

TERRELL COUNTY ISD

STUDENT BEHAVIORAL THREAT ASSESSMENT MANUAL



2026-2027

Presented to the Board of Trustees on 12/17/2025

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STEP 1: Create and Promote Safe School Climates

Question 1. When and to whom do we offer climate surveys?
Climate surveys are provided to students and staff in August of each school year. Staff climate surveys offer the opportunity to provide feedback about their respective campus or assignment location. Family surveys are conducted in August of each school year.
Question 2. Who collects, reviews, and analyzes the survey data?
Survey data is first reviewed at the district level by the Superintendent. Survey data is then released to the District Improvement Committee (DIC). The DIC then analyzes the information and utilizes it in the DIP creation.
Question 3. What is the process for developing action steps after reviewing survey data?
In September of each school year, district representatives' leadership meet to review overall district specific data. The district team works together to analyze and review their data. The Superintendent and administrators support the alignment of the data to the District Improvement Plan process. In addition to the climate survey data, the district uses discipline data to look for correlations between district culture and student discipline. The DIP planning team works together to analyze district testing data, attendance data, teacher survey data / needs, parent survey data, student survey data, financial data, CTE / CCMR data, STAR reading levels, and STAAR data to determine DIP needs and complete the DIP plan.

Question 4. How are the survey results and action steps shared with various stakeholder groups (i.e., students, staff, families, etc.)?

District survey results, action steps, teaching and learning sessions for stakeholders are presented before the October Regular Board Meeting. The Superintendent will present the survey results and the DIP for board approval at the October Regular School Board Meeting.

Question 5. What system(s) within our current MTSS model supports students who might be at risk of feeling disconnected from school?

All instructional new hires within the district receive training during teacher Inservice on the importance of establishing and maintaining relationships, the “why” behind teaching Social Emotional Learning, and classroom management strategies. During August In-Service week, each a session on components of the districts and campus’s MTSS Model is incorporated. Training topics include what MTSS is, student expectations and the plan for teaching expectations, student acknowledgment, how and when SEL is taught, and a review of the district’s Discipline Plan / Expectations. Teachers also create classroom expectations and provide parents a copy of the expectations at Meet the Teacher, go over them with students on the first day of school, and provide administration with a copy for reference in the front office. Students complete a Student Interest Inventory during the first three weeks of school. The inventories can be used by staff to identify a student's interest that can be used to connect with a student. Campus staff are expected to greet students at the door upon entering the classroom. Elementary students should be greeted first thing in the morning and secondary students at the door for each class period.

Student surveys are used to identify those who have reported a low sense of belonging. Those students identified as being at risk to determine if there is an opportunity to engage the student in a school-sponsored or hosted activity (e.g., Robotics club, sports, art, etc.) by the district BTAT. The Campus Behavior Coordinator reviews discipline data weekly to identify those students who are contributing the most (top 3 to 5) to out-of-class disciplinary removals (ISS, OSS, DAEP) to consider submitting a referral for Response to Intervention (RtI), parent conference, or TChatt services.

Step 1 Resource: [TEA SSSP Guidance-School Climate Year-at-a-Glance Activities](#)

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Creating and Promoting a Safe School Climate

A crucial component of preventing targeted violence is to promote a positive school climate. TERRELL COUNTY ISD is built on a culture of safety, respect, trust, and social-emotional support. Faculty and staff receive training throughout the year on how to establish and maintain positive student relationships and implement activities that focus on student connectedness. Student, staff, and family surveys are conducted at least once a school year, and results are used to assess and enhance the current school climate by identifying areas of growth and areas in need of improvement. Survey results are also used to develop goals for their District Improvement Plan (DIP). By fostering a safe and supportive environment, stakeholders are more likely to report concerning behaviors and share concerns.

TERRELL COUNTY ISD

School Behavioral Threat Assessment Team Structure

TERRELL COUNTY ISD is served by a district-level School Behavioral Threat Assessment team and is led by the district's School Safety and Security Coordinator. The district SBTA team manages threats that might impact the whole district or school community. The district-level team reviews campus-based threats and current intervention and safety plans once a month and on an as-needed basis. The Safety and Security Coordinator will assemble the district team when a need arises.

TERRELL COUNTY ISD school has a district-level SBTA team. The Campus Behavior Coordinator serves as the SBTA team lead and is responsible for assembling the team when necessary. SBTA teams are responsible for reviewing reports that may pose a threat to school safety and security, gathering information when an initial report is received, pre-screening a report to determine whether a full threat assessment should be conducted, make an assessment in response to conducting a threat assessment, and develop a student case management plan if necessary.

TERRELL COUNTY ISD**School Behavioral Threat Assessment Team**

TERRELL COUNTY ISD is served by a district-level team that provides oversight, consistency, and accountability for all School Behavioral Threat Assessment processes and manages threats impacting the whole district.

Job Title	Area of Expertise
Superintendent / Principal	School Administration
School Counselor	Counseling
Campus Behavior Coordinator	Behavior Management
School Counselor	Mental Health & Substance Use
General Education Teacher	Classroom Instruction
Special Education Department Chair	Special Education
Superintendent	School Safety & Security
Superintendent	Emergency Management
Terrell County Sheriff's Office	Law Enforcement
Campus Nurse	Other/Role

2.2 Tracking of the Mandated School Behavioral Threat Assessment Training

School or District Team	Job Title of Person	Person's Name	TxSSC/ESC Training Date	Local District Training Date
District Team Lead	Safety & Security Coordinator	TANNA LOWRANCE		
District Team	504 Coordinator	TANNA LOWRANCE		
District Team	District Counselor	VIRGINIA GARZA		
District Team	District Nurse	VIOLITA MCDONALD		
District Team	SPED Dept. Chair	JOHN BURGESS		
District Team	Teacher	JESSICA HARKINS		
District Team	Campus Behavior Coordinator	JOHN BURGESS		
District Team	COUNTY SHERRIFF	THAD CLEVELAND		

3.1 and 3.2: Behaviors Listed in Law Additional Behaviors for Screening or Intervention

TERRELL COUNTY ISD Prohibited and Concerning Behaviors			
Offense	State Disciplinary Action Code	Definition	Initiate SBTA Pre-Screener or Conduct a Full Threat Assessment (TA)
Permanent Removal by a Teacher from Class	01	TEC §37.002(c) A teacher may permanently remove a student from the classroom (1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or (2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.	Full TA
Engages in Conduct Punishable as a Felony	02	TEC, §37.006(a)(2)(a) - Includes all felony activities that are not otherwise more specifically defined or included as a behavior that requires a mandatory expulsion action.	Determine if the offense was: harmful, threatening, and/or violent behavior. If so, the campus will need to conduct a SBTA pre-screener.

Creating a Central Reporting Mechanism

1. What is the district's central reporting mechanisms? <i>If there is more than one district reporting system, can they be consolidated?</i>
Students, parents, staff, community members, and contracted educational service providers can make a report through the web-based link on the district's website which allows for anonymous reporting, in-person, or by calling or emailing.
2. How does our system allow for anonymous reporting as required for bullying? [TEC 37.0832(c-1)(4)(B)]
The district provides a link on the district's website where an individual can make a report anonymously. To remain anonymous is optional.
3. What are the reporting procedures on each campus for a student to report concerning behaviors? <i>Considerations: What behaviors to report? When to report/timeliness of reporting? How to report? The importance of reporting.</i>
Students can make a report to a trusted adult on campus, through the web-based link on the district's website. The district provides training to students on all available reporting mechanisms within the first two weeks of school and at the start of the second semester. The training also includes what behaviors they should report, and the importance of reporting and reporting in a timely manner.
4. How is our central reporting mechanism being monitored 24/7 or outside of traditional school hours? <i>For example, when the campus/district receives a report outside of normal school hours (nights, weekends, holidays, etc.) how is the report communicated to those responsible for conducting follow-up prior to being open?</i>
The web-based link on the district website is monitored by the Superintendent and district school counselor. If a report is submitted after hours both the appropriate staff members will be notified before students and staff return to campus if needed.
5. When the person(s) responsible for monitoring the central reporting mechanism is unavailable, what is our backup plan?
If both the Superintendent and District School Counselor are unavailable, the Campus Behavior Coordinator will be notified.
6. How do we know if the central reporting system is not functioning and how is that communicated to those who are responsible for monitoring? How often is the system tested?
All systems are tested monthly to ensure they are being monitored. The following statement is used, "This is a test of the reporting system. Please call Mrs. Lowrance at 432-345-2515 ext. 101 once you receive this message."

Creating a Central Reporting Mechanism

TERRELL COUNTY ISD

School Behavioral Threat Assessment Reporting Procedures

TERRELL COUNTY ISD offers several ways for students, district staff, families, and community stakeholders to make a report related to concerning behaviors or a potential threat. Individuals can submit a report using a link on the district website, in-person, by phone call, or by email. The link on the district website allows for anonymous reporting.

At the beginning of the school year and after the Winter break, students will be provided a lesson on what behaviors to report, how to make a report, the importance of reporting, and what information is needed for an administrator to follow up on the behavior or situation that was reported. The lesson will include showing students how to access the web-based. Students will be notified of the option to remain anonymous when making a report and why an adult may need to know who is making the report in case additional information is needed so a thorough investigation can be conducted.

Reports that are submitted using the web-based link are monitored during normal school hours, nights, weekends, and holidays. Monitoring is being conducted by district administration.

District-level staff works in collaboration with the district technology director to conduct annual maintenance of the reporting systems to ensure that they are functional.

Confidentiality of a District Employee as An Initial Reporter

Confidentiality of a District Employee as An Initial Reporter

If the person who reports the initial threat is a district employee, they may elect to remain confidential, per Texas Education Code 37.115(c)(4). However, the name of the employee may be known to the school behavioral threat assessment team, district, and law enforcement, as necessary to investigate the reported threat. The district must also maintain a record of the identity of the reporting employee who has elected to remain confidential.

