations. It can be helpful to make sure plans and the interview agenda are concrete and presented in advance. Sudden changes and transitions may be difficult.
- Consider that the student may engage in some behaviors that may be interpreted as non-compliant but may be a product of the student's disability. Utilize strategies that typically work for the child in order to gain their cooperation

CHAPTER 3: BEHAVIORAL THREAT ASSESSMENT (BTA) PROCEDURES

Overview of BTA Procedures

Lasara ISD's BTA process involves: 1) gathering initial information about the incident, 2) collecting additional data through interviews and sources, 3) analysis and determination of risk level, and 4) creating a support and/or monitoring plan. The Initial Phase requires an administrator and at least one additional school-based team member to complete the Triage Process. The corresponding school's BTA team will use these procedures to evaluate the presence of factors that indicate whether violence might be a possibility and develop risk management strategies to reduce risk of violence.



A completed BTA includes the following documents:

- Student Risk Intake Form
- Initial Student Interview
- Teacher Input Form
- Witness Interview(s) (as applicable)
- Behavioral Threat Assessment (BTA Part 1, Part 2, Part 3), including Signature Page

- Clinical Parent Interview *
- Monitoring Plan **

**Required for Substantive threats; as needed for Unfounded/Transient threats.*

BTA PROCESS AT-A-GLANCE

The BTA Process At-A-Glance is an overview of the entire BTA process. Please utilize the pages that follow for step-by-step guidance related to each section listed below.

RISK ASSESSMENT

- Complete the **Student Risk Intake Form** for threats to self and/or others:
- If the individual poses a threat of harm to others, follow BTA procedures below.
- If the individual poses a threat of harm to self, refer to the Suicide Prevention Designee for the Suicide Risk Assessment (SRA) process.
- In either case, take [immediate action](#) for imminent threats.

INITIAL PHASE/TRIAGE PROCESS

- Administrator and at least one other school-based BTA team member will conduct Initial Student Interview, Witness Interview(s), and gather Teacher Input Form(s) to make a [preliminary determination if threat level may be unfounded/transient or substantive](#).
- If the preliminary determination suggests that the threat is **unfounded/transient**, an administrator and at least 1 other team member complete the following [BTA process for unfounded/transient threats](#): a) BTA Parts 1-3 and b) Signature Page.
- If the preliminary determination suggests that the threat is **substantive**, all 4 mandatory team members must participate to complete the following [BTA process for substantive threats](#): a) BTA Parts 1-3, b) Clinical Parent Interview, c) Clinical Student Interview, d) Signature Page, and e) Monitoring Plan.
- If at any point during the BTA process, data indicates that the threat may be substantive rather than unfounded/transient, all mandatory team members must participate and the [BTA process for substantive threats](#) must be followed.

BTA PART 1: INCIDENT INFORMATION

- **Incident Information:** Specific details about the incident, threat, and/or concern.

BTA PART 2: INTERVIEWS AND SOURCES

- **Interviews and Sources:** Select all interview forms completed and indicate names of interviewee/interviewer and dates/time. Conduct additional clinical interviews* as needed.
- **Record Review:** Review relevant records and specify person who reviewed the information.
- **Attached Sources:** Upload/attach/store all relevant artifacts pertaining to the student's BTA.

BTA PART 3: ANALYSIS, RISK LEVEL, AND STUDENT SUPPORT PLAN

- **Analysis:** Answer 18 key questions to analyze [risk factors](#), [warning behaviors](#), and [mitigating circumstances](#) (consider all information collected in the Initial Phase/Triage process and in BTA Part 1 and Part 2).
- **Observations Suggesting Need for Intervention:** Use as needed for intervention planning.
- **Determination of Risk Level:** Determine [risk level](#) based on all information collected.
- **Actions and Student Support Plan (SSP):** Select mandatory and additional action steps.
- Finalize BTA and upload the signature page.

MONITORING PLAN

- **Monitoring Plan*:** For on-going monitoring of support/services.

**Required for Substantive threats; as needed for Unfounded/Transient threats.*

Risk Assessment

The Student Risk Intake Form is to be utilized to document the initial report of concern. The Student Risk Intake Form is the beginning of the process and will always lead to either a Behavioral Threat Assessment (BTA) and/or Suicide Risk Assessment (SRA). It is completed by a school-based administrator using information from the individual(s) making the report.

Student Risk Intake Form

Information About the Incident

- Today's Date
- Who reported this initial concern?
 - o Reporter Name
 - o Affiliation to School
 - o Contact Number
- Who was this concern reported to?
 - o Name of Individual
 - o Affiliation to School
 - o Contact Number
- Date/ Reported
- Time Reported (if known)
- Date Administrator Learned of Incident
- Incident Number (if applicable)
- Date/Time of Incident
- Location of Incident

Narrative Details: Write a narrative below detailing the incident, threat to self, threat to others, and/or concerning behavior reported. Please include the location and time of the incident, threat, or concerning behavior. Determine if there are other individuals who witnessed the student engaging in threatening, aberrant, or concerning behavior. Where threats were communicated, quote where possible, and use quotation marks to indicate direct quote. Attach original documentation, if available, later in the BTA and/or SRA processes.

Primary Target(s): If a threat to others has been made, has the intended target been identified?

Witness(es): If additional witnesses were identified by the reporter, please list them.

- Name of Witness
- What is their position/Affiliation to the school?
- Contact Number

Incident Type(s) (Check all that apply):

- **Threat to Others:** If the individual is suspected of posing a **threat of harm to others**, initiate the Triage Process, mobilize the necessary BTA team members, and complete the BTA within 24 hours, starting with

Part 1. If imminent threat is suspected, follow mandatory steps to respond to imminent threats towards others.

- **Threat to Self:** If the individual is suspected of posing a **threat of harm to self**, then ensure the student is medically safe, maintain adult supervision, and contact a counselor or RJ Alvarado, Executive Director to conduct Suicide Risk Assessment (SRA) immediately. If imminent threat, follow mandatory steps to respond to imminent threats towards self. Please note: If it is a threat to self ONLY you DO NOT complete any components of the Behavioral Threat Assessment process.

If **both** a threat to self and others is selected above, **both the BTA and SRA processes** must be completed. Each situation is unique and needs to be assessed to determine which process to follow first.

