

## Potential Responses for Behavioral Threat Assessment Teams to Consider

### Low Level of Concern Responses

- Resolve threat with conflict resolution, problem-solving, restorative approach, clarification, explanation, retraction, or an apology
- Notify intended victim's parent/guardian, if necessary; reassure situation has been resolved
- Notify subject's parents, explain situation and steps taken to resolve
- If subject to disciplinary action, ensure consequences are appropriate to level of concern; follow disciplinary due processes
- Resolve with referral to appropriate school or community-based resources, if needed
- If new information comes to the attention of team, re-assess level of concern
- Manage through existing educational programming
- Develop and implement a Student Support, Intervention, & Monitoring Management Plan (monitor at least 90 calendar days)

### Moderate Level of Concern Responses

- Take precautions to protect potential victims; notify their parents/guardians
- Reinforce actions taken to ensure safety; may need to share identity of subject who made threat
- Subject of concern
  - Provide direct supervision
  - Explain the consequences of carrying out the threat
  - Contact parents/guardians to assume responsibility for supervision and to collaborate on management plan
- Consult with SRO or local law enforcement to assist in monitoring and supervising the subject of concern; can help determine if law enforcement action is needed
- Follow disciplinary procedures and due process; ensure consequences are appropriate to level of concern
- Provide referrals for counseling, conflict mediation, or other interventions to reduce and/or address underlying conflict
- If mental health issues are a contributing factor, a mental health assessment may be conducted or recommended
- If risk potentially related to a disability, conduct appropriate review according to special education procedures/laws
- Develop and implement a Student Support, Intervention, & Monitoring Management Plan (monitor for at least 180 calendar days)

### High Level and Imminent Level of Concern Responses

- Take precautions to protect potential victims
  - Reinforce actions taken to ensure safety and need to share identity of subject who made threat
- Subject of concern
  - Provide direct supervision
  - Explain the consequences of carrying out the threat

- Contact parents/guardians to assume responsibility for supervision or law enforcement assumes responsibility for supervision
- Engage law enforcement to help manage threat
- Follow disciplinary procedure in accordance with conduct policy; follow disciplinary due processes
- Provide referrals for counseling, conflict mediation, or other interventions to reduce risk of violence and/or address underlying conflict
- If mental health issues are a contributing factor, a mental health assessment may be conducted by a qualified medical/psychological professional (mandating an evaluation conducted by non-school personnel at the parent's expense as a condition of returning to school could be considered denial of FAPE)
  - Evaluation needs to consider ALL available information and a written report needs to be provided back to the school; assessment must identify problem/conflict and recommend strategies to address the problem/conflict
  - Educational services must be provided if excluded from school during assessment process
- May be referred for special education or 504 evaluation
- School administrator or disciplinary hearing officer will determine conditions of readmission to the school (may include cooperation with a mental health evaluation) (consult public school unit legal for procedures for this)
  - A re-entry/readmission meeting is highly recommended prior to a subject's return to school
  - Threat assessment team will make every effort to obtain required signed permission for release of information to exchange information with other providers; document if parents refuse to sign a release(s) of information
  - If risk may be potentially related to a disability, appropriate review needs to be conducted according to special education procedures/laws
- Develop and implement a Student Support, Intervention, & Monitoring Management Plan (monitor for at least 365 calendar days)
- May need containment via emergency mental health hold or law enforcement taking into custody
- If student removed from academic setting due to violation of law, Code of Conduct, or school system policy, and/or it is determined student may pose a significant risk to health and/or safety of others, due processes for change of placement must be followed

(Reeves, 2021)

The BTAM team should develop a written Student Support Intervention and Monitoring Plan (SSIMP). To effectively manage and mitigate potential risk, interventions need to focus on building resiliency and protective factors for the subject of concern while also addressing safety concerns. The behavioral threat assessment process is designed to be collaborative in nature and interface with other processes already established in schools. This may include MTSS, PBIS, student assistance teams, mentoring, problem-solving, conflict resolution, skill-building groups, academic supports, counseling services, community-based resources, and/or the initiation or current revision of plans (e.g., Individualized Education Program (IEP), 504 plan, Functional Behavioral Assessment, Behavior Intervention Plan, etc.). Environmental stressors such as bullying and discrimination may also need to be addressed by implementing universal prevention programming and positive school climate initiatives (Maryland Center for School Safety, 2018; Reeves, 2020). The goal is not to focus on punishment, but to focus on supports that lead a student toward a pathway of success and a pathway of hope. Thus, collaborative