Has the district staff member been made aware of this confidentiality option?

- ☐ Yes
☐ No

Does the district staff member elect to remain confidential?

- ☐ Yes
☐ No

Name of Employee

Printed Name of the District Employee Who Is the Initial Reporter

Superintendent / Counselor

Job Title of the Person Making the Notification to the Employee

Date of the Notification

4.2: Training to Encourage Reporting

1. When will the training be provided?
During the first two weeks of school students receive training on how to make a report for a concerning behavior and the training will be differentiated for elementary and secondary. Elementary students are taught to make the report to a trusted adult, and secondary students are taught how to make the report through the web-based link, and/or a trusted adult. Student training includes what concerning behaviors are (using examples from STEP 3: Defining Prohibited and Concerning Behaviors), why it is important to report, how to make a report in a timely manner, and information needed in the report for the school to conduct follow-up. Staff receive their training during August In-Service week. Staff training also includes an overview of the different ways an individual can make a report and what they should do if they receive a report from a student, parent, or community member. Parents receive training at Meet the Teacher.
2. Who will be responsible for providing the training?
Administration with the support of the district counselor provides the training to students, contracted staff, parents and district staff.

3. How often will the training be provided to students, staff, parents, community members, and contracted educational service providers?
Students receive training at the start of the school year and during January at the start of the second semester. District administration will keep documentation that training has occurred. Parents receive the training once a year at Meet the Teacher Night during August. The district will supplement the initial training by including information in district calendars, social media platforms, or campus-hosted events. Community partners are trained at the District's Community-Wide Open House in February. Contracted educational service providers receive training in September. New employees, parents, contracted service providers, and students are trained on an as needed basis.
4. How will we train students, staff, parents, community members, and contracted educational service providers on the anonymous reporting system?
How to anonymously report will be included in the training plan and all presentations mentioned in the previous questions.
5. How do we include what information is needed from the initial reporter to the person receiving the report to have enough information to conduct follow-up or initiate an investigation?
This information is provided to staff during their training.
6. How will we inform district employees about the option to remain confidential when they are an initial reporter of a potential threat?
They are informed at the time they make the initial report, and it is included in the information in the annual training that they have the option to remain confidential when and if they are an initial reporter.

Step 4.2 Resource: [Improving School Safety Through Bystander Reporting](#)

STEP 5: Determining the Threshold for Law Enforcement Intervention

TERRELL COUNTY ISD Prohibited and Concerning Behaviors				
Offense	State Disciplinary Action Code	Definition	Initiate SBTA Pre-Screener or Conduct a Full Threat Assessment (TA)	Consult with Law Enforcement
Permanent Removal by a Teacher from Class	01	TEC §37.002(c) A teacher may permanently remove a student from the classroom (1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or (2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.	Full TA	Yes
Engages in Conduct Punishable as a Felony	02	TEC, §37.006(a)(2)(a) - Includes all felony activities that are not otherwise more specifically defined or included as a behavior	Determine if the offense was: harmful, threatening, and/or violent	If it was determined there is a need for a SBTA screener,

		that requires a mandatory expulsion action.	behavior. If so, the campus will need to conduct a SBTA pre-screener.	then consult with law enforcement. If you are unsure a crime has been committed, consult with law enforcement.
Alcoholic Beverage Conduct	05	Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code Section 1.04 commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage. Alcoholic Beverage Code Section 1.04 defines an alcoholic beverage as alcohol, or any beverage containing more than one-half of one percent of alcohol by volume, which is capable of use for beverage purposes, either alone or when diluted. "Alcohol" violation is a mandatory DAEP placement and may be a discretionary expellable offense dependent on the local student code of conduct.	Determine if the offense was: harmful, threatening, and/or violent behavior. If so, the campus will need to conduct a SBTA pre-screener. Act in accordance with the district policies and procedures related to substance use prevention and intervention.	If it was determined there is a need for a SBTA screener, then consult with law enforcement. If you are unsure a crime has been committed, consult with law enforcement.

STEP 6.1: Procedures to Pre-Screen Reports

This Pre-Screening Tool is designed to be used as a guide to determine if conducting a threat assessment is necessary. The Pre-Screening Tool is not a threat assessment and should not be used to determine levels of risk and danger. If a school determines a threat assessment is necessary, they should follow the school's established school behavioral threat assessment procedures. The Pre-Screening Tool is NOT a substitute for professional training.

Pre-Screening Questions:

Read the initial report and answer the following questions.

1. Does this matter require immediate police response? Is there an imminent danger to a person or place?

☐ YES

☐ No

If **YES** to Question 1, notify the police, pause the use of the pre-screener, and follow emergency procedures (SRPs, crisis or suicide protocols, EOPs). Once the situation is deemed safe, conduct a Threat Assessment.

If **NO**, answer Screening Question 2.

2. Answer each of the following questions based upon the initial report to determine the need to conduct a threat assessment:

2a. Has the person threatened violence or made any other communications about intent or plans for violence?

☐ YES

☐ No

2b. Have other behaviors raised concern about violence to self, others, or both? (If the answer is **both**, conduct a threat assessment and follow the district's suicide prevention program as per TEC 37.115).

☐ YES

☐ No

2c. Is there a fearful victim or third party (e.g., someone who is taking protective action), or is someone concerned about the reported behavior?

☐ YES

☐ No

2d. Are there unanswered questions or is there another reason to conduct a Threat Assessment?

☐ YES

☐ No

If **YES** to **ANY** part of Question 2 (Question 2a, 2b, 2c, and 2d), answer Screening Question 3.

If **NO** to **ALL** parts of Question 2 (Question 2a, 2b, 2c, and 2d), document the team's responses, close the case, and follow the school's procedures for maintaining the pre-screening record and meeting the reporting requirements established by TEA.

3. Is the student of concern known to have a: mental health plan, health plan, Response to Intervention (RtI) plan, 504 plan, Individualized Education Program (IEP), Functional Behavior Assessment (FBA), or Behavior Intervention Plan (BIP)?

☐ YES

☐ No

If **YES**, immediately notify the appropriate team representative or area of expertise and answer Question 3a.

If **NO** or unknown, conduct a Threat Assessment.

3a. Is the student's concerning behavior a known baseline behavior (behavior that is normal for the student in question)?

☐ YES

☐ No

If **YES**, answer Question 3b.

If **NO**, conduct a Threat Assessment.

3b. Can the student of concern and the student's behavior be managed under the existing plan?

☐ YES

☐ No

If **YES**, refer to the appropriate team representative, document the team's responses, close the case, and follow the school's procedures for maintaining the pre-screening record and meeting the reporting requirements established by TEA.

If **NO**, conduct a Threat Assessment.

FINAL DETERMINATION: Is there a need to conduct a Threat Assessment?

☐ YES

☐ No

6.2: Parent Notification of Intent to Conduct a School Behavioral Threat Assessment

Hello, this is [Tanna Lowrance](#), [Superintendent of TERRELL COUNTY High School](#), I need to speak with _____ about an urgent matter regarding _____. (Once you have verified you have the correct parent or guardian you can continue in the script) This phone call is to inform you that [TERRELL COUNTY High School](#) was notified of suspected threatening behavior by your child. Texas law requires our school to conduct behavioral threat assessments on all reports of suspected threats of violence or harm to self or others. Texas law gives you the opportunity to participate and give us information you may have regarding your child's behavior. We will also notify you upon completion of the threat assessment of the team's findings and conclusions regarding your student.

SAMPLE EXEMPLAR FOR 6.4: Gathering Information from Parent/Guardian



TERRELL COUNTY ISD

Campus: TERRELL COUNTY ISD

Date of Interview: _____ Time: _____

☐ In person ☐ via phone

Printed Name of Interviewer: _____

Interviewer Role: _____

Printed Name of Person Being Interviewed: _____

Relationship to the Student of Concern: _____

Interviewer Note-Taking Guide for Parent/Guardian Interview:

1a. Do you know or are you aware of any previous interactions between your child and **[name of threat maker]**'s intended target?

1b. Tell me about the history between **[name of threat maker]** and the intended target.
(Friendship, dating relationship, conflict/bullying, gang involvement, etc.).

1c. Tell me about your knowledge of the conflict or grievance **[name of threat maker]** has with the intended target.

2a. Tell me about the attempts made to solve this conflict.

- What attempts have been made?
- By whom?
- When?
- Outcomes of the attempts?

2b. If attempts have not been made, please explain why.

2c. How does **[name of threat maker]** usually handle conflict, anger, and frustration?

2d. Tell me about how **[name of threat maker]**'s temper has resulted in him/her getting into trouble.

2e. Has **[name of threat maker]** ever physically injured another person out of anger or frustration at home or in the community? If so, explain.

3a. Has **[name of threat maker]** expressed homicidal ideations, language, writings, drawings, or actions towards other people at home or in the community? If so, explain.

3b. Has **[name of threat maker]** expressed homicidal ideations, language, writings, drawings, or actions towards animals, objects, or property at home or in the community? If so, explain.

4a. Has [name of threat maker] expressed suicidal ideations, language, writings, or drawings? 4b. Has [name of threat maker] engaged in self-harm or attempted suicide? If yes, please explain. 4c. Has [name of threat maker] engaged in professional mental health help? If yes, please explain. If no, go to 4d. 4d. Help me understand your reasoning for not engaging [name of threat maker] in professional mental health support?
5a. What is [name of threat maker]'s normal (baseline) personality, mood, or behavior? Please explain. 5b. Has [name of threat maker] shown a change in behavior, such as irritability, nervousness, anxiousness, or short-tempered? If so, explain. 5c. Has [name of threat maker] shown changes in appetite, sleep, energy levels, or ability to concentrate? If so, explain. 5d. Has [name of threat maker] struggled to pay attention and follow directions, especially with reminders and prompts? If so, explain. 5e. Has [name of threat maker] changed how they dress, appear, or overall hygiene? If so, explain. 5f. Has [name of threat maker] expressed hearing things or voices? If so, explain. 5g. Has [name of threat maker] said things that did not make sense or were not coherent? If so, explain.