Mandatory Steps to Respond to Imminent Threats

If **imminent threat to others** is suspected, then contact law enforcement immediately. Document the name of the law enforcement official contacted, date/time of contact, and outcome of contact. The following actions are also mandatory to respond to an imminent threat towards others:

- Utilize law enforcement to contain the threat and consult with the school safety team.
- Take immediate precautions to protect potential victim(s).
- Initiate school emergency safety plan procedures
- Inform Principal or administrative designee of imminent threat. Principal will inform their supervisor.
- Notify parents of intended victim(s) before they leave school grounds.
- Notify parent of the person who poses the threat and attempt to enlist their support in preventing that student from carrying out the threat.
- If the student is on campus and significant mental health concerns are noted, consult with a counselor or RJ Alvarado, Executive Director.
- Mobilize full threat assessment team.
- Follow discipline policy, as indicated.
- Notification to Law Enforcement: Complete ONLY when notifying law enforcement in cases of imminent threat to others.

If **imminent threat to self** is suspected and if the student is on campus, contact counselor, school administrator or RJ Alvarado, Executive Director, immediately. If the student is not on campus, then contact law enforcement immediately. The following actions are also mandatory to respond to an imminent threat towards self:

- Ensure the student is medically safe first.
- Keep the student with an adult to provide supervision.
- Contact the counselor or RJ Alvarado, Executive Director.
- Notify parent of the at-risk student and attempt to enlist their support in creating a safety and support plan.
- Schools should not contact the legal guardian to take the student off campus whether it is to their home or to a hospital.

Initial Phase/Triage Process

The initial phase of a behavioral threat assessment is to make a preliminary determination about the seriousness of a threat. When a threat is reported to an administrator, he/she and at least one other school-based BTA team member must gather information to make a distinction between unfounded/transient and substantive threats. It is important to note that threats lie on a continuum of severity, with the lowest level of threat being a figure of speech that does not convey a genuine intent to harm someone, to the highest level of threat that is a warning of impending violence. As a result, every threat may not require a meeting of the entire threat assessment team. Therefore, Lasara ISD has adopted the triage process in accordance with the Office of Safe Schools.

When a report of a threat is received, an administrator and at least one other school-based BTA team member must evaluate the threat by obtaining a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. During the Initial Phase/Triage Process, the Initial Student Interview, and any Witness Interview(s) should be completed, and teacher input should be obtained through the Teacher Input Form(s):

- *Initial Student Interview* (**Required**)

The Initial Student Interview must be completed by a school-based administrator. It is also recommended that a mental health professional be present during this interview.

The interviewer must begin by attempting to establish rapport, then use these interview questions as a guide to interview the student who either made a threat or exhibited a behavior of concern. Consider the developmental level of the student and adjust the language of the questions accordingly. Use the questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.

- *Teacher Input Form* (**Required**)

Information about a student of concern's behavior in a variety of settings is needed from each of his/her teachers. The information from the teacher(s) will be very helpful in developing a support plan for the student. The teacher(s) should answer the questions to the best of his/her knowledge, based on their own observations of the student.

- *Witness Interview* (**if witnesses were identified in the gathering of information**)

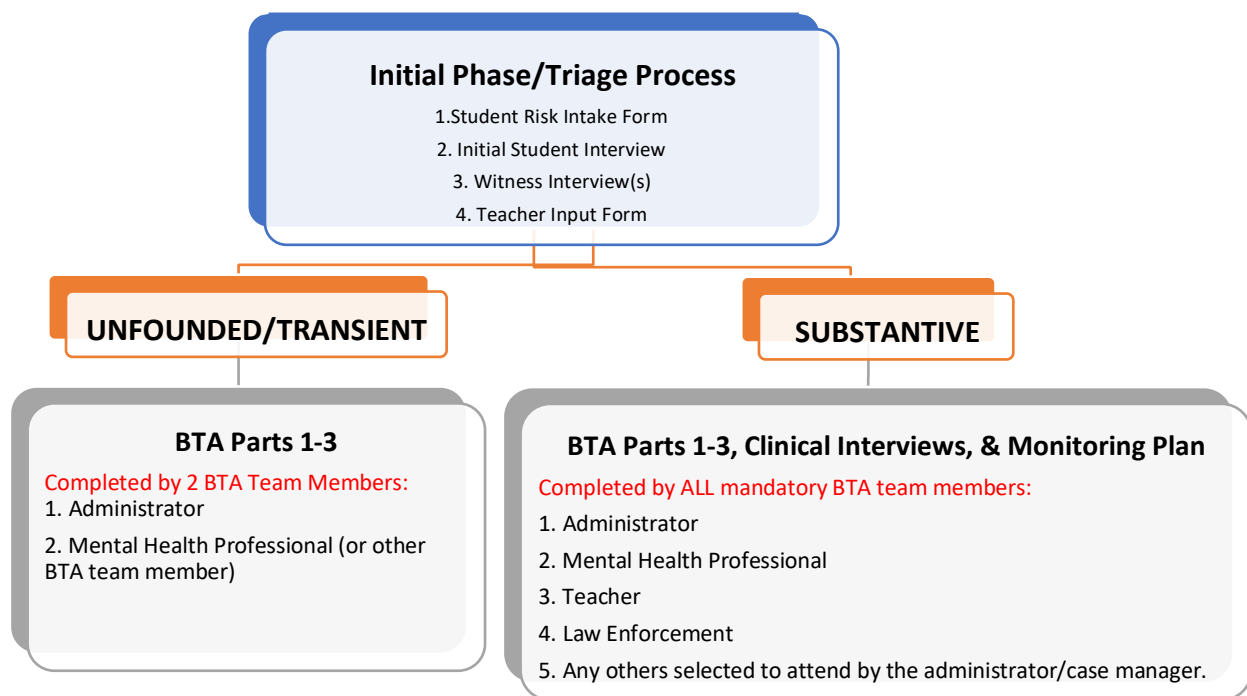
When applicable, Witness Interviews must be completed by a school-based administrator. A mental health professional may also be present during this interview.

The purpose of this interview is to gather information about the threat(s) or concerning behavior from potential victims or witnesses.

Interviews should be conducted in a confidential setting by the individuals listed below **only**. The participation of others, including law enforcement officers, is not recommended as this can impact rapport. Adequate rapport will lead to more appropriate supports for the student of concern.

