

### Step 5B: Determine Threat Level, Safety Steps, and Notifications

The team must view all of the data collected and the **totality of circumstances**, including life stressors, personal risk factors, and threat mitigators, to identify if an individual is moving along a pathway to violence and what help may be needed. It is very important to remember that a person does not have to just make a threat to pose a threat. Prevention includes identifying these concerning behaviors and ensuring that behavioral threat assessments are completed proactively.

Please see the levels of concern table listed below. It is important to note that levels of concern are not predictive of future behavior and are not to be used to automatically determine a change of educational placement. However, the levels of concern are helpful to design interventions and supports that are appropriate for the level of concern. The BTAM Full Protocol should be used to document the team's findings.

Threat Level of Concern Description		
Level	Description	Safety Actions Taken By BTAM Team (In addition to Creating Student Support, Intervention, & Monitoring Plan)
Low	<p>Individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.</p> <ul style="list-style-type: none"><li>• No current or identified risk or threat</li><li>• Concern is confusing, unrealistic, makes not illusion to violence</li><li>• No identifiable grievance or precipitants</li><li>• More “venting” but no intent to actually cause harm</li><li>• Threat is vague, indirect, inconsistent, and implausible</li><li>• Information contained within the threat lacks detail or realism; no “true” threat</li><li>• Misunderstanding of what was communicated</li><li>• Taken out of context</li><li>• Student lacks developmental understanding</li><li>• Available information suggests that the person is unlikely to carry out the threat or become violent</li><li>• No identified grievances; thought was in passing to a specific circumstance/made in heat of the moment.</li><li>• Subject is remorseful</li><li>• Supports are available and accessible</li><li>• Can be resolved with problem solving, conflict resolution, restorative approach, clarification, explanation, retraction, and/or an apology</li><li>• Managed through existing educational programming already in place</li></ul>	<ul style="list-style-type: none"><li>• Building Principal shall be notified</li><li>• Contact parents/guardian of student of concern (i.e. 2 staff members shall make the contact.)</li><li>• Protect and notify intended victim(s) and parents/guardians of victim(s)</li><li>• Place interventions in place as needed for victims as well. (Duty to Warn)</li><li>• Determine if a referral is needed and a check-in point at school</li><li>• Determine if school and/or community-based referrals are needed</li><li>• Determine if a release of information is needed</li><li>• See that perceived threat is resolved through explanation, apology, or making amends</li><li>• Notify SRO</li><li>• Develop behavior and/or contract as needed</li><li>• Complete student support and intervention monitoring plan (keep in review a minimum of 90 calendar days). Team can extend monitoring if needed</li><li>• Teachers and individuals who teach student are aware of safety actions that are needed for student</li></ul> <p><i>*Administrators determine discipline measures. This is not part of the Behavioral Threat Assessment &amp; Management Policy. Each Public School Unit Administrator should consult their School Discipline Policy and Student Code of Conduct and work with their own legal counsel for discipline processes.</i></p>