- 6a.** Has **[name of threat maker]** stopped socializing with known friends? If so, explain.
- 6b.** Has **[name of threat maker]** started hanging out with new friends or group of people? If so, explain.
- 6c.** Has **[name of threat maker]** started isolating away from friends and family? If so, explain.
- 6d.** Has **[name of threat maker]** stopped engaging in activities, games, hobbies, etc. that were of interest before? If so, explain.
- 6e.** Have there been any changes in the household or community dynamics impacting **[name of threat maker]**?
- traumatic injury
 - illness (self or someone close)
 - death of someone close
 - incarceration of someone close
 - deportation of someone close
 - divorce of parent, guardian, or caretaker
 - significant conflict in the home or community
 - witness to violence
 - victim of violence
 - unemployment of someone in the family
- 6f.** Has **[name of threat maker]** started expressing interest or fascination with violent individuals or organizations? If so, explain.
- 6g.** Has **[name of threat maker]** started expressing interest or fascination with incidents of mass violence, terrorism, or mass murderers? If so, explain.

7a. Does your home have firearms, hunting/utility knives, martial arts weapons, or any other kind of weapon/tool that [name of threat maker] has access to? If so, what safeguards have been put into place to prevent unauthorized access (training, gunlock, safe, etc.)? 7b. Does [name of threat maker] have access to weapons anywhere else outside of school? If so, explain. 7c. Has [name of threat maker] expressed the desire to, or has used, a weapon to hurt someone? If so, explain. 7d. Has [name of threat maker] expressed the desire to, or has used, a weapon to hurt an animal or to destroy property? If so, explain.
8a. Does [name of threat maker] have any current medical diagnoses? If so, explain. 8b. Does [name of threat maker] currently take any prescribed medication for the medical diagnoses? 8c. Does [name of threat maker] have any current mental health diagnoses? If so, explain. 8d. Does [name of threat maker] currently take any prescribed medication for mental health diagnoses? If so, explain. 8e. Has [name of threat maker] ever been hospitalized? If so, please explain the reason. 8f. Does [name of threat maker] currently use alcohol, tobacco, or illegal drugs? If so, please explain.

9. Is there anything else you want me to know that will allow me to help [name of threat maker] and the threat target be safe?
10. Do the parent's responses create concern that bullying is an underlying issue? Please explain. *If YES or UNSURE, utilize the TxSSC Bullying Checklist in Appendix Step 6.
11. Do the parent's responses create a concern for homicidal ideation, causing harm, violent thinking/acting towards others? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and at a minimum, develop a Safety Plan for person of concern and any identified target(s).
12. Do the parent's responses create concern for self-harm, suicidal ideation, or suicide attempts? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and follow the district's suicide prevention program.
13. Is there a suspected sexual harassment, sexual violence, or dating violence component to this threat? *If YES or UNSURE, follow your district's Title IX reporting procedures.

SAMPLE EXEMPLAR FOR 6.4: Gathering Information from the Threat Maker



TERRELL COUNTY ISD

Campus: TERRELL COUNTY ISD

Date of Interview: _____

Time: _____

☐ In person

☐ via phone

Printed Name of Interviewer: _____

Interviewer Role: _____

Printed Name of Person Being Interviewed: _____

Interviewer Note-Taking Guide for Threat Maker Interview:

1. Do you know why I called you in today to speak with you?

2a. I was informed of [explain what was reported] that involves you. I want to give you an opportunity to explain your side of the story. Help me understand what happened? (**write down the student's exact words**)

2b. What did you say and please be as specific as possible?

2c. What actions did you take? [the student's actions could be verbal, physical, or both.] You may have to prompt the student by asking, "How did you respond?" or "Did you make a gesture or make physical contact with...?"

2d. Is there anyone else that you want to hurt? [peers, staff, family, generalized group of people]

3. Explain to me what you meant when you said "x"? (referring to the threat that was made)

4a. What were you trying to accomplish? (referring to the threat that was made) [Note: Depending on the student's actions and whether they were verbal, physical, or both you may have to adjust your question by asking, "What were you trying to accomplish when you said "X" or "What were you wanting to accomplish when you "insert physical action"?] 4b. Have you tried alternative ways to solve this problem in the past? If so, tell me how you tried.
5. When you [said or did], how do you think it made [target of the threat] feel? (referring to the threat that was made)
6a. Tell me about your plan to follow through on your threat. 6b. Have you told anyone about your plan? If yes, who did you share it with? 6c. Did you talk or post about your plan online? If yes, will you show me where online, so I can better understand what is bothering you? N/A 6d. Did you write your plan down anywhere? If yes, will you show me your written plan, so I can better understand what is bothering you? N/A
7a. Do you have access to the weapon you would use to carry out your plan? Tell me about your access to the weapon. [If NO, continue with 7b] 7b. Tell me how you would get access to the weapon to carry out your plan.

8a. Tell me about thoughts you have had about harming others either in language, writings, drawings, or your actions. 8b. Tell me about a time you thought about harming animals or damaging property, at home or in the community, either in language, writings, drawings, or your actions.
9a. Tell me about any thoughts you have had about harming yourself in the past. 9b. Tell me about times you may have physically hurt yourself.
10a. Are you using any illegal drugs? If yes, what are they? 10b. Are you taking any doctor prescribed medications? If yes, what are they?
11a. Have you been feeling numb or disconnected from those around you? If so, explain. 11b. Have you been experiencing a lot of overwhelming emotions lately? If so, explain. 11c. Have you been hearing or seeing things that others around you don't hear, or see? If so, explain. 11d. Have you been feeling like someone, or something is out to get you? If so, explain.
12. Is there anything else you want me to know that will allow me to help you or someone else be safe?

13. Do the student's responses create concern that bullying is an underlying issue? Please explain. If YES or UNSURE, utilize the TxSSC Bullying Checklist in Appendix Step 6.
14. Do the student's responses create a concern for homicidal ideation, causing harm, violent thinking/acting towards others? Please explain. If YES or UNSURE, utilize the district-selected suicide screener and at a minimum, develop a Safety Plan for both ____ and any identified target(s).
15. Do the student's responses create a concern for self-harm, suicidal ideation, or suicide attempts? Please explain. If YES or UNSURE, utilize the district-selected suicide screener and follow the district's suicide prevention program.
16. Is there a suspected sexual harassment, sexual violence, or dating violence component to this threat? If YES or UNSURE, follow your district's Title IX reporting procedures.

6.4: Gathering Information from Multiple Sources

Threat Maker History Information			
This information has the potential to inform the school behavioral threat assessment team about pertinent information impacting the threat assessment. Remember to review this information as a team.			
What Needs to be Gathered?	Name of Team Member Responsible for Gathering the Information	Gathered and Reviewed by the Team (check the box)	Notes/Other:
SBTA History	School Administration	☐ Check once gathered and reviewed by the team if applicable	gather any previous threat assessment records
Attendance History	Counseling	☐ Check once gathered and reviewed by the team if applicable	
Academic History	Counseling	☐ Check once gathered and reviewed by the team if applicable	
Discipline History	School Administration	☐ Check once gathered and reviewed by the team if applicable	
Medical/Health Plan	School Administration	☐ Check once gathered and reviewed by the team if applicable	The administrator will follow up with the campus nurse to request any medical-related information.
SPED/504 Plans	Special Education	☐ Check once gathered and reviewed by the team if applicable	The SPED representative will be asked to see if Angel has been referred to SPED for an evaluation.
Mental and Social-Emotional Health History	Counseling	☐ Check once gathered and reviewed by the team if applicable	A suicide risk screener will be conducted.
Connections Inventory	Classroom Instruction	☐ Check once gathered and reviewed by the team if applicable	
Physical Search	School Administration	☐ Check once gathered and reviewed by the team if applicable	
Digital Search	Law Enforcement	☐ Check once gathered and reviewed by the team if applicable	
Interviews/ Statements	School Administration	☐ Check once gathered and reviewed by the team if applicable	

6.4: Gathering Information from Threat Target/Victim



TERRELL COUNTY ISD

Campus: TERRELL COUNTY ISD

Date of Interview: _____ Time: _____

☐ In person ☐ via phone

Printed Name of Interviewer: _____

Interviewer Role: _____

Printed Name of Person Being Interviewed: _____

Interviewer Note-Taking Guide for Threat Target/Victim Interview:

1. Tell me about the history that you and **[name of threat maker]** have. (Use this question to determine friendship, dating relationship, peer conflict, etc.)

2a. Tell me about the threat **[name of threat maker]** made against you. Please use as much detail as possible.

2b. Tell me why you think **[name of threat maker]** made the threat.

2c. Do you believe **[name of threat maker]**'s threat is serious? Why or why not?

2d. Are you concerned for your safety? Why or why not?

2e. Has **[name of threat maker]** ever made similar or different threats to you in the past? If so, explain.

2f. Are you aware of any similar or different threats **[name of threat maker]** has made to others in the past? If so, explain.