The initial key question is whether there is a **communication or behavior that suggests an intent to harm someone**:

- **If the answer is no**, and the preliminary determination by the BTA team members is that a student expressed a **unfounded/transient** threat, the administrator and the previously selected BTA team member(s) will proceed to complete the required portions of the [BTA process for a unfounded/transient threat](#). The BTA team is responsible for assessing the level of threat by completing: a) BTA Parts 1-3 and b) BTA Signature Page. However, even if there is no intent to harm, statements or behaviors may still merit attention, intervention, or services, which can be determined by the BTA Team or the appropriate school-based team (e.g., Collaborative Problem-Solving (CPS) Team, Individualized Education Plan (IEP) team, etc.).
- **If the answer is yes**, and the preliminary determination by the BTA team members is that a student poses a **substantive** threat to others, all mandatory BTA team members will proceed to complete the required portions of the [BTA process for a substantive threat](#). The BTA team is responsible for assessing the level of threat by completing: a) BTA Parts 1-3, b) Clinical Parent Interview, c) Clinical Student Interview, d) Signature Page, and e) Monitoring Plan.



If at any point during the BTA process, there is any uncertainty that the threat may be unfounded/transient or the data indicate that the threat may be substantive rather than unfounded/transient, [all mandatory BTA team members](#) must participate and the [BTA process for substantive threats](#) must be followed.

Regardless of preliminary determination that a student poses a unfounded/transient or substantive threat to others at the triage phase, the BTA team should consider all information collected throughout the BTA process to make a final determination of risk level in Part 3 of the BTA. As a result of analysis throughout the BTA process, the final risk level indicated in Part 3 may not always reflect the preliminary determination.

BTA Process: Unfounded/Transient Threat

In addition to initial information obtained through the Risk Assessment and Initial Phase/Triage Process, if the preliminary determination suggests that the threat is **unfounded/transient**, an administrator and at least one other school-based BTA team member must complete the following: a) BTA Parts 1-3 and b) BTA Signature Page. Additional personnel with knowledge of the child or circumstances may also serve as members of the team (8).

BTA team members who have been threatened should serve as a witness and source of information (e.g., Witness Interview, Teacher Input Form), but should not serve as a BTA team member to avoid conflict of interest issues and potential loss of objectivity. If possible, an alternate team member should be appointed to fill the role of the threatened BTA team member.

If at any point during the BTA process, data indicate that the threat may be substantive rather than unfounded/transient, all mandatory BTA team members must participate and the BTA process for substantive threats must be followed.

BTA Part 1

Part 1 documents more specific details regarding the incident and/or threat report and any immediate actions taken when an imminent threat has been identified

- Information about the Incident
- Sources
- Details

Additional required information:

- What was the **context** of the behavior? What was happening at the time and/or just before?

If imminent threat to others is suspected, then contact law enforcement immediately and follow mandatory action steps to respond to imminent threat.

- Was law enforcement required to be contacted? Document the name of the law enforcement official contacted, date/time of contact, and outcome of contact. Complete ONLY when notifying law enforcement in cases of imminent threat to others.
- Mobilize the threat assessment team and complete all required components of a BTA for substantive threat.

Regardless of law enforcement action, the threat assessment team must gather relevant information and complete BTA Parts 2 and 3 **within 24 hours of the administrator receiving the initial report**. If there are extenuating circumstances that delay access to the student or parent to complete the required interviews, the BTA team would need to convene to complete the other components of the assessment without undue delay (e.g., Teacher Input Form, review of background information, obtaining criminal history, etc

BTA Part 2

In Part 2, data collection roles and responsibilities are assigned each team member (e.g., Who will conduct interviews? Who will review records? Who will collect artifacts?).

Please refer to BTA Process: Unfounded/Transient Threat for a description of the mandatory team members for a unfounded/transient threat. If at any point during the BTA process, data indicate that the threat may be substantive rather than unfounded/transient, all mandatory BTA team members must participate and the BTA process for substantive threats must be followed.

Interviews and Sources

- Please indicate names of individual(s) interviewed throughout the BTA process, name of the interviewer(s), and date/time of interview(s).

If student and/or parent is unavailable for interviews, please indicate and document. Specify name of interviewer and date of interview attempted. If after multiple attempts have been made to complete the interview(s), and these unsuccessful attempts have been documented in the Contacts tab, create and finalize the corresponding interview document(s) with a note indicating why it could not be completed.

Records Review

Complete a review of relevant records (and summarize any information relevant to the threat assessment process. Attach any additional relevant artifacts pertaining to the student's BTA. Specify the name of reviewer and job title for each section.

Required:

- Behavioral/Discipline History
- ESE, 504, and/or Gifted History
- Academic/Attendance History

Other, if applicable (i.e., records indicative of risk factors, warning behaviors, or mitigating factors):

- Records from Outside Agencies
- Law Enforcement Records
- Employment Records
- Classwork/Homework Assignments
- Journal/Artwork
- Social Media
- Other Relevant Sources of Information (i.e., original written communication of threats, witness statements referenced in Part 1, photos, documents, etc.)

Following a records review, the team must answer the following question:

- Has the student previously exhibited behaviors of concern or posed a threat?

BTA Part 3

Assemble all mandatory BTA team members to collaboratively analyze available data, determine final level of risk, and develop appropriate interventions.

Answer **18 key questions** to analyze potential risk factors, warning behaviors and mitigating circumstances. These items can help better assess whether a threat is unfounded/transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score. **Consider all information collected** during the Initial Phase/Triage Process and in BTA Part 1 and Part 2.

If more information is needed to answer the questions below, a **Clinical Student and/or Clinical Parent Interview (Interview Documents) should be conducted by a mental health professional**. The presence of law enforcement is not recommended during clinical interviews.

Threat is Likely to be Less Serious:

1. Subject admits to threat (statement or behavior).
2. Subject has explanation for threat as benign (such as a joke or figure of speech).
3. Subject admits to feeling angry toward target at time of incident.
4. Subject retracts threat or denies intent to harm.
5. Subject apologetic or willing to make amends for threat.
6. Subject willing to resolve threat through conflict resolution or some other means.

Threat is Likely to be More Serious:

7. Subject continues to feel angry toward target.
8. Subject expressed threat on more than one occasion.
9. Subject has specific plan for carrying out the threat.
10. Subject engaged in preparation for carrying out the threat.
11. Subject has prior conflict with target or other motive.
12. Subject is suicidal (Complete suicide assessment).
13. Threat involved use to a weapon other than a firearm, such as a knife or club.
14. Threat involves use of a firearm.
15. Subject has possession of, or ready access to, a firearm.
16. Subject has or sought accomplices or audience for carrying out threat.
17. Threat involves gang conflict.
18. Threat involves peers or others who have encouraged subject in making threat.
19. Comments/Other Relevant Observations.

