

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

Use this form to document the behavior of concern and steps taken by the Behavioral Threat Assessment (BTA) Team.

SUMMARY INFORMATION

School: [Click here to enter text.](#)

Name of Student: [Click here to enter name](#)

Student ID: [Click and enter number](#)

Date of Birth: [Click to enter date](#)

Grade: [Click and enter grade](#)

Gender: Female Male IEP: yes no

504 Plan: yes no

Date of Incident or Report of Behavior Concern: [Click here to enter a date.](#)

Parent/Guardian 1: [Click here to enter name](#)

Ph: [Click and enter number](#)

Parent/Guardian 2: [Click here to enter name](#)

Ph: [Click and enter number](#)

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.*): [Click here to enter text.](#)

STEP 1: SECURE SAFETY AND MAKE NOTIFICATIONS, AS NEEDED

- Locate the student(s) of concern immediately until safety procedures are initiated and assessment process is activated. If student is at school, keep under constant adult supervision (restrict access to coat, backpack, locker, etc.).
 - Care should be exercised to ensure that a student of concern is treated appropriately, since any allegations regarding the behavior or perceived dangerousness of the student may be unfounded.
- If the student cannot be located or detained, and the threat is believed to pose an imminent threat of harm to others, call 911, the School Resource Officer or local law enforcement.** Immediately contact your School Site Supervisor or Designated Administrator. [Click here to enter text.](#)
- Notify Assistant Superintendent of Instruction or your Director for guidance and to discuss any other immediate safety measures necessary. [Click here to enter text.](#)
- Notify the School Resource Officer or local law enforcement, and request their participation in the process, as needed. [Click here to enter text.](#)
- If indicated, conduct a search of the student, locker, backpack, and car (if applicable) on school property, following the district search policy (Board Policy 5145.12) [Click here to enter text.](#)
 - Other immediate actions to secure safety (See also the BTA Action and Support Plan Immediate Actions) [Click here to enter text.](#)
- Notify parent/guardian, as soon as reasonable and possible, and inform of the initiation of behavioral threat assessment process.

Name of parent/guardian notified or attempt to notify: [Click here to enter name](#)

Person notifying parent/guardian: [Click here to enter name](#)

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Date: [Click to enter date](#) Time: [Click to enter time](#)
 If parent/guardian not notified, state reason [Click here to enter text.](#)

STEP 2: ASSEMBLE THE THREAT ASSESSMENT TEAM

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

- Principal/Administrator: Enter name
- School Psychologist Enter name
- Counselor: Enter name
- Nurse: Enter name
- SRO/Local Law Enforcement Officer: Enter name
- Behavioral Support Teacher: Enter name
- School Security or Safety Personnel: Enter name
- Representative from IEP team, if applicable Enter name
- Other: Enter name and role

STEP 3: GATHER INFORMATION FROM MULTIPLE DATA SOURCES

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

- Keep originals of all student written or artistic communications and copies of any online communication and attach to BTA Form.
- [Click here to enter text.](#)

School Information (Check sources of information gathered and reviewed)

- Current school academic, health, and discipline records [Click here to enter text.](#)
- Previous school academic, health, and discipline records [Click here to enter text.](#)
- Internet and social networking histories [Click here to enter text.](#)
- Written and artistic or other student produced material [Click here to enter text.](#)
- Other [Click here to enter text.](#)

Interviews

- Student/s of concern interview**

Student/s interviewed	Interviewer	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date

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Teacher/staff Interviews

Teacher/staff interviewed	Interviewer	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date

Parent/Guardian Interviews

Parent/Guardian interviewed	Interviewer	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date

Witness Interviews

Person interviewed	Interviewer	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date

Potential Target/s Interview

Person interviewed	Interviewer	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date
Enter name	Enter name	Date

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

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

- additional internet, social network or other online information
- juvenile justice or probation officer Enter name, agency and person contacting
- social service case worker Enter name, agency and person contacting
- mental health service provider Enter name, agency and person contacting

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- others providing service or who have knowledge of the student. Enter name, role, and person contacting

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

Student behavior appears to be:

- normal behavior,
 boundary probing behavior,
 social or psychological disruption,
 attack-related behavior, or
 attack behavior
- Using the available information, team must consider the Secret Service themes. (Complete and attach *The Secret Service Themes Form*)**
- Other information analysis [Click here to enter text.](#)

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

- Low Concern –**
- If there is enough reliable information to consider the themes and confident answers, **and**
 - ***The information is convincing to the team that the student does not pose a threat of targeted school violence nor display any indicators of proactive violence, then***
 - The threat assessment team may conclude the behavioral threat assessment inquiry at this time, develop the Action and Support Plan using *typical interventions and resources*, and continue monitoring.
- Moderate Concern- Referral and Planning of Support Services and Monitoring –**
- The Behavioral Threat Assessment (BTA) team concludes that the student/situation does not pose an imminent threat of targeted violence at this time, but ***there is need of assistance with problems or behaviors to reduce future risk of violence.***
- A BTA Action and Support Plan must be developed and documented. In this case, the BTA team should work with school and district administrators, school and district services, family members, community partners, and others to ensure that these individuals receive assistance, continued support, and monitoring.
 - If the student is currently receiving special education services or has a 504 plan, include a review of the current plan. *(Please note that an IEP process is separate from both the behavioral threat assessment and a BTA Action and Support Plan.)*
- 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.***

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

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

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

- BTA Action and Support Plan Developed Enter Date
- Date of First Review Enter Date

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

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

- Place copy of each in Principal's BTA File: Enter name of person completing and date
 - BTA Documentation Form
 - Interviews
 - The SS Themes Form
 - BTA Action and Support Plan
 - Additional documentation (i.e. discipline record, other teacher reports, writings, drawings, online evidence, etc.)

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

- Document in the PowerSchool Discipline Log System. Enter "A Behavioral Threat Assessment has been completed" and indicate date that BTA was completed. This is in addition to other

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information you may be entering about this incident. Enter name of person completing and date

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

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

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

Signatures of those participating and in attendance:

Parent/Guardian

Date

Student Signature

Date

Behavioral Threat Assessment Team Members

Date

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

After Action District Administrative Review Process:

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