3a. Are you aware of any comments, writings, drawings, online posts, or actions [name of threat maker] has made about hurting or killing other people at school, at home, or in the community? If so, explain. 3b. Are you aware of any comments, writings, drawings, online posts, or actions [name of threat maker] has made about hurting or killing animals or destroying property. If so, explain.
4. Are you aware of any comments, writings, drawings, online posts, or actions [name of threat maker] has made about hurting themselves or killing themselves? If so, explain.
5a. Has [name of threat maker] displayed a change in behavior, such as irritability, nervousness, anxiousness, or short-tempered? If so, explain. 5b. Has [name of threat maker] changed how they dress, appear, or overall hygiene? If so, explain. 5c. Has [name of threat maker] expressed hearing things or voices? If so, explain. 5d. Has [name of threat maker] said things that did not make sense or were not coherent? If so, explain.
6. Do you know if [name of threat maker] has access to weapons at home or anywhere else outside of school? If so, explain.
7. Do you know if [name of threat maker] uses alcohol, tobacco, or illegal drugs? If so, please explain.

8. Is there anything else you want me to know that will allow me to help you or someone else be safe?
9. Do the target's responses create concern that bullying is an underlying issue? Please explain. *If YES or UNSURE, utilize the TxSSC Bullying Checklist.
10. Do the target's responses create a concern for homicidal ideation, causing harm, violent thinking/acting towards others? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and at a minimum, develop a Safety Plan for both the _____ and any identified target(s).
11. Do the target's responses create a concern for self-harm, suicidal ideation, or suicide attempts? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and follow the district's suicide prevention program.
12. Is there a suspected sexual harassment, sexual violence, or dating violence component to this threat? If YES or UNSURE, follow your district's Title IX reporting procedures.

SAMPLE EXEMPLAR FOR 6.4: Gathering Information from Witnesses



TERRELL COUNTY ISD

Campus: TERRELL COUNTY ISD

Date of Interview: _____ Time: _____

☐ In person ☐ via phone

Printed Name of Interviewer: _____

Interviewer Role: AP/Campus Behavior Coordinator

Printed Name of Person Being Interviewed: Andi Perez

Interviewer Note-Taking Guide for Witness Interview

1. Do you know who **[name of threat maker]** is? If yes, have the witness explain what their relationship is. (Use this question to determine friendship, dating relationship, peer conflict, etc.)

2a. Tell me about what you saw and heard **[name of threat maker]** say or do. Please use as much detail as possible.

2b. Tell me why you think **[name of threat maker]** made the threat.

2c. Do you believe **[name of threat maker]**'s threat is serious? Why or why not?

2d. Are you concerned for **[target of threat maker]**'s safety, based on what you witnessed? Why or why not?

2e. Are you aware of any similar or different threats **[name of threat maker]** has made to you or others in the past? If so, explain.

NOTE: If it appears the witness has a relationship or prior history with the _____ continue the interview with the questions below. If not, you can end the witness interview here.

3a. Are you aware of any comments, writings, drawings, online posts, or actions **[name of threat maker]** has made about hurting or killing other people at school, at home, or in the community? If so, explain.

3b. Are you aware of any comments, writings, drawings, online posts, or actions **[name of threat maker]** has made about hurting or killing animals or destroying property? If so, explain.

4. Are you aware of any comments, writings, drawings, online posts, or actions **[name of threat maker]** has made about hurting themselves or killing themselves? If so, explain.

5a. Has **[name of threat maker]** displayed a change in behavior, such as irritability, nervousness, anxiousness, or short-tempered? If so, explain.

5b. Has **[name of threat maker]** changed how they dress, appear, or overall hygiene? If so, explain.

5c. Has **[name of threat maker]** expressed hearing things or voices? If so, explain.

5d. Has **[name of threat maker]** said things that did not make sense or were not coherent? If so, explain.

6. Do you know if [name of threat maker] has access to weapons at home or anywhere else outside of school? If so, explain.
7. Do you know if [name of threat maker] uses alcohol, tobacco, or illegal drugs? If so, please explain.
8. Is there anything else you want me to know that will allow me to help you or someone else be safe?
9. Do the witness's responses create concern that bullying is an underlying issue? Please explain. *If YES or UNSURE, utilize the TxSSC Bullying Checklist.
10. Do the witness's responses create a concern for homicidal ideation, causing harm, violent thinking/acting towards others? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and at a minimum, develop a Safety Plan for both the _____ and any identified target(s). Yes
11. Do the witness's responses create a concern for self-harm, suicidal ideation, or suicide attempts? Please explain. *If YES or UNSURE, utilize the district-selected suicide screener and follow the district's suicide prevention program.

12. Is there a suspected sexual harassment, sexual violence, or dating violence component to this threat? *If YES or UNSURE, follow your district's Title IX reporting procedures.

6.4: Gathering Information from Witnesses



TERRELL COUNTY ISD

Campus: TERRELL COUNTY ISD Date of Statement: _____ Time: _____

☐ In person ☐ via phone

Printed Name of Interviewer: _____ Interviewer Initial(s): _____

Printed Name of Student/Staff: _____ Student ID Number: _____

Student/Staff Witness Statement

Please describe in your own words (handwriting please) what you observed. Be as factual and specific as you can. Try not to assume, reach conclusions, or make judgments.

Student/Staff Signature: _____

Date and Time: _____

STEP 6.5: Organizing Information from Multiple Sources

Information About the Student of Concern This information will help the school behavioral threat assessment team in communication with staff, parents/guardians, emergency responders, and external agencies that may get involved in the intervention plan. If the incident involves more than one student of concern, fill out this information sheet for each student.	
Team Members Involved in Answering the 11 Investigative Questions	
Date and Time of Threat Assessment (Include the date and time the threat was received, how it was received, any timestamped SRP precautions the team took, and when the threat assessment process began)	
Assessed Student's Name, Age, Date of Birth, Student ID Number	
Assessed Student's Grade Level and Campus	
Parent or Guardian Name(s) (Include any known custody/guardianship data and the student's main residence the school has on file)	
Parent or Guardian Telephone Numbers (list all if multiple)	
Assessed Student's Current Home Address (list all if multiple)	
Name of the District Employee If They Were the Initial Reporter and Opted to Remain Confidential	

STEP 6.5: Organizing Information from Multiple Sources

11 Investigative Questions

The questions below are designed to support the school behavioral threat assessment team in determining if a student poses a risk of violence to self, others, or both. The information the team has collected will help them answer the 11 Investigative Questions. Once the team has collaboratively answered the 11 Investigative Questions the team will use their responses to determine if the student poses a risk of violence to self, others, or both.

If the student has been identified as having a support plan, IEP, and/or mental health services from the district, include the appropriate representative when answering the 11 Investigative Questions and as part of the threat assessment process for decision-making.

Question 1. What is the person's motive(s) or goal(s)

- What motivated the student to make statements or take the actions that caused him/her to come to attention?
- Does the situation that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result?
- Does the potential attacker feel that any part of the problem is resolved or see any alternative solutions?

Question 2. Have there been any communications suggesting ideas or intent to attack?

- What, if anything, has the student communicated to someone else (targets, friends, other students, campus staff, family, others) or written in a diary, journal, or website concerning their ideas or intentions?

Question 3. Has the student shown inappropriate interest in the following: ● School attacks or attackers? ● Weapons? (including recent acquisitions of any relevant weapons) ● Incidents of mass violence? (terrorism, workplace violence, mass murders, other school shootings)
Question 4. Has the student engaged in attack-related behaviors? These behaviors might include: ● Developing an attack idea or plan. ● Making efforts to acquire or practice with weapons. ● Casing, or checking out, possible sites and areas for attack. ● Rehearsing attacks or ambushes.

Question 5. Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means to carry out an attack? (e.g., access to a weapon)

Question 6. Is the student experiencing hopelessness, desperation, and/or despair?

- Is there information to suggest the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss, and/or loss of status?
- Is the student known to be having difficulty coping with a stressful event?
- Is the student now, or has the student ever been suicidal or "accident-prone"?
- Has the student engaged in behavior that suggests he or she has considered ending their life?

Question 7. Does the student have a trusting relationship with at least one responsible adult? • Does the student have at least one relationship with an adult where the student feels that they can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? • Is the student emotionally connected to, or disconnected from, other students? • Has the student previously come to someone’s attention or raised a concern in a way that suggested they needs intervention or supportive services?
Question 8. Does the student see violence as an acceptable, desirable, or the only way to solve a problem? • Does the setting around the student (friends, peers, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes? • Has the student been “dared” by others to engage in an act of violence?

Question 9. Is the student’s conversation and “story” consistent with their actions? Does information from collateral interviews and the student’s behavior confirm or dispute what the student says is going on?
Question 10: Are other people concerned about the student’s potential for violence? - Are those who know the student concerned that they might take action based on violent ideas or plans? - Are those who know the student concerned about a specific target? - Have those who know the student witnessed recent changes or escalations in mood and behavior?
Question 11: What circumstances might affect the likelihood of an attack? - What factors in the student’s life or environment might increase or decrease the likelihood the student will attempt an attack at school? Home? Another location in the community? - What is the response of other people who know about the student’s ideas or plan to attack? - Do those who know about the student’s ideas or plan: -Actively discourage the student from acting violently? -Encourage the student to attack? -Deny the possibility of violence? -Passively collude with an attack?

Fein, R. A., Vossekuil, B., Pollack, W. S., Borum, R., Modzeleski, W., & Reddy, M. (2002). Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. Washington, DC: U.S. Secret Service & U.S. Department of Education

STEP 6.6: Making the Assessment and Deciding on Interventions

Assessment Question 1

Does the student of concern pose a threat of violence to others? (The student of concern appears to be on a pathway to violence or is otherwise preparing to engage in violence.)

- ☐ Yes
- ☐ No
- ☐ Unsure

Does the student of concern pose a threat of violence to self? (The student of concern appears to be on a pathway to potential self-harm.)

- ☐ Yes
- ☐ No
- ☐ Unsure

If yes or unsure, a suicide risk assessment must also be conducted.