Observations Suggesting Need for Intervention

Observations Suggesting Need for Intervention can be used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored:

1. History of physical violence.
2. History of criminal acts.
3. Preoccupation with violence, violent individuals, or groups that advocate violence.
4. Preoccupation with mass shootings or infamous violent incidents.
5. History of intense anger or resentment.
6. Has grievance or feels treated unfairly.
7. Feels abused, harassed, or bullied.
8. History of self-injury or suicide ideation or attempts.
9. Has been seriously depressed.
10. Experienced serious stressful events or conditions.
11. Substance abuse history.
12. History of serious mental illness (symptoms such as delusions or hallucinations).
13. Qualifies for exceptional education services or 504 plan.
14. Prescribed psychotropic medication.
15. Substantial decline in level of academic or psychosocial adjustment.
16. Lacks positive relationships with one or more school staff.
17. Family involvement.
18. Lacks positive relationships with peers.
19. Other factors that suggest need for intervention.
20. Comments/Other Relevant Observations.

Determination of Risk Level

Does the individual pose a threat of targeted violence toward one or more individuals? Thoughtful consideration of the answers to the above key questions will produce a sound foundation for the determination of risk level. When making a determination between unfounded/transient and substantive threats, take into account whether or not the individual is exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan. If there is doubt or if the threat cannot clearly be categorized as unfounded/transient, threats should be treated as substantive.

- ***Unfounded/No Threat:*** Following a threat assessment, the threat could not be corroborated or substantiated.
- ***Transient:*** Threats where there is not a sustained intent to harm. Threat may have been made in the heat of the moment as an expression of anger, frustration, or humor.
- ***Serious Substantive*:*** Threat where the intent to harm is present and included a threat to hit or fight. There is at least some risk that the person will carry out the threat and requires protective action.

- ***Very Serious Substantive****: Threat where the intent to harm is present and included a threat to kill, rape, shoot, or injure with a weapon. There is at least some risk that the person will carry out the threat and requires protective action.

Threat assessment teams must consider the totality of risk factors, warning behaviors, stressors, precipitating events, and protective factors present. This should be analyzed in the context of the student of concern's age and social/emotional development to determine credibility and seriousness of the threat. Distinguishing between unfounded/transient versus substantive threats is critical to the determination of appropriate responses. As a reminder, substantive threats are behaviors or statements that represent a risk of harm to others and are characterized by qualities that reflect a serious intent to do harm.

Parent Notification

Please be advised that while parental consent is not required when conducting a threat assessment, parent notification is required.

Actions

Once the final level of risk has been determined, the BTA team will follow the mandatory actions that correspond to that level of risk identified. Identify which individual is responsible for each mandatory action step:

- **Unfounded/No Threat**
 - Contact student's parents and/or guardian.
 - Additional responses, as determined by the threat assessment team.
- **Transient**
 - Contact student's parents and/or guardian.
 - See that threat is resolved through explanation, apology, or making amends.
 - Follow discipline procedures as per policies 5.8 and 5006, if applicable.
 - Additional responses, as determined by the threat assessment team.
- **Serious Substantive**
 - Contact student's parents and/or guardian.
 - Provide direct supervision of student until parents and/or guardians assume control.
 - Caution the student about the consequences of carrying out the threat.
 - Conduct Clinical Parent Interview.
 - Conduct Clinical Student Interview.

- Consult with SRO/LE to assist in monitoring/supervising the student and determining need for law enforcement action. Document the name of the person who consulted with law enforcement, date, and the title of contact.
 - Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.
 - Refer to CPS Team to determine need for academic/behavioral intervention and/or the need for psychological evaluation.
 - Develop a Monitoring Plan to include a Safety Plan within 72 hours
- Very Serious Substantive
 - Caution the student about the consequences of carrying out the threat.
 - If the intended target is a student, notify the intended target(s)'s parents and/or guardians. If the intended target is an adult, notify the intended target(s).
 - Contact student's parents and/or guardian. ○ Provide direct supervision of student until parent and/or guardian(s) assume control. ○ Conduct Clinical Parent Interview. ○ Conduct Clinical Student Interview.
 - Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.
 - Refer to CPS Team to determine need for academic/behavioral intervention and/or the need for psychological evaluation.
 - Consult with SRO/LE to assist in monitoring/supervising the student and determining need for law enforcement action. Document the name of the person who consulted with law enforcement, date, and the title of contact.
 - Develop a Monitoring Plan to include a Safety Plan within 72 hours. ○ Assign team member(s) to monitor student and status of intervention(s). ○ Follow discipline procedures as per policies 5.8 and 5006.

Action Steps & Support Plan

In addition to the mandatory action steps, the team will identify responses that can help support this student and make positive outcomes more likely. The actions selected will comprise the Student Support Plan (SSP). The resources and supports the student needs will differ depending on the information gathered during the assessment.

Review all actions (mandatory and additional) with individuals who did not participate in the threat assessment who work with the student.

Notify Law Enforcement

- Was law enforcement contacted due to [imminent threat?](#) Complete ONLY when notifying law enforcement in cases of imminent threat to others.

Meeting Participants

- Identify the name and title of each of the BTA mandatory team members and any additional team members who participated in the threat assessment. Mandatory team members must be added to the school's core team and any additional team members must be added to the student's BTA team

Reminder: If the preliminary determination suggests that the threat is **unfounded/transient**, an administrator and at least one other school based BTA team member can proceed with the BTA process. You may also add additional team members as needed.

Signature Page

Print the final page of the BTA from the student's Documents tab. All required team members must confirm their participation by signing the form and indicating they participated in-person, virtual format (i.e., Zoom/Teams), via telephone, etc.

For unfounded/transient risk levels, the team may create a corresponding Monitoring Plan if needed.

The Monitoring Plan is for on-going monitoring of support/services. The level of supervision provided to the student should be consistent with the nature and seriousness of the threat. Through the Monitoring Plan, the team identifies any actions that require continued implementation and monitoring. This includes any further actions to be taken with the student who made the threat or displayed concerning behavior. The team will also identify any actions to be taken with potential victims of the threat and/or any students impacted by the threat. The Monitoring Plan can also include documentation of any disciplinary actions taken, if applicable.

BTA Process: Substantive Threat

In addition to initial information obtained through the [Risk Assessment](#) and [Initial Phase/Triage Process](#), if the preliminary determination suggests that the threat is **substantive**, mandatory BTA team members must participate to complete the following: a) BTA Parts 1-3, b) Clinical Parent Interview, c) Clinical Student Interview, d) Signature Page, and e) Monitoring Plan.

