



# Behavioral Threat Management Protocol: Documentation Form

Print Form

**Office of Instruction**  
Mat-Su Borough School District  
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**Special Instructions:** Use this form to document the behavior of concern and steps taken by the Behavioral Threat Assessment (BTA) Team. **This form must be typed.**

## SUMMARY INFORMATION

School					
Student Name					
Student ID		Student DOB		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Student Grade		504 Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date of Incident/Report of Behavior Concern					
Parent/Guardian 1		Phone			
Parent/Guardian 2		Phone			

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

### Step 1: Secure Safety and Make Notifications, as Needed

- Locate the student(s) of concern immediately until safety procedures are initiated and assessment process is activated. If student is at school, keep under constant adult supervision (restrict access to coat, backpack, locker, etc.). *Ensure that a student of concern is treated appropriately; any allegations regarding the behavior or perceived dangerousness of the student may be unfounded.*
- If the student cannot be located or detained and the threat is believed to pose an imminent threat of harm to others, call 911, the School Resource Officer, or local law enforcement. Immediately contact your School Site Supervisor.
- Notify the School Site Supervisor and discuss any other immediate safety measures necessary.
- Notify the School Resource Officer or local law enforcement and request their participation in the process as needed.
- If indicated, conduct a search of the student, locker, backpack, and car (if applicable) on school property, following the district search policy (Board Policy 5144.1, Sec. E)
- Notify parent/guardian as soon as possible and inform him/her of the initiation of behavioral threat assessment process.

Parent/Guardian notified or attempt to notify			
Person notifying parent/guardian			
Date		Time	
If parent/guardian not notified, state reason			

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

**Step 2: Assemble the Threat Assessment Team:**

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

Principal/Administrator	
School Psychologist	
School Counselor	
School Nurse	
SRO/Local Law Enforcement Officer	
Behavioral Support Teacher	
School Security or Safety Personnel	
IEP Team Representative, if applicable	
Other Team Members	

**Step 3: Gather Information from Multiple Data Sources:**

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

- Keep originals of all student written or artistic communications and copies of any online communication and attached to BTA form.

School Information:

Check sources of information gathered and reviewed.

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

Interviews:

- Student(s) of Concern Interview

Student/s Interviewed	Interviewer	Date

- Teacher/Staff Interviews

Teacher/Staff Interviewed	Interviewer	Date

- Parent/Guardian Interviews

Parent/Guardian Interviewed	Interviewer	Date

Witness Interviews

Person Interviewed	Interviewer	Date

Potential Target Interview

Person Interviewed	Interviewer	Date

Outside Sources of Information:

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

Additional internet, social network or other online information

Juvenile justice or probation officer

Name of Contact  Agency   
Person Contacting

Social service case worker

Name of Contact  Agency   
Person Contacting

Mental health service provider.

Name of Contact  Agency   
Person Contacting

Others providing service or who have knowledge of the student.

Name of Contact  Agency   
Person Contacting

**Step 4: Organize and Analyze the Available Information as a Team.**

Complete and attach using the Secret Service Themes in Behavioral Threat Assessment Form.

Student behavior appear to be:

- Normal behavior
- Boundary probing behavior
- Attack-related behavior
- Attack behavior

Using the available information, team must consider the Secret Service themes. Complete and attach the Secret Service Themes form.

Other Information Analysis:

**Step 5: Organize and Analyze the Available Information as a Team:**

Complete and attach using the Secret Service Themes in Behavioral Threat Assessment Form.

Low Concern -

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

Moderate Concern - Referral and Planning of Support Services and Monitoring:

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

A BTA Action and Support Plan must be developed and documented. In this case, the BTA team should work with school and district administrators, school and district services, family members, community partners, and others to ensure that these individuals receive assistance, continued support, and monitoring.

If the student is currently receiving special education services or has a 504 plan, include a review of the current plan. Please note that an IEP process is separate from both the behavioral threat assessment and a BTA Action and Support Plan.

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

If there is sufficient information for the threat assessment team to be reasonably certain that the student poses a threat to self or others, **or**

The student appears to be on a path to attack, **then**

The team should immediately refer to the appropriate local law enforcement agency for criminal investigation or to mental/behavioral professionals for evaluation and/or hold.

A district level review will be conducted before student returns to school. A re-entry meeting must be conducted before the student returns to school to develop a school and community-based Action and Support Plan. The plan should establish review dates, provide connection to school district community mental health professionals and provide monitoring measures.

**Step 6: Develop a BTA Action and Support Plan and Determine a Date to Review the Plan:**

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

Date BTA Action & Support Plan was Developed

Date of First Review

**Step 7: Document the School Behavioral Threat Assessment and Keep Appropriate Record:**

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

Place copy of each in the Student Discipline File

BTA Documentation Form

Name

BTA Interviews

Date

The SS Themes Form

BTA Action and Support Plan

Additional Documentation (Discipline record, writings, drawings, teacher reports, etc.)

Scan and send a copy of each to the Office of Assistant Superintendent of Instruction for After Action Review:

BTA Documentation Form

Name

BTA Interviews

Date

The SS Themes Form

BTA Action and Support Plan

Additional Documentation (Discipline record, writings, drawings, teacher reports, etc.)

Document in the Student Information System as a discipline incident. Indicate date and that BTA was completed.

Name

Date

**Step 8: Continue Monitoring of the Student and the Effectiveness of the BTA Action and Support Plan. Revise, as needed.**

Set a date for review of the plan and its effectiveness, and follow-up as needed. Transition the short-term plan to a longer-term plan, when indicated. Reevaluate the plan and the system process, as needed. Note: Contact your School Site Supervisor or the Assistant Superintendent of Instruction for consultation at any time in this process.

Signatures of those participating and in attendance:

Parent/Guardian

Date

Student

Date

BTA Member

Date

BTA Member

Date

BTA Member

Date

Others In Attendance

Date

Others In Attendance

Date

Others In Attendance

Date

Persons involved in review:

After Action Review Date