<p><b>Moderate</b></p>	<p>Person/situation does not appear to pose a threat of violence or serious harm to self/others at this time but exhibits behaviors that indicate potential intent for future violence or serious harm to self/others (particularly if stressors cannot be addressed); and/or exhibits other concerning behavior that requires intervention.</p> <ul style="list-style-type: none"> <li>• Acknowledges violent thoughts but no intent to follow through</li> <li>• No specific details on plan</li> <li>• Person of concern does not view situation as helpless or hopeless</li> <li>• No intention to act upon (data confirms this)</li> <li>• Willing to look at other alternatives</li> <li>• Threat is plausible but lacks specifics</li> <li>• No clear indication the student has taken preparatory steps, although there may be ambiguous or inconclusive references pointing to that possibility</li> <li>• Some grievances but does not view situation as helpless</li> <li>• Moderate or lingering concerns about a student's potential to act violently but willing to access supports. Open to help</li> <li>• Has at least some protective factors present</li> </ul>	<ul style="list-style-type: none"> <li>• District administrator shall be notified</li> <li>• Building administrator shall be notified</li> <li>• Provide direct supervision of student until parents/guardians assume custody</li> <li>• Explain consequences of carrying out threat</li> <li>• Contact parents/guardian of student of concern (2 staff should make the contact)</li> <li>• Protect and notify intended victim(s) and parents/guardians of victim(s). (Duty to Warn)</li> <li>• Document referrals to mental health resources. Include active case management at school</li> <li>• Notify SRO</li> <li>• Refer for mental health assessment and mental health counseling if needed</li> <li>• Put interventions in place as needed for victim as well</li> <li>• Check-in system with student should be established and intervention planning</li> <li>• Have parent sign a Release of Information form</li> <li>• Determine if detailed safety plan is needed</li> <li>• Safety Plan is developed and shared with teachers and staff. Teachers and individuals who teach student are aware of safety actions that are needed for student</li> <li>• Complete student support and intervention monitoring plan (keep in review a minimum of 180 calendar days). Team can extend monitoring if needed</li> </ul> <p><i>*Administrators determine discipline measures. This is not part of the Behavioral Threat Assessment &amp; Management Policy. Each Public School Unit Administrator should consult their School Discipline Policy and Student Code of Conduct and work with their own legal counsel for discipline processes.</i></p>
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<p><b>High</b></p>	<p>Person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm (ongoing ideation), and efforts to acquire the capacity to carry out the plan (planning and preparation); and may also exhibit other concerning behavior that require intervention.</p> <ul style="list-style-type: none"> <li>• Threat is specific and plausible. There is an identified target or strong indication of target(s)</li> <li>• Information suggests concrete steps have been taken to act on the threat and has means (e.g., acquired or practiced with weapon, has victim under surveillance) but no plans for immediate execution of plan</li> <li>• Information suggests a strong concern about a student's potential to act violently in absence of interventions</li> <li>• Strong grievance; intent on violence as only solution</li> <li>• Minimal to no supports; resistive to problem solving/interventions</li> <li>• Secret Service questions reveal data that is of high level of concern</li> <li>• Increase in intensity and severity in tone and content</li> <li>• Frequent and severe thoughts of violence, poses a threat</li> <li>• Communication is directed or fixated on person and/or cause</li> <li>• Lacks immediacy or specificity, and/or detailed plan</li> <li>• Escalation noted in data collection</li> <li>• Time and place may not be identified (potential target is named)</li> <li>• Violence is possible and could occur with precipitating event</li> <li>• Potential need for psychiatric emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent or Designee District Administrator shall be notified (based on school board policy)</li> <li>• Building Administrator shall be notified</li> <li>• Notify SRO</li> <li>• Provide direct supervision of student until parent/guardian assumes custody and/or student is removed from campus</li> <li>• Explain consequences of carrying out threat</li> <li>• Follow discipline measures per district student code of conduct</li> <li>• Threats at this level may require immediate law enforcement intervention or hospitalization</li> <li>• Contact parent/guardian of student of concern. Two staff members should make the contact and document</li> <li>• Protect and notify intended victim(s) and parent/guardian of victim(s). (Duty to Warn)</li> <li>• Make a re-entry plan for student. (If student does not return to current school, sending school communicates with receiving school to help consult about re-entry plan)</li> <li>• When return to school, the student will need active case management</li> <li>• Safety plan with details must be developed and monitored</li> <li>• Have parent sign a Release of Information form</li> <li>• Create an intervention plan and document referrals to mental health resources. Include active case management at school for a minimum of 365 calendar days</li> </ul> <p><i>*Administrators determine discipline measures. This is not part of the Behavioral Threat Assessment &amp; Management Policy. Each Public School Unit Administrator should consult their School Discipline Policy and Student Code of Conduct and work with their own legal counsel for discipline processes.</i></p>
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<b>Imminent</b>	<p>Person/situation appears to pose a clear and immediate threat of serious violence toward others (movement towards implementation) that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.</p> <ul style="list-style-type: none"> <li>• Same indicators as high risk but immediate containment is needed to address safety and/or mental health issues</li> <li>• Notify law enforcement immediately</li> <li>• Frequent and severe homicidal (potentially suicidal) thoughts</li> <li>• Language appears action oriented</li> <li>• Operating in predatory mode</li> <li>• Terminal theme to thoughts – appears focused on carrying through with threat</li> <li>• Means, desire, and ability to carry out and accepting of negative consequences</li> <li>• Means and desire to implement plan within a short time</li> <li>• Multiple risk factors and imminent warning signs</li> <li>• Clear pathways to escalating violence</li> <li>• Plan for implementation has begun</li> <li>• Contemplated death of self and/or others</li> <li>• Pathway, energy burst, last resort, fixation, and novel aggression of warning signs are most likely present</li> <li>• Potential need for psychiatric emergency</li> <li>• Law enforcement emergency, Immediate containment is necessary and protection of target</li> </ul>	<ul style="list-style-type: none"> <li>• Notify SRO/law enforcement per regulation to contain threat</li> <li>• District administrator must be notified</li> <li>• Building administrator must be notified</li> <li>• Provide direct supervision of student until parent/guardian assumes custody and/or student is removed from campus</li> <li>• Refer student for mental health intervention</li> <li>• Explain consequences of carrying out threat</li> <li>• Follow discipline measures per district student code of conduct</li> <li>• Threats at this level likely require immediate law enforcement intervention or hospitalization</li> <li>• Contact parent/guardian of student of concern. Two staff members shall make contact and document</li> <li>• Protect and notify intended victim(s) and parent/guardian of victim(s). (Duty to Warn)</li> <li>• Make a re-entry plan for student. (If student does not return to current school, sending school communicates with receiving school to help consult about re-entry plan)</li> <li>• When return to school, the student will need active case management</li> <li>• Safety plan with details must be developed and monitored</li> <li>• Have parent sign a Release of Information form</li> <li>• Create intervention plan and document referrals to mental health resources. Include active case management at school</li> <li>• Create intervention plan and document referrals to mental health resources. Include active case management at school for a minimum of 365 calendar days</li> </ul> <p><i>*Administrators determine discipline measures. This is not part of the Behavioral Threat Assessment &amp; Management Policy. Each Public School Unit Administrator should consult their School Discipline Policy and Student Code of Conduct and work with their own legal counsel for discipline processes.</i></p>
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In summary, the team answers the two key questions below and determines the level of concern.

1. Does the subject pose a threat of violence to others? (i.e., moderate, high, imminent risk)?

**NOTE:** If the student poses a potential threat to self, a suicide risk assessment must also be completed.

2. Does the student need additional interventions, and ongoing supports and engagement for a period of time to mitigate risk, decrease stressors, and/or build protective factors?