The school-based administrator must assemble the mandatory core members of the threat assessment team. The threat assessment team shall include persons with expertise in counseling, instruction, school administration, principal, when available, and law enforcement*. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as members of the team (8). BTA team members who have been threatened should serve as a witness and source of information (e.g., Witness Interview, Teacher Input Form), but should not serve as a BTA team member to avoid conflict of interest issues and possible interference with objectivity. If possible, an alternate team member should be appointed to fill the role of the threatened BTA team member.

BTA Part 1

Part 1 documents more specific details regarding the incident and/or threat report and any immediate actions taken when an imminent threat has been identified.

In each of the sections below within BTA Part 1, proceed with documenting any details of the incident beyond what has auto-populated from the [Student Risk Intake Form](#):

- Information about the Incident
- Sources
- Details

Additional required information:

- What was the **context** of the behavior? What was happening at the time and/or just before?

If imminent threat to others is suspected, then contact law enforcement immediately and follow [mandatory action steps to respond to imminent threat](#).

- Was law enforcement required to be contacted? Document the name of the law enforcement official contacted, date/time of contact, and outcome of contact. Complete ONLY when notifying law enforcement in cases of imminent threat to others.
- Mobilize the threat assessment team

Regardless of law enforcement action, the threat assessment team must gather relevant information and complete BTA Parts 2 and 3 **within 24 hours of the administrator receiving the initial report**. If there are extenuating

circumstances that delay access to the student or parent to complete the required interviews, the BTA team would need to convene to complete the other components of the assessment without undue delay.

If school is not in session, and the school principal becomes aware of a threat, he/she shall immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet **no later than the end of the first day school is back in session** to consider the matter and ensure it is resolved

BTA Part 2

In Part 2, data collection roles and responsibilities are assigned to each team member (e.g., Who will conduct interviews? Who will review records? Who will collect artifacts?).

Interviews and Sources

- Please indicate names of individual(s) interviewed throughout the BTA process, name of the interviewer(s), and date/time of interview(s).

If student and/or parent is unavailable for interviews, please indicate and document. not be completed.

Interview Documents

Please select all required interviews completed during the Initial Phase/Triage Process:

Initial Student Interview, Teacher Input Form(s), Witness Interview(s)

Records Review

Complete a review of relevant. Attach any additional relevant artifacts pertaining to the student's BTA. Specify the name of reviewer and job title for each section.

Required:

- Behavioral/Discipline History
- ESE, 504, and/or Gifted History
- Academic/Attendance History

Other, if applicable (i.e., records indicative of risk factors, warning behaviors, or mitigating factors):

- Records from Outside Agencies
- Law Enforcement Records
- Employment Records
- Classwork/Homework Assignments
- Journal/Artwork
- Social Media

- Other Relevant Sources of Information (i.e., original written communication of threats, witness statements referenced in Part 1, photos, documents, etc.)

BTA Part 3

When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others or if they are potentially on a pathway to violence. The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or students. The threat assessment team must plan for the implementation and monitoring of appropriate interventions in order to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes. Interventions should remain in place until the team assesses that the student is no longer in need of supports and does not pose a threat to self or others.

Assemble all mandatory BTA team members to collaboratively analyze available data, determine final level of risk, and develop appropriate interventions.

The BTA document must be finalized at the end of Part 3 and then acknowledged by the principal and by the cadre directors for accountability. See Finalize BTA and Signature Page section for more information.

Analysis

Answer **18 key questions** to analyze potential risk factors, warning behaviors and mitigating circumstances. These items can help better assess whether a threat is unfounded/transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score. **Consider all information collected** during the Initial Phase/Triage Process and in BTA Part 1 and Part 2.

If more information is needed to answer the questions below, a **Clinical Student and/or Clinical Parent Interview (Interview Documents) should be conducted by a mental health professional**. The presence of law enforcement is not recommended during clinical interviews.

- Threat is Likely to be Less Serious:
 1. Subject admits to threat (statement or behavior).
 2. Subject has explanation for threat as benign (such as a joke or figure of speech).
 3. Subject admits to feeling angry toward target at time of incident.
 4. Subject retracts threat or denies intent to harm.
 5. Subject apologetic or willing to make amends for threat.
 6. Subject willing to resolve threat through conflict resolution or some other means.
- Threat is Likely to be More Serious:
 7. Subject continues to feel angry toward target.

8. Subject expressed threat on more than one occasion.
9. Subject has specific plan for carrying out the threat.
10. Subject engaged in preparation for carrying out the threat.
11. Subject has prior conflict with target or other motive.
12. Subject is suicidal (Complete suicide assessment).
13. Threat involved use to a weapon other than a firearm, such as a knife or club.
14. Threat involves use of a firearm.
15. Subject has possession of, or ready access to, a firearm.
16. Subject has or sought accomplices or audience for carrying out threat.
17. Threat involves gang conflict.
18. Threat involves peers or others who have encouraged subject in making threat.
19. Comments/Other Relevant Observations.

Observations Suggesting Need for Intervention

Observations Suggesting Need for Intervention can be used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored:

1. History of physical violence.
2. History of criminal acts.
3. Preoccupation with violence, violent individuals, or groups that advocate violence.
4. Preoccupation with mass shootings or infamous violent incidents.
5. History of intense anger or resentment.
6. Has grievance or feels treated unfairly.
7. Feels abused, harassed, or bullied.
8. History of self-injury or suicide ideation or attempts.
9. Has been seriously depressed.
10. Experienced serious stressful events or conditions.
11. Substance abuse history.
12. History of serious mental illness (symptoms such as delusions or hallucinations).
13. Qualifies for exceptional education services or 504 plan.
14. Prescribed psychotropic medication.
15. Substantial decline in level of academic or psychosocial adjustment.
16. Lacks positive relationships with one or more school staff.
17. Family involvement.
18. Lacks positive relationships with peers.
19. Other factors that suggest need for intervention.
20. Comments/Other Relevant Observations.

Determination of Risk Level

Does the individual pose a threat of targeted violence toward one or more individuals? Thoughtful consideration of the answers to the above key questions will produce a sound foundation for the determination of risk level. When making a determination between unfounded/transient and substantive threats, take into account whether or not the individual is exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan. If there is doubt or if the threat cannot clearly be categorized as unfounded/transient, threats should be treated as substantive.

- ***Unfounded/No Threat:*** Following a threat assessment, the threat could not be corroborated or substantiated.
- ***Transient:*** Threats where there is not a sustained intent to harm. Threat may have been made in the heat of the moment as an expression of anger, frustration, or humor.
- ***Serious Substantive*:*** Threat where the intent to harm is present and included a threat to hit or fight. There is at least some risk that the person will carry out the threat and requires protective action.
- ***Very Serious Substantive*:*** Threat where the intent to harm is present and included a threat to kill, rape, shoot, or injure with a weapon. There is at least some risk that the person will carry out the threat and requires protective action.