- ☐ Yes - If “YES” to one or both, do all of the items below:
 - o Document assessment
 - o Develop and implement a case management/intervention plan
 - o Monitor implementation of the case management plan, re-assess, and update the case management plan as needed
 - o Document all efforts
 - o Skip Assessment Question 2 (do not answer)
- ☐ No to both
 - o Go to Assessment Question 2

Assessment Question 2

If the student of concern does not pose a threat of violence/self-harm at this time, does the student show some other need for help or intervention, such as mental health care?

- ☐ Yes - If “YES” do all of the items below:
 - o Develop and implement an intervention and monitoring plan to refer person to needed resources
 - o Monitor to ensure referral occurs
 - o Document assessment
 - o Document referral and monitoring efforts
- ☐ No to both
 - o Document assessment
 - o Close the case

EXAMPLE STEP 6.7: Parent Notification of the Team's Findings and Conclusions

TERRELL COUNTY ISD



October 25, 2024

Dear Ms. Eden Parker

Subject: School Behavioral Threat Assessment Regarding [Angel Parker](#)

On [October 25, 2024](#), a school behavioral threat assessment was conducted on [Angel Parker](#) by our school behavioral threat assessment team. By law, a school behavioral threat assessment is initiated when the threat assessment team is alerted to a student exhibiting behavior that may pose a risk of harm toward themselves or others.

[On October 25th, 2024, there was a call for assistance due to a fight taking place in the hallway at approximately 2:45 pm. After conducting an investigation and based on interviews and statements provided by Angel Parker, an Assistant Principal, teachers, students, and the victim, it was determined that Angel Parker physically assaulted the victim by punching the victim repeatedly in the face and attempting to choke him. The physical altercation was unprovoked and determined to not be mutual combat \(fighting\). The incident was referred to TERRELL COUNTY ISD PD and a recommendation for an off-campus Disciplinary Alternative Education Program \(DAEP\) placement is being considered. It is the belief of the school behavioral threat assessment team that Angel Parker assaulted the victim because the victim was seen with Angel Parker's ex-girlfriend.](#)

At the time of the assessment, the data collected led the team to believe:

The reported threat or concerning behavior was verified as credible, and there is concern the student poses a risk of harmful behavior to self, others, or both. You will be contacted by campus or district staff to collaborate on developing a safety and intervention plan to ensure your child is supported in preventing harmful behaviors while at school.

STEP 7.1: Identifying Resources to Assist Students

School-Based Interventions		
Academic	Behavioral	Social-Emotional
Viable and aligned curriculum Universal Screening Differentiation and Scaffolding Small group in-class instruction Web-based academic intervention Individualized tutoring groups Small group out-of-class instruction After school program Peer Mentoring	Positive Behavior Interventions and Support Classroom Management District Discipline Matrix Restorative Practices Social Skills Interest Inventory/Reinforcement System Campus-based mentor (staff) Web-based self-guided mediation and movement activities Web-based SEL	SEL Curriculum PK-12 Bullying Prevention Unit K-5 Weekly session with campus counselor or social worker Texas Child Health Access Through Telemedicine (TCHATT) Community Resource Coordination Group (CRCG) Web-based SEL Peers Assistance Leadership & Service Character Education

STEP 7.1: Identifying Resources to Assist Students

School-Based Interventions			
	Academic	Behavioral	Social-Emotional
Tier 1	Viable and aligned curriculum Universal Screening Differentiation and Scaffolding	Classroom Management Positive Behavior Interventions and Support District Discipline Matrix Restorative Practices	SEL Curriculum PK-12 Bullying Prevention Unit K-5 Child Protection Unit PK-5
Tier 2	Small group in-class instruction Web-based academic intervention once per week Individualized tutoring groups	Small group social skills Check-In/Check Out Campus-based mentor	Weekly session with campus counselor or social worker Reinforcement System
Tier 3	Small group out-of-class Instruction Web-based academic intervention two times a week After school program	Individualized Social Skills Check-In/Check Out Campus-based mentor	Referral to Texas Child Health Access Through Telemedicine (TCHAT)

STEP 7.1: Identifying Resources to Assist Students

Community-Based Interventions			
Provider	Services	Location/Number	Point of Contact
TCHAT	professional psychiatrists, counselors, and a trained medical team who provide medication management, and individual, couples, family, and community therapy.	130 Rick Francis St. El Paso, TX 79905 O: 915-215-4929 F: 915-215-8659	Campus Counselor
I Care Counseling Center Deneisa McNeese LPC-S	Offers individual and group services for youth and families at little or no cost at a location convenient to the client.	5030 E. University Suite c-103 4322486449	Campus Counselor
Big Bend Regional Crisis Center Virginia Sandoval <i>Program Director/Legal Advocate/Client Advocate</i>	CAC serves children under the age of 17 who are victims of or at risk of abuse, children who witness violent crimes, non-offending family members, and children and families.	Family Crisis Center of the Big Bend 432-837-7254 virginias@fccbb.org www.fccbb.org	Campus Counselor
Cristina Benavidez LPC	Provides individual, couples, and family therapy for children 6-18 years old and adults. Specializes in trauma and suffering, welfare, substance use, and personality disorders.	https://www.therapyden.com/therapist/cristina-benavidez-san-antonio-tx	Campus Counselor
MHMR West Texas Centers	Provides individual, couples, and family therapy for children 6-18 years old and adults. Specializes in trauma and suffering, welfare, substance use, and personality disorders.	319 Runnels St. Big Spring, TX 79720 Main and Crisis phone: 800-375-4357 Website: wtcmhmr.org	Campus Counselor

STEP 7.1: Identifying Resources to Assist Students

Target(s)/Victim or Witness Interventions	
What	Who
Schedule change or class change	Approval from the campus administrator and change made by the campus counselor.
Referral to campus counselor or social worker	Counselor
Increased monitoring by an adult or escort to and from class	Approved and assigned by a campus administrator. The campus administrator will assign staff mentors.
Stay Away Agreement	Campus administrator
Assigned a campus-based mentor	Counselor
Referral to the Children's Advocacy Center	District Police Department
Referral to the Local Mental Health Authority	A counselor or social worker
Connections	A counselor or social worker
Referral to the Campus Counselor	Campus Administrator
National Suicide Prevention Lifeline	1-800-273-8255
Community Resource Coordination Group (CRCG)	1-800-654-9871

STEP 7.2: School Behavioral Threat Assessment Student Safety and Intervention Plan

Student and Family Strengths
Question 1. What are the student's strengths?
Question 2. What does the student enjoy doing? (e.g., sports, dance, art, video games, or debate)
Question 3. Is the student connected to extracurricular activities, groups, school clubs, or other organizations?
Question 4. Does the student have healthy friendships?
<i>Explain the nature of the friendship:</i>
Question 5. Does the student have healthy, close relationships with people inside or outside of the home? (e.g., parents, siblings, an extended family member, coach, or family friend?)
<i>List and include the nature of the relationship:</i>
Question 6. What healthy community connections does the student or family have? (e.g., faith, culture, ethnic, tribal, or immigrant community)
Question 7. What character strengths does the student have? (e.g., caring, empathetic, help others, protective of others, resilient, honest, or take responsibilities for their actions)
<i>List and provide a brief description:</i>

STEP 7.2: School Behavioral Threat Assessment Student Safety and Intervention Plan

Student Behaviors and Related History
Question 1. What brought the student to the attention of the SBTA team?
Question 2. Is the student experiencing, or have a history of, grief, trauma, mental health concerns, family issues, or other things which may impact their behaviors?
Question 3. Are there other concerning behavior(s) exhibited outside of what brought the student to the attention of the SBTA team that should be considered?

STEP 7.2: School Behavioral Threat Assessment Student Safety and Intervention Plan

Concerning Behavior(s) and Root Cause(s) of the Behavior(s)
Question 1. Did the situation involve self-harm, suicidal ideation, or attempted suicide? What was the purpose of the behavior? For example, self-harm is often used as a coping skill to relieve overwhelming feelings. Suicide often comes from a desire to end suffering and a sense of hopelessness, a belief that things will never get better.
Question 2. Did the situation involve harm to others? What was the purpose of the behavior? For example, the motive for harming others may be a perceived grievance, to end the suffering, or an impulsive reaction to an overwhelming situation.
Question 3. Does the situation involve a suspected or confirmed skill deficit? (social skills, executive functioning, transitions between tasks, interpersonal) mental health concern, bullying, dating violence (or other Title IX concern), cognitive limitation or disability (include 504 or Special Education team member), or potential medical concern (recommendations for medical evaluation)?

SAMPLE EXEMPLAR FOR STEP 7.2: School Behavioral Threat Assessment Student Safety and Intervention Plan

Student Conversation
Question 1. What are the student's thoughts since this happened? As time has passed since the initial threatening behavior occurred, has the student's feelings, outlooks, or view changed on the situation?
Question 2. Does the student still have a grievance or perceived wrongdoing? This lets the team know whether the concern should still be elevated. Perhaps it's not an intervention cycle that is needed, but rather restorative practices.
Question 3. Does the student express remorse, empathy, guilt, embarrassment, or a perspective shift? If so, this potentially allows the team insight into the current mindset of the student and potential interventions.
Question 4. What does the student believe triggers the concerning behavior, and does anything prevent the trigger from occurring?
Question 5. What does the student see as a potential solution to the behavior(s) that brought them to the team's attention? If the solution is safe, it may be used in safety and intervention planning. For example, a student who self-harms may suggest backpack and purse checks to prevent them from bringing in tools they use to self-harm with.
Question 6. What barriers does the student believe prevent them from receiving support, treatment, or help? Discuss ways to remove barriers.