* Please note that for Serious Substantive/Very Serious Substantive threats, Clinical Parent and Clinical Student Interviews (Interview Documents) must be conducted to assist with developing the Student Support Plan (SSP).

Basis for Determination Statement

Threat assessment teams must consider the totality of risk factors, warning behaviors, stressors, precipitating events, and protective factors present. This should be analyzed in the context of the student of concern's age and social/emotional development to determine credibility and seriousness of the threat. Distinguishing between unfounded/transient versus substantive threats is critical to the determination of appropriate responses. As a reminder, substantive threats are behaviors or statements that represent a risk of harm to others and are characterized by qualities that reflect a serious intent to do harm.

Parent Notification

Please be advised that while parental consent is not required when conducting a threat assessment, parent notification is required. Parent notification is required at this phase if not already contacted for imminent threat or clinical interviews completed for Analysis. Document the date, time, and name of the parent, and the outcome of the notification. Parents should be informed of the nature of the threat, who was threatened, and the consequences for the student if the threat is carried out. Enlist parental support and assistance in preventing the student from carrying out the threat.

Actions

Once the final level of risk has been determined, the BTA team will follow the mandatory actions that correspond to that level of risk identified. Identify which individual is responsible for each mandatory action step:

- Unfounded/No Threat
 - Contact student's parents and/or guardian.
 - Additional responses as determined by the threat assessment team.
- Transient
 - Contact student's parents and/or guardian.
 - See that threat is resolved through explanation, apology, or making amends.
 - Follow discipline procedures as per policies 5.8 and 5006, if applicable.
 - Additional responses, as determined by the threat assessment team.
- Serious Substantive
 - Contact student's parents and/or guardian.
 - Provide direct supervision of student until parents and/or guardians assume control.
 - Caution the student about the consequences of carrying out the threat.
 - Conduct Clinical Parent Interview.
 - Conduct Clinical Student Interview.
 - Consult with SRO/LE to assist in monitoring/supervising the student and determining need for law enforcement action. Document the name of the person who consulted with law enforcement, date, and the title of contact.
 - Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.
 - Refer to CPS Team to determine need for academic/behavioral intervention and/or the need for psychological evaluation.
 - Develop a Monitoring Plan to include a Safety Plan within 72 hours.
 - Assign team member(s) to monitor student and status of intervention(s).
 - Follow discipline procedures as per policies.
- Very Serious Substantive
 - Caution the student about the consequences of carrying out the threat.
 - If the intended target is a student, notify the intended target(s)'s parents and/or guardians. If the intended target is an adult, notify the intended target(s).
 - Contact student's parents and/or guardian. ○ Provide direct supervision of student until parent and/or guardian(s) assume control. ○ Conduct Clinical Parent Interview. ○ Conduct Clinical Student Interview.
 - Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.
 - Refer to CPS Team to determine need for academic/behavioral intervention and/or the need for psychological evaluation.

- Consult with SRO/LE to assist in monitoring/supervising the student and determining need for law enforcement action. Document the name of the person who consulted with law enforcement, date, and the title of contact.
- Develop a Monitoring Plan to include a Safety Plan within 72 hours.
- Assign team member(s) to monitor student and status of intervention(s).
- Follow discipline procedures as per policies.
- If the threat assessment records were shared with law enforcement, complete the FERPA log and contact Privacy Officer if clarification is needed.

Action Steps & Support Plan

In addition to the mandatory action steps, the team will identify responses that can help support this student and make positive outcomes more likely. The actions selected will comprise the Student Support Plan (SSP). The resources and supports the student needs will differ depending on the information gathered during the assessment. Supports can range from holding a parent conference to creating a safety plan for the student. Some actions may need to be taken immediately (e.g., safety plan) while others (e.g., IEP meetings) may need to occur at a later time.

Review all actions (mandatory and additional) with individuals who did not participate in the threat assessment who work with the student.

Notify Law Enforcement

- Was law enforcement contacted due to [*imminent threat?*](#) Complete ONLY when notifying law enforcement in cases of imminent threat to others.

Meeting Participants

- Identify the name and title of each of the BTA mandatory team members and any additional team members who participated in the threat assessment. Mandatory team members must be added to the school's core team and any additional team members must be added to the student's BTA team.

Reminder: For **substantive** threats, the threat assessment team shall include persons with expertise in counseling, instruction, school administration, principal - when available, and law enforcement. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as additional members of the team. BTA team members who have been threatened should serve as a witness and source of information (e.g., Witness Interview, Teacher Input Form), but should not serve as a BTA team member to avoid conflict of interest issues and potential loss of objectivity. If possible, an alternate team member should be appointed to fill the role of the threatened BTA team member.

Finalize BTA

Select COMPLETE THREAT ASSESSMENT once the BTA team has completed Parts 1 through 3 and all required interviews and forms for the BTA process. Please note: Finalizing this document will send alerts to the predetermined individuals for notification (i.e., School Principal).

- Once a BTA document has been finalized, the school principal must acknowledge the finalized BTA within approximately 48 hours by clicking the Acknowledge Threat Assessment button in Part 3 of the BTA.
- Once the principal acknowledges the BTA, Cadre Directors will be emailed an alert to Acknowledge.

Along with the electronic record, completed threat assessments must be documented in district records and kept until student is 24 years old.

Signature Page

Print the final page of the BTA. All required team members must confirm their participation by signing the form and indicating they participated in-person, virtual format (i.e., Zoom/Teams), via telephone, etc.

- If the final determination is that the threat is unfounded/transient, signatures for the administrator and at least one other school based BTA team member are required. If additional team members participated, their signatures are also required. For unfounded/transient threats, the case manager must select “Transient-Not Required” for the core BTA team members that were not required and did not participate in the BTA.
- If the final determination is that the threat is substantive, signatures for all four mandatory team members are required. If additional team members participated, their signatures are also required.

Upload the scanned signature page to the electronic record for the student.

Monitoring Plan

Once the BTA and SSP have been finalized, the team is required to schedule a meeting within 72 hours to create and finalize a Monitoring Plan for Serious/Very Serious Substantive threat levels. For Unfounded/Transient risk levels, the team may create a corresponding Monitoring Plan if needed. The Monitoring Plan is for on-going monitoring of support/services. The level of supervision provided to the student should be consistent with the nature and seriousness of the threat. Through the Monitoring Plan, the team identifies any actions that require continued implementation and monitoring. This includes any further actions to be taken with the student who made the threat or displayed concerning behavior. The team will also identify any actions to be taken with potential victims of the threat and/or any students impacted by the threat. The Monitoring Plan can also include documentation of any disciplinary actions taken, if applicable.

- The team shall identify further actions on the Monitoring Plan that must be implemented in order to mitigate risk to others (e.g., backpack checks, safety plan, etc.). A Safety Plan is required for Serious/Very Serious threats.

- Identify the names and titles of individuals who participated in the development of the Monitoring Plan. It is recommended that the original BTA members, along with the parent(s)/guardian(s) of the student of concern also be included in its development.
- Once the team has identified further actions to be taken, they must select FINALIZE MONITORING PLAN within 72 hours of completing BTA Part 1-3. Please note: Finalizing this document will send alerts to the predetermined individuals for notification (i.e., School Principal).
- Print the final page of the Monitoring Plan from the electronic records. Team members must confirm their participation by either signing the form or indicating they participated via telephone, etc.
- Upload the scanned signature page to the electronic record for the student.
- The BTA team must reconvene every 30 school days (or earlier, if warranted) from the development of the initial Monitoring Plan for review and modifications. Identify and select the review date in the Monitoring Plan before finalizing. Maintain documentation (e.g., logs, data) for all actions selected on the Monitoring Plan.
 - Upon review of a student's Monitoring Plan, the team must determine whether to:
 - Continue Monitoring Plan with revisions.
 - Continue Monitoring Plan with no revisions.
 - Close Monitoring Plan.
 - The team must enter a rationale for their decision above.
- BTA records are considered education records and shall be maintained and released in accordance with FERPA and state statute and will be transferred pursuant to School Board Policy.
- Lasara ISD will disclose personally identifiable information (PII) contained in education records or the education records themselves to other agencies when provided with a signed written consent from the student's parent/guardian or student age 18 or older designating the information that may be released.
- Pursuant to FERPA regulations and applicable state statutes, Lasara ISD may disclose PII contained in education records or the education records in the following circumstances without obtaining written consent from the student's parent/guardian or student age 18 or older:
 - Health and safety emergency;
 - Lawfully issued subpoena or court order
 - Upon request by authorized representatives of the state and local educational authorities.
- School-based administrators must ensure that the FERPA log is completed when disclosures are made.
- If, during the course of conducting the BTA, an articulable health and safety emergency is identified, Lasara ISD may share PII from a student's educational record with those state and local agencies and programs if the information is reasonably necessary to ensure access to appropriate services for the student(s) and to ensure safety of the student and others. School officials may disclose only information from education records that is required to address the health or safety concern to one or more person whose knowledge of the information is necessary to protect the health and safety of students and other individuals.
- The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. These records shall include verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.

- If requested on the day of the BTA meeting, Lasara ISD shall provide BTA records and any other documents used during the BTA risk determination to the School Resource Officers (SRO) or other Law Enforcement officer (LEO) who participated as a BTA team member. If the BTA takes more than a day to finalize due to extenuating circumstances, the SRO or LEO who was an active participant in the BTA can request copies once the documents are finalized.
- An LEO's body cam or any other recording devices are not to be activated during behavioral threat assessment meetings and/or interviews
- When conducting a BTA, the threat assessment team may obtain criminal history record information from SRO's/Law Enforcement Officers. No member of the threat assessment team shall redisclose or use such information beyond the BTA process.
- Parents have the right to inspect their own child's records, if requested. If BTA records are shared or released, the names and identifying information of other students or witnesses must be redacted. All components of the BTA must be shared with a parent requesting to inspect these records.

APPENDIX A: Student Risk Intake Form

The Student Risk Intake Form is to be utilized to document the initial report of concern. The Student Risk Intake Form is the beginning of the process and will always lead to either a behavioral threat assessment (BTA) and/or suicide risk assessment (SRA). This is to be completed by a school-based administrator using information from the individual(s) making the report.

STUDENT RISK INTAKE FORM

INFORMATION ABOUT THE INCIDENT

Incident Type: _____ **Today's Date:** _____

Who reported this initial concern? _____

Contact Number: _____

Affiliation to School: _____

Who was this concern reported to? _____

Contact Number: _____

Affiliation to School: _____

Date Reported: _____ **Time Reported:** _____

Date Administrator Learned of Incident: _____

DMS Incident Number (if applicable): _____

Date of Incident: _____ **Time of Incident:** _____

Location of Incident: _____

Write a narrative below detailing the incident, threat to self, threat to others, and/or concerning behavior reported. Please include the location and time of the incident, threat, or concerning behavior. Determine if there are other individuals who witnessed the student engaging in threatening, aberrant, or concerning behavior.

STUDENT RISK INTAKE FORM

Narrative:

If a threat to others has been made, has the intended target been identified? (Circle One): Yes No

Primary Target(s): _____

Target Names: _____

WITNESSES (if applicable): Name of Witness: _____

Affiliation: _____

Contact Number: _____

Name of Law Enforcement Official Contacted (imminent threats only): _____

Date Contacted: _____ Time Contacted: _____

Outcome of Law Enforcement Official Contact: _____

INCIDENT TYPE (Check all that apply)

- **Threat to Others:** If the individual is suspected of posing a **threat of harm to others**, mobilize the threat assessment team and conduct BTA within 24 hours.
- **Threat to Self:** If the individual is suspected of posing a **threat of harm to self**, then ensure the student is medically safe, maintain adult supervision, and contact a counselor or RJ Alvarado, Executive Director to conduct Suicide Risk Assessment (SRA) immediately. If imminent threat to self is suspected, follow mandatory steps to respond to imminent threats towards self. Please note: If it is a threat to self ONLY you DO NOT complete any components of the Behavioral Threat Assessment process.

APPENDIX B: BTA Incident Information Form

*In addition to initial information obtained through the Student Risk Intake Form, Part 1 documents more specific details regarding the incident and/or threat report and any immediate actions taken when an imminent threat has been identified. The BTA Part 1 is to be completed by a school-based administrator using information from the individual(s) making the report. BTA Part 1-3 must be completed within **24 hours** of receiving the report.*

INCIDENT INFORMATION FORM (Page 1 of 3)

INFORMATION ABOUT THE INCIDENT

Incident Type: _____ **Today's Date:** _____

Who reported this initial concern? _____

Contact Number: _____

Affiliation to School: _____

Who was this concern reported to? _____

Contact Number: _____

Affiliation to School: _____

Date Reported: _____ **Time Reported:** _____

Date Administrator Learned of Incident: _____

DMS Incident Number (if applicable): _____

Date of Incident: _____ **Time of Incident:** _____

Location of Incident: _____

Write a narrative below detailing the incident, threat to others, and/or concerning behavior reported. Please include the location and time of the incident, threat, or concerning behavior. Determine if there are other individuals who witnessed the student engaging in threatening, aberrant, or concerning behavior. Where threats were communicated, quote where possible, and use quotation marks to indicate direct quote. Attach original documentation, if available, later in the BTA process.