STEP 7.2a: Individual Safety Plan

Individual Safety Plan
Question 1. What is the concerning behavior? This is the behavior that brought the student to the attention of the SBTA team and poses a threat to the safety of the student and/or others. If there is more than one concerning behavior, each behavior should be broken down in this safety plan so each behavior is addressed. For example, there is a student who elopes from class and goes to the bathroom and self-harms. In this example, there are two concerning behaviors that need to be addressed, eloping and self-harming.
Question 2. What actions will be taken to prevent the concerning behavior(s) from taking place? Utilizing the information gathered from the SBTA and SBTA Safety and Intervention Plan, what are the actions staff will take to address triggers to the concerning behavior(s)? Include specific staff names, how the actions will take place, ensuring that all staff are trained and aware of what they are responsible for and what steps to take if the student's behavior escalates or deviates from the plan. For example, what are the staff expected to do if a student elopes? Consider the expertise and training of each staff member when determining which staff are responsible for what.

Question 3. Is there a need for increased supervision or monitoring (line of sight or escort)? If so:

- In which settings will the supervision increase?
- Who is responsible for providing the increased supervision?
- Who are the backup staff member(s)?
- What are the expectations of the supervision for the staff members?
- What are the expectations of the student regarding the supervision?
- How will the supervision be documented?
- Will this apply to extracurricular campus activities?
- Are there expectations for the parent or guardian? (For example, a parent or guardian must walk the student into the front office.)

Question 4. Are there any schedule modifications needed? For example, schedule change to avoid peer conflict or target of threat, staggered schedule, late/early start, or a modified passing period. Consider the following:

- In what settings will the modifications take place?
- Who is responsible for making the modifications?
- What staff member(s) ensure the modifications take place?
- What are the expectations of how the student utilizes the modifications?
- How will the modification(s) be documented?
- Will this apply to extracurricular campus activities?

Question 5. Is there a need for physical searches? For example, body, backpack, locker, or desk?

- Who is responsible for conducting the searches?
- If searches are regular, what is the protocol for where the student waits and who they report to?
- If searches are random, what is the protocol for conducting the searches?

Question 6. Is there a need to limit or prohibit digital technology access? If so:

- Is there a need to limit or prohibit the use of district-owned hardware or software?
- Is there a need to limit or prohibit the use of student-owned technology?
- Who is responsible for ensuring district-owned technology is limited or prohibited?
- Who is responsible for ensuring the student-owned technology is limited or prohibited? For example, the student does not bring the device to school, checks in devices upon school arrival, or is entrusted with appropriate restriction or limitation parameters. Parents or guardians will need to be involved in helping the school to enforce these limitations or non-use of these devices.
- Who is responsible for *monitoring* the student's digital limitation or non-use?

Previous ineffective strategies or coping skills. The purpose for including this is to avoid repeating strategies and coping skills that are not effective. Do not include if the content is triggering for the student.

Effective coping skills. These are the behaviors, thoughts, and emotion regulation strategies that the student can use that help them through their day-to-day life.

Student calming places and people. Where does the student feel safe and supported when triggered, emotionally escalated, or feeling unsafe? This can be an actual location or people (friends, peers, or family) who are a good influence on the student and with whom they feel supported and safe.

School staff support and safe school environment. What trusted school staff members can the student reach out to if they need help? What staff members can regularly check in with, and monitor the student to ensure they are safe even if the student does not reach out for help? This may be a different staff member than the one the student reaches out to if they need help. For example, a school counselor may be someone the student reaches out to if they need help, but their teacher is who monitors them on a regular basis. Staff members must know the safety plan and who to contact if they are concerned or are alerted to any safety issues or behaviors.

Other trusted adult support. These are adults outside of the school environment that the student trusts and who they can reach out to if they need help or are in a crisis. Have the student identify 3-5 people. How will the student contact them and let them know they need help? Include phone numbers. Ensure the parent or guardian approves of the identified support persons. The support persons must know the role they play. Document the parameters that are in place for when the student may contact their support people. These adults must know the safety plan and who to contact if they are concerned or are alerted to any safety issues or behaviors.

Student consequences for not following the safety plan. Clearly define and describe the consequences of not following the safety plan. For example, loss of privileges, or a more restrictive safety plan. Refer to your code of conduct, district discipline matrix, or approved district behavior management techniques when defining appropriate consequences.

If the original threat involves a gun, the Texas School Safety Center in collaboration with the Texas Department of Public Safety created a flyer on safe firearm storage and a parent cover letter template.

[TxSSC Safe Firearm Storage Resources](#)

SAMPLE EXEMPLAR FOR STEP 7.2b: Intervention Planning

School-Based Intervention
Question 1. What is the concerning behavior? This is the behavior that brought the student to the attention of the SBTA team and poses a threat to the safety of the student and/or others.
Question 2. Has the student previously received services from community-based agencies, professionals, or other places? If so: • Does the school have a signed release of information on file to communicate with the community-based provider or has the parent or guardian provided copies of records or treatment plans to the school? • Is there data that supports whether the services were helpful or not? (The student found the services helpful, or their behavior improved.)

Question 3. Is the student currently receiving services from community-based agencies, professionals, or other places? If so:

- Does the school have a signed release of information on file to communicate with the community-based provider or has the parent or guardian provided copies of records or treatment plans to the school? If not, designate a person to follow-up with the parent or guardian to get one on file to coordinate the intervention plan with the community-based provider.
- How often are they seeing this person, agency, or professional?
- Is there a treatment plan? If there is a signed release of information, obtain a copy to identify what the mental health provider is working on with the student.
- Is juvenile justice involved? For example, a diversion program or probation officer. Consider including them in creating the intervention plan.

Now that all the information has been gathered, formulate an intervention plan. If there is more than one intervention, be sure to address each intervention in each sub-bullet.

Question 4. What is the community-based intervention(s) the student is to engage in?

- What is the activity or action that will address the root cause of the behavior? (Ex: individual counseling addressing grief or trauma, enrolling in an after-school sports league, or receiving services through Communities in Schools.) For example, the student will receive counseling to address trauma.
- Who is the person or agency providing the intervention? For example, the student will receive individual counseling from Lesley Jones, a licensed professional counselor (LPC) from New Beginnings Counseling.
- Where is the intervention taking place, how often will it occur, at what times, and for how long? For example, Lesley Jones will provide individual trauma-focused counseling with the student at New Beginnings Counseling on 123 Main St. once a week for an hour. This will continue as long as the therapist deems necessary as documented in her treatment plan.

Question 5. Is there a need to improve student connection (to peers or adults) and relationships in the community to prevent or reduce hopelessness? If so:

- What community resources or programs could the student receive to address this?
- Who is the staff member who will work with the parent or guardian to ensure the student meets criteria for enrollment in the program, or confirm they have successfully enrolled in the program? When, and how, will they follow up?

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Administrator

Date

STEP 7.2a and b: School Behavioral Threat Assessment Student Safety and Intervention Plan

Documentation of Intervention Responsibilities				
Denote the specific responsibilities of professionals, parents, and other caregivers to ensure the intervention and management plan is implemented. Include any progress monitoring tools used.				
Who needs to be involved?	What Needs to Be Done?	Frequency of Individualized Intervention	Duration of Individualized Intervention	Status of Task/ Intervention
Administrator(s)				
Teachers				
Counselor				
School Psychologist				
Support Staff				
Family				
School-Based Law Enforcement				
External Agencies				

STEP 7.3: Re-assess, Close, and Document Cases

Re-assess, Close, and Document Cases
Question 1. Is the safety and/or intervention plan developed by the team being implemented with fidelity? ☐ If YES, continue to Question #2. ☐ If NO, the team needs to identify the barriers that are keeping the plan from being implemented with fidelity and determine what action steps will be taken to ensure the plan is implemented. The team will document any changes or revisions to the plan, any referral(s) and monitoring efforts, and determine who is responsible for implementing the changes or revisions to the plan and document. Continue to Question #4. Considerations for the team: • Is the team doing what we said we were going to do? • Is the student not participating in their plan? • What other factors could be contributing to the lack of implementation?
Explain and list the action steps:
Question 2. Does the student of concern pose a threat of violence to self, others, or both? ☐ If YES, the team should consider changes or revisions to the plan, including whether additional interventions are needed or a referral to mental health care or some other need for help. The team will document any changes or revisions to the plan, any referral(s), and monitoring efforts, and determine who is responsible for implementing the changes or revisions to the plan and document. Continue to Question #4. ☐ If NO, continue to Question #3.
Explain how the student poses a threat:

Question 3. Is the student of concern experiencing any new challenges, or facing new problems, or is there some other need for help or intervention?

- ☐ If **YES**, the team should consider changes or revisions to the plan, including whether additional interventions are needed or a referral to mental health care or some other need for help. The team will document any changes or revisions to the plan, any referral(s) and monitoring efforts, and determine who is responsible for implementing the changes or revisions to the plan and document. Continue to Question #4.
- ☐ If **NO**, the team must document why the case is being closed and maintain the documentation as part of the threat assessment record.

Explain any new challenges, problems, or other needs the student is experiencing:

Question 4. If the response to Questions 1, 2, or 3 is “yes”, when will the team meet again to progress monitor the changes or revisions to the plan?

List date and time and who is responsible for scheduling:

STEP 8: Conduct Training for All Staff

Training for Staff
Question 1. How are threat assessment team members trained locally on district-specific threat assessment policies and procedures? This occurs after they have completed the required training provided by the TxSSC or an approved ESC.
DURING INSERVICE OF EACH YEAR AND AGAIN IN JANUARY.
Question 2. How will we train staff on the reporting system(s), including how to anonymously report?
AT DISTRICT TRAINING DURING INSERVICE AND AGAIN IN JANUARY.
Question 3. How will we include the option for a district employee to remain confidential if they are the initial reporter in our training?
A CHECK BOX WILL BE INCLUDED IN THE REPORTING PACKET TURNED IN TO THE SUPERINTENDENT
Question 4. Who do we need to train in addition to faculty, staff, and administrators? Consider the following: substitutes, contracted staff, bus drivers, cafeteria workers, custodians, after-school care providers, etc.
SUBSTITUTES, CAFETERIA, CUSTODIANS, MAINTENANCE, BUSINESS OFFICE

Question 5. What information needs to be included when training staff? Consider the following: what threat assessment is, the purpose of the threat assessment team, the behaviors that should be reported (Refer to Step 3 of this manual template), when to report, what information is needed to conduct follow-up, and what to do if they receive a report.

BTA HANDBOOK, REPORTING PACKETS, REPORTING METHODS, TEAM MEMBERS, CONCERNING BEHAVIORS, FERPA

Question 6. When and how often will training be provided? Who is responsible for providing the training?

DISTRICT ADMIN WILL WORK WITH REGION 18 ESC TO PROVIDE ALL TRAINING FOR THE BTA TEAM, DISTRICT ADMIN WILL TRAIN ALL STAFF DURING INSERVICE AND JANUARY OF EACH YEAR.

SAMPLE EXEMPLAR FOR STEP 8: Conduct Training for All Students

Training for Students
Question 1. What information needs to be included when training students? Consider the following: what threat assessment is, the purpose of the threat assessment team, the behaviors that should be reported (Refer to Step 3 of this manual template), when to report, and what information is needed to conduct follow-up.
WHAT IS A THREAT, WHAT ARE CONCERNING / REPORTABLE BEHAVIORS, HOW TO REPORT, WHO TO TALK TO IF YOU ARE CONSIDERING HARMING YOURSELF OR OTHERS
Question 2. When and how often will training be provided? Who is responsible for providing the training?
DISTRICT ADMIN AND COUNSELOR WILL PROVIDE TRAINING DURING THE FIRST WEEK OF SCHOOL AND THE FIRST WEEK IN JANUARY
Question 3. How will we train students on how to use all reporting systems, including how to report anonymously? How can we differentiate the training based on age or ability?
STUDENTS WILL BE TRAINED IN 3 GROUPS: ELEM K-5, JH 6-8 AND HS 9-12. DEMONSTRATIONS WILL BE GIVEN ON HOW TO REPORT ON THE LINK, TO AN ADULT OR WITH AN EMAIL.
Question 4. How will we teach the difference between “snitching” and reporting? If not addressed in Question 1, include that information reported by a student will be kept confidential.

WE WILL GO OVER SPECIFIC SCENARIOS AND DISCUSS IF THE BEHAVIOR WOULD BE CONSIDERED 'SNITCHING' OR 'REPORTING'.



A poster titled "Reporting vs. Tattling" comparing the two behaviors. It is organized into two columns: Reporting (left) and Tattling (right). The rows compare Purpose, Need, Situation, Importance, and Behavior.

Reporting	Tattling
Purpose is to keep people safe	Purpose is to get someone in trouble
Need help from an adult	Can solve on your own
Harmful or dangerous situation	Harmless situation
Important	Unimportant
Behavior is on purpose	Behavior is an accident

Reporting vs. Tattling Poster



Created by
Thinking about Third

This poster teaches students the difference between reporting and tattling. Use this visual to explain and discuss situations that should be reported to the teacher, and situations that students should



Social Skills Tattling vs. Reporting



Created by
Tales From Miss D

This Social Skills pack contains everything you need to teach the difference between Tattling and Reporting. Included in this pack;1) Social story - Tattling Tina2) Discussion questions about the stor

Located in resources

Question 5. What strategies can be taught to teach students what to do in a bystander situation (e.g., incidents of bullying, gossiping, name-calling, etc.)?

TEACH STUDENTS : 'SEE IT, REPORT IT'

STEP 8: Conducting Training for All Families

Training for Families	
Question 1. What information needs to be included when training families? Consider the following: what threat assessment is, the purpose of the threat assessment team, the behaviors that should be reported (Refer to Step 3 of this manual template), when to report, and what information is needed for the team to conduct follow-up.	
WHAT ARE REPORTABLE BEHAVIORS, HOW TO REPORT, IMPORTANCE OF COMPLETING THE REPORT FULLY WITH ALL CONTACT INFORMATION	
Question 2. When and how often will training be provided? Who is responsible for providing the training?	
DISTRICT ADMIN WILL CONDUCT TRAINING ONCE A YEAR, AT THE AUGUST BOARD MEETING AND WITH FAMILIES AS REQUESTED THROUGHOUT THE YEAR AS A ONE-ON-ONE TRAINING.	
Question 3. How will we train families on the reporting system(s), including how to anonymously report?	
DISTRICT ADMIN WILL CONDUCT TRAINING ONCE A YEAR, AT THE AUGUST BOARD MEETING BY GOING OVER OUR SPECIFIC REPORTING LINKS AND FORMS.	
Question 4. What platforms can be used to present information to parents? Consider in-person options such as back-to-school events, meet the teacher night, book fairs, having a booth at UIL activities, etc.	
MEET THE TEACHER NIGHT, AUGUST BOARD MEETING	
Question 5. How do we promote that it is everyone's role and responsibility to share concerns? Everyone has a role to recognize concerns, respond in a helpful manner, and report concerns to people who can best help the situation.	
DURING TRAININGS FOR STAKEHOLDERS.	

STEP 8: Conducting Training for Community Partners

Training for Community Partners	
Question 1. What information needs to be included when training community partners?	Consider the following: what threat assessment is, the purpose of the threat assessment team, the behaviors that should be reported (Refer to Step 3 of this manual template), when to report, and what information is needed for the team to conduct follow-up.
	Community partners will be provided training on what the SBTA team is, how they respond to a report of concerning behavior, how they support the campus, what concerning behaviors are, the importance of bystander reporting, and what information is needed when a report is made. The information provided during the training may vary depending on the audience and the organization's relationship with the school(s).
Question 2. When and how often will training be provided? Who is responsible for providing the training?	
	Training will be provided as needed throughout the year. Superintendent will provide the training.
Question 3. How will we train community partners on the reporting system(s), including how to anonymously report?	
	The presentation will include all the ways a person can make a report including how to report anonymously.
Question 4. What platforms can be used to present information to the school community?	Consider in-person options such as community events, school board meetings, chambers of commerce events, etc.
	School Board Meetings, Meet the Teacher, Title I Meetings, Open House, social media, School Website
Question 5. How do we promote that it is everyone's role and responsibility to share concerns?	Everyone has a role to recognize concerns, respond in a helpful manner, and report concerns to people who can best help the situation.
	The training for community partners will include how they can assist schools in deterring violence by reporting concerning behaviors. The training will include how the threat assessment team is prepared to respond when a threat is received.

Training for All Stakeholders				
<i>Audience</i>	<i>When</i>	<i>Description</i>	<i>Person(s) Responsible</i>	<i>Participant Documentation</i>
<i>Students</i>	Within the first two weeks of school & in January	Teachers will be provided with differentiated lesson plans with the following lesson focus and goals: • The importance of reporting • What is the difference between snitching and reporting • What are concerning behaviors • How to make a report using the various platforms, including the web-based link and third-party app • Making a report in a timely manner • What information is needed in the report for an adult to conduct follow-up • Reporter confidentiality • What the SBTA team is and how do they respond to and offer support when a concerning behavior is reported	Teachers with support from a counselor	Teachers will turn in a class attendance roster to the Superintendent

<i>Staff</i>	Included in the required yearly training modules. Module completion is due by September 31st	A course module will be added to the web-based training platform and will include the following information: • The importance of reporting • What are concerning behaviors • How to make a report using the various platforms, including the web-based link and third-party app • Making a report in a timely manner • What an employee should do if they receive a report • What the SBTA team is and how they respond to and offer support when a concerning behavior is reported • Option for a district employee to remain confidential if they are the initial reporter	The Superintendent will develop the module. Technology Director will add the module to the web-based training platform	The web-based platform provides an electronic list of employees who have completed the training. Human Resources will monitor the electronic list to ensure employees complete the mandatory training
<i>Contracted Educational Service Providers</i>	September	The training will include the following information: • The importance of reporting • What are concerning behaviors • How to make a report using the various platforms, including the web-based link and third-party platform • Making a report in a timely manner • What an educational service provider should do if they receive a report	In-person training will be provided by the Superintendent	The training facilitator will provide a sign-in sheet. The sign-in sheet will be turned in to the Superintendent

		What the SBTA team is and how they respond to and offer support when a concerning behavior is reported		
<i>Families</i>	August & September	Each campus will be provided a slide deck from the district that covers the following topics: - What the SBTA team is and how they respond to and offer support when a concerning behavior is reported - What concerning behaviors are - How to make a report including anonymous reporting - The importance of bystander reporting - What information is needed when making a report - What to do if your child makes a report to you or you have a concern about your child	The slide deck will be presented at a school/campus-sponsored event by the Superintendent (i.e., Meet the Teacher, Open House, etc.)	Each campus will provide a sign-in sheet. The sign-in sheet will be turned in to the Superintendent
<i>School Community</i>	Ongoing throughout the year	The following information will be provided but it may vary depending on the audience and the organization's relationship with the school(s): - What the SBTA team is and how they respond to and offer support when a concerning behavior is reported - What concerning behaviors are - The importance of bystander reporting What information is needed when making a report	District-level staff and Superintendent	Events: School Board Meeting

SCHOOL BEHAVIORAL THREAT ASSESSMENT

TEXAS EDUCATION CODE 37.115

THE TEAM WILL:

Identify

The person whose behavior raises a concern

Inquire

Gather relevant information

Assess

Both the person and the situation to decide if there is a threat and if further investigation by law enforcement should be made.