INCIDENT INFORMATION FORM (Page 2 of 3)

Narrative:

What was the context for the behavior? What was happening at the time and/or just before?

If a threat to others has been made, has the intended target been identified? (Circle One): Yes No

Primary Target(s): _____

Target Names: _____

WITNESSES (if applicable): **Name of Witness:** _____

Affiliation: _____

Contact Number: _____

Intake Outcome: _____

INCIDENT INFORMATION FORM (Page 3 of 3)

- Was law enforcement required to be contacted? Complete ONLY when notifying law enforcement in cases of imminent threat to others.

Name of Law Enforcement Official Contacted: _____

Date of Law Enforcement Contact:

Time of Law Enforcement Contact: _____

Outcome of Law Enforcement Contact:

- Mobilize the threat assessment team and complete all required components of a BTA.

APPENDIX C: BTA Witness Interview

WITNESS INTERVIEW (Page 1 of 2)

Statement Date: _____

Person Taking Statement: _____

Location of Interview: _____

***Directions:** Use these questions as a guide to interview the person who witnessed the concern and/or was targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If witness is a minor, record parent under emergency contact.*

WITNESS INTERVIEW QUESTIONS

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. What did you think he or she meant when he or she said or did that? (Does witness believe that subject intends to carry out the threat?)
4. How do you feel about what (subject) said or did?

WITNESS INTERVIEW (Page 2 of 2)

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine how witness plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

APPENDIX D: BTA Initial Student Interview

INITIAL STUDENT INTERVIEW (Page 1 of 2)

Student Name:

Student ID:

Grade:

School Name:

Date of Interview:

Interviewer Name:

Interviewer Title:

Interviewer #2 Name: (optional)

Interviewer #2 Title: (optional)

Directions: *Must be completed by a school-based administrator. It is recommended that a mental health professional also be present. Please begin by attempting to establish rapport, then use these interview questions as a guide to interview the student who either made a threat or exhibited a behavior of concern. Consider the developmental level of the student and adjust the language of the questions accordingly. Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.*

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
 2. What exactly did you say and what exactly did you do?
 3. What did you mean when you said or did that?
 4. How do you think [person that was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
 5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
- INITIAL STUDENT INTERVIEW (Page 2 of 2)**
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Key Observations:

APPENDIX E: BTA Teacher Input Form

TEACHER INPUT FORM

Student Name:

Student ID:

Grade:

School Name:

DOB:

Teacher Name:

Date of Completion:

Subject Taught:

Current Course Grade:

Directions: *Some concerns have been raised about this student. To assist us in providing supports for this student, we need information from each of his/her teachers about his/her behavior in a variety of settings. The information you provide will be very helpful in developing a support plan for this student. Based on your observations of this student, please answer the following questions to the best of your knowledge.*

ACADEMICS

1. How is the student doing academically? Has there been any change in recent weeks?
2. What are the student's verbal skills? How well can he/she explain himself/herself in words?
3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his/her disability.

TEACHER KNOWLEDGE OF THE THREAT

1. What do you know about the threat?
2. Have you heard this student talk about things like this before?

TEACHER INPUT FORM

What have other students told you about this incident?

3. Is there another teacher or staff member who might know something about this?

STUDENT'S PEER RELATIONS

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

DEPRESSION

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

DISCIPLINE

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

AGGRESSION

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

PARENTS

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

APPENDIX H: BTA Monitoring Plan

MONITORING PLAN (Page 1 of 2)

Student Name:

Student ID:

Grade:

School Name:

Date:

Directions: Once the BTA and SSP have been finalized, the team is required to schedule a meeting within 72 hours to create and finalize a Monitoring Plan for Serious/Very Serious Substantive threat levels. The Monitoring Plan is for on-going monitoring of support/services. The level of supervision provided to the student should be consistent with the nature and seriousness of the threat. Through the Monitoring Plan, the team identifies any actions that require continued implementation and monitoring. This includes any further actions to be taken with the student who made the threat or displayed concerning behavior. The team will also identify any actions to be taken with potential victims of the threat and/or any students impacted by the threat. The Monitoring Plan can also include documentation of any disciplinary actions taken, if applicable. Maintain documentation (e.g., logs, data) for all actions selected on the Monitoring Plan.

DISCIPLINARY ACTIONS

Student Suspended? Circle One: Yes No

Describe: _____

Student recommended for further disciplinary action and/or consideration? Circle One: Yes No

Describe: _____

FURTHER ACTIONS

Action(s) with Student Making the Threat (Check all that apply):

- Assign a mentor. Mentor Name: _____
- Develop a crisis plan to address unsafe behavior, Person Responsible: _____
- Refer for school-based counseling. Identify focus and name/position of person providing counseling: _____
- Daily or weekly check-in. Identify focus and name/position of person providing counseling: _____
- Student Safety Plan. Identify person responsible: _____
- Other Actions. Please describe below: _____

All of the actions selected above shall be reviewed with the following individuals who did not participate in the development meeting for this monitoring plan. List names and titles of individuals:

Name:

Title:

- Refer to school-based community provider. Please indicate date of referral and name of organization:

- Contact the legal guardian.
- Meeting with family.

Action(s) with potential victim(s) of the threat or students impacted by the threat (Check all that apply):

- Communicated with victim(s) and parent(s) or guardian(s)? Indicate date and by whom:

- Provided brief supportive counseling? Indicate date and by whom: _____
- Alter schedule to minimize contact with student who made threat. Person responsible: _____
- School-based staff to monitor student at regular intervals. Name of staff member who will monitor: _____
- Other Actions. Please describe below:

MEETING PARTICIPANTS

Please list names and titles of all individuals who participated in the development of the Monitoring Plan:

Name:

Title:

Signature:

The BTA team **must** reconvene every 30 school days (or earlier, if warranted) from the development of the initial Monitoring Plan for review and modifications. Upon review of a student's Monitoring Plan, the team must determine whether to: 1) Continue Monitoring Plan with revisions, 2) Continue Monitoring Plan with no revisions, 3) Close Monitoring Plan.

Anticipated Review Date: _____

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