Manage

Plan to prevent harm and reduce impact
(SBTA team & law enforcement if needed)

ABOUT:

The school behavioral threat assessment and management process determines if a person of concern poses a threat of violence whether to others, to themselves, or to both self and others.

GOAL:

To enhance the district's overall ability to communicate, collaborate, and coordinate to determine if a person poses a threat.



PATHWAY TO VIOLENCE

IDEATION

EXPRESSING THOUGHTS OR FANTASIES OF VIOLENCE TO ADDRESS A REAL OR PERCEIVED GRIEVANCE, THREAT, OR PROVOCATION.

PLANNING

GIVING THOUGHT AND CONSIDERATION TO THE IDEA OF COMMITTING VIOLENCE, AND THE WHO, WHAT, WHEN, WHERE, AND HOW OF DOING SO.

PREPARATION

BEYOND JUST ACQUIRING WEAPONS, THIS STAGE INVOLVES ATTEMPTS TO PREPARE FOR VIOLENCE AND TO DEVELOP MEANS AND METHODS TO ENGAGE IN HARM.

IMPLEMENTATION

THE PERSON OF CONCERN MOVES TO CARRY OUT THE VIOLENT PLAN.

EVERY CAMPUS MUST HAVE AN SBTA TEAM THAT SERVES THE SCHOOL. DISTRICTS ARE REQUIRED, TO THE GREATEST EXTENT POSSIBLE, TO CREATE A SBTA TEAM THAT HAS EXPERTISE IN:

- Law Enforcement
- Classroom Instruction
- Mental Health
- Special Education
- School Administration
- Behavior Management
- School Safety & Security
- Emergency Management
- Counseling

WHAT KINDS OF THINGS SHOULD I REPORT?

- Threatening statements, gestures, or artistic impressions
- Bullying and cyberbullying
- Persons with ongoing, unresolved, grievances with a member of the school community
- Unusual or bizarre communications or behavior
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school
- Anything out of the ordinary

TEXAS STATE
TEXAS SCHOOL SAFETY CENTER

Contact your local district or campus for more information.

SCHOOLSAFETY.GOV

School Safety and Reporting Resources for the K-12 Community

Reduce the threat of violence and enhance student safety by creating a reliable reporting program and school environment where anyone can seek help or report concerns.

Reporting programs for K-12 schools and school districts can serve as vital channels for students and school community members to report concerns regarding student wellness and safety. According to research conducted by the U.S. Secret Service National Threat Assessment Center, in approximately [three-quarters of completed school attacks](#) examined, the attacker had communicated with others about their intent. Establishing a reliable reporting system can facilitate early intervention and administration of support for students in need, as well as help prevent potential incidents of targeted violence.

[School officials also find](#) that reporting systems can make them more aware and effective in addressing other school safety issues such as bullying, drug use, and incidents of self-harm or suicide risk among students. When concerns are identified early, schools can work to ensure positive outcomes for the student, offering various resources and supports such as mentoring and counseling, mental health services, or social and family services.

Despite the presence of reporting platforms and programs, some students may still hesitate to share information. Every member of the school community can play an important role in helping students feel more comfortable with speaking up. Once such an environment is established, it is crucial for school officials to actively listen to students and handle any information they receive fairly and responsibly.



Reporting programs should be part of a community-based, comprehensive, and holistic approach to school safety that involves a range of other prevention, protection, and mitigation measures.

[SchoolSafety.gov](#) Disclaimer

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[SchoolSafety.gov](#)

Strategies to Enhance Student and School Safety Through Reporting Programs

There are several actions schools and districts can take to enable, improve, and sustain reporting systems and create an environment that empowers students to share concerns. Some of these actions include:



Create and promote a safe and supportive school environment

Establishing a school climate characterized by support and inclusivity can help enhance safety and create an environment that is more conducive in engaging and empowering students to report concerns. One way to do this is by cultivating positive and trusting relationships between teachers/school staff and students. A trusted adult at school in whom the student can confide can help direct a student toward resources, supports, and interventions.

Teachers and other school staff can build trusted relationships with students by making themselves accessible to students, being active and conscious listeners, engaging in proactive outreach to create positive connections, and facilitating a sense of belonging through class activities, school programs, and non-instructional time. These activities can help students feel encouraged, empowered, and safe in sharing concerns or issues. Identifying and implementing protective factors and trusted relationships can also help restore hope to a student who feels defeated or desperate.



Establish an accessible and centralized reporting system

Schools can consider establishing a centralized reporting system that is continually monitored and allows for anonymous reporting to help members of the school community provide information on concerns for wellness or safety. Allowing for diverse reporting avenues, such as through direct communication with trusted adults, phone tip lines, email or online forms, and/or text or mobile applications, can also enhance accessibility for students and other members of the school community and foster a system where individuals are more willing and able to report.

As part of this process, school authorities should put in place a centralized process for identifying, evaluating, and handling submitted reports from across these various channels. Implementing an option for anonymous or confidential reporting can also enable students to submit reports without revealing their identity, reducing the fear of potential retaliation.



Evaluate and address reports accordingly

To enhance confidence and credibility in the reporting process, it is essential to follow through on reported concerns or incidents with transparent protocols for receiving reports, communicating with those reporting, and triaging reports to support a timely and effective response.

One practice schools may also consider is the use of well-trained and diverse multidisciplinary school threat assessment teams. These teams should include certified mental health professionals and the approach should include providing the supports and interventions students need when they need them.



Provide training and generate awareness for all stakeholders

School safety is a collective responsibility, and all school personnel should be trained on violence prevention strategies and policies. Training may include protocols for notifying relevant parties upon encountering concerning information, guidelines for sharing pertinent details, and strategies for safely intervening in such situations to help an individual and/or prevent a situation from escalating.

Schools should also build a culture of safety where reporting is a trusted avenue and easily recognized as part of a broader violence prevention program. As part of this, school leaders should ensure students, educators, and school personnel are educated and reminded about their options to report concerns for wellness and safety.

Resources

SchoolSafety.gov features a range of resources schools and districts can use to implement reporting programs and enhance student and school safety. These include:

✓ [Addressing the Risk of Violent Behavior in Youth](#)

This presentation helps teachers and school personnel identify behaviors and other signs that could result in youth violence. It is intended as a general guide regarding what is known about risk and protective factors and the warning signs that are associated with a risk of violent behavior.

✓ [Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools](#)

This report examines 67 disrupted plots against K-12 schools from 2006-2018 and highlights the importance of proactive reporting and intervention. The report is accompanied by a [video](#) that further describes the thinking and behavior of the plotters, as well as their attack plans, how the plots were discovered, and how this information can be utilized to prevent violence in schools.

✓ [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence](#)

This guide provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans and create processes and procedures for conducting threat assessments.

✓ [Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs](#)

This toolkit offers simple strategies and guidance K-12 schools and school districts can use to implement and enhance safety reporting programs and encourage bystander reporting among students and other members of the school community.

✓ [Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence](#)

This report studies 41 incidents of targeted school violence against K-12 schools from 2008-2017, providing an analysis of the motives, behaviors, and situational factors of the attackers, as well as the tactics, resolutions, and other operationally-relevant details.

✓ [Relationships First: Creating Connections That Help Young People Thrive](#)

This report highlights the importance of healthy, supportive relationships to positive youth outcomes. It articulates the Developmental Relationships Framework and includes sections on why developmental relationships matter; how developmental relationships grow; and ideas for deepening one-on-one relationships (for parents, teachers, and youth workers).

✓ [School Connectedness Helps Students Thrive](#)

This webpage describes school connectedness, the benefits of school connectedness, and the ways schools can take action to promote school connectedness.

✓ [School Safety: Research on Gathering Tips and Addressing Threats](#)

This article summarizes research on the implementation of a systematic and coordinated approach to gather and process information on threats, respond appropriately, and document the response.

✓ [School Tip Line Toolkit: A Blueprint for Implementation and Sustainability](#)

This guide is designed to help educators, law enforcement professionals, community leaders, and school safety experts navigate key decisions and consider the factors necessary to support successful and efficient tip line implementation as part of an overall school safety strategy.



Learn more and find additional reporting and school safety resources on SchoolSafety.gov's [threat assessment and reporting page](#) and [targeted violence page](#).

Sources: [Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools](#) | [Addressing the Risk of Violent Behavior in Youth](#) | [Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs](#) | [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence](#) | [Critical Incident Review: Active Shooter at Robb Elementary School](#) | [Report: Safety Tip Lines Flag Bullying, Drug Use, Suicide Risk](#)



SchoolSafety.gov

2025-2026 TERRELL COUNTY ISD School Behavioral Threat Assessment Team TERRELL COUNTY ISD is served by a district-level team that provides oversight, consistency, and accountability for all School Behavioral Threat Assessment processes and manages threats impacting the whole district.	
Job Title	Area of Expertise
TANNA LOWRANCE Superintendent / Principal	School Administration
VIRGINIA GARZA School Counselor	Counseling
JOHN BURGESS Campus Behavior Coordinator	Behavior Management
VIRGINIA GARZA School Counselor	Mental Health & Substance Use
JESSICA HARKINS, TRISHA STANNARD General Education Teacher	Classroom Instruction
JOHN BURGESS Special Education Department Chair	Special Education
TANNA LOWRANCE Superintendent	School Safety & Security
TANNA LOWRANCE Superintendent	Emergency Management
THAD CLEVELAND Terrell County Sheriff's Office	Law Enforcement
VIOLITA MCDONALD Campus Nurse	Other/Role
LETTY RODRIGUEZ, BRITTANY RIVERA TEACHER AIDES	Classroom Instruction
DAVID CARRASCO TECHNOLOGY	Technology / Communication

