

Assessment and Care Teams

Policies and Procedures

I. Purpose

The Celina Independent School District, along with the Celina ISD Police Department, shall develop policies and procedures to assist school districts in establishing and training Assessment and Care Teams (ACT) (often referred to as Threat Assessment Teams or Safe and Supportive School Program Team) for each campus, in accordance with the *Texas Education Code (TEC) 37.115*, that reflect research-based best practices in this area.

The policies include procedures, when appropriate, for:

- (1) the referral of a student to a local mental health authority or health care provider for evaluation or treatment;
- (2) the referral of a student for a full individual and initial evaluation for special education services under Section 29.004 (Full Individual and Initial Evaluation); and
- (3) a student, or school personnel to anonymously report dangerous, violent, or unlawful activity that occurs or is threatened to occur on school property or that relates to a student, or school personnel.

II. Policy

School Boards must adopt Local policies, and Legal policies are required by law.

III. Definitions

An "**Assessment and Care Team**" is a team that conducts threat assessments by assessing and reporting individuals who make threats of violence, or exhibit harmful, threatening, or violent behavior toward themselves, individuals or groups of people. The ACT gathers and analyzes data to determine the level of risk and appropriate intervention. The ACT serves as a safety net for the community and school by:

1. Conducting a fact-based, investigative approach to determine how likely a person is to carry out a threat of harm or violence;
2. Identifying, assessing and managing appropriate interventions of individuals who are at risk of violence or harm against themselves and others; and
3. Providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. [TEC 37.115(a)(1)]

“Team” means an Assessment and Care Team established by the Board of Trustees of the Celina Independent School District [TEC 37.115(a)(2)]

A **“threat”** is a concerning communication or behavior that indicates that an individual poses a danger to the safety of the school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

IV. Assessment and Care Team

1. The board of trustees of each school district shall establish a Assessment and Care Team to serve at each campus of the district. [TEC 37.115(c)]
2. The superintendent of the district shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. (TEC 37.115(d))
3. Each team must report required information regarding the team’s activities to TEA. [TEC 37.115(k)]
4. The superintendent of a school district may establish a committee or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling,

behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. [TEC 37.115(e)]. The Celina ISD Safety and Security Committee is the oversight committee for the Assessment and Care Teams for the Celina Independent School District.

5. Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school and its students and staff.
6. All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
7. Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need-to-know particular information to support the safety and well-being of the school, its students and its staff.
8. All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
9. Each team shall conduct a threat assessment that includes:
 - a. Assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior; [TEC 37.115(f)(1)(a)]
 - b. Gathering/analyzing data to determine level of risk and appropriate intervention, including referring a student for mental health assessment and implementing an escalation procedure (if appropriate) [TEC 37.115(f)(1)(b)].
10. Each team shall:
 - a. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual [TEC 37.115(f)(2)];
 - b. Support the district in implementing the district's multi-hazard EOP [TEC 37.115(f)(3)]
 - c. Report immediately to the superintendent a team's determination that a student or other individual poses a serious risk of violence to self or others [TEC 37.115(h)];
 - d. Act in accordance with the district's suicide prevention program upon identifying a student at risk of suicide [TEC 37.115(i); and
 - e. Act in accordance with the district policies and procedures related to substance use prevention and intervention upon identifying a student using or possessing tobacco, drugs, or alcohol [TEC 37.115(j)].

11. A team may not provide a mental health care service to a student who is under 18 without written consent from the parent of or person standing in parental relation to the student [TEC 37.115(g)].

V. Assessment and Care Team Procedures

1. Receive report about a person of concern and screen for the following: A.) imminence; and B.) to determine need for full threat assessment
2. If threat assessment team believes the report does present an imminent danger or safety concern:
 - immediately notify law enforcement
 - once the emergency has been contained, the threat assessment team should complete a full threat assessment inquiry
 - if report involves a student, ACT should notify superintendent, who will notify the parent/guardian [TEC 37.115(h)]
 - if report involves a student at risk of suicide, team shall conduct a full threat assessment inquiry in addition to actions taken in accordance with the district's suicide prevention program [TEC 37.115(i)]
 - make other notifications (i.e., anyone that is/may be directly impacted)

OR

If ACT **does not** believe the report presents an imminent danger or safety concern:

- determine if there is a need for a full threat assessment inquiry
 - if no, document initial report and screening and add information to threat assessment database
 - if yes, proceed with a full inquiry using steps below.
3. If a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault notify the District's Title IX Coordinator immediately.
 4. Gather information about the person and situation from various sources, including an internet search.
 5. Organize and analyze information using the **Assessment and Care Team Matrix**, based on Investigative Questions from the U.S. Department of Education and Secret Service threat assessment guide.
 6. Make assessment about whether the individual of concern **poses** a threat of violence or self-harm, or if they are otherwise in need of assistance/intervention.
 7. Develop and implement a case management plan to reduce risk.
 8. As needed, refer individual of concern to local mental health authority or health care provider for evaluation/treatment AND/OR refer for a full individual and initial evaluation (FIE)/treatment for special education services.
 9. Monitor, re-evaluate, and modify plan to ensure intended outcome.

VI. Training

1. Each team must complete training provided by the TxSSC or a regional education service center (ESC) [TEC 37.115(c)].
2. On a regular basis, the Celina School District should monitor its team membership and quickly replace and train required expertise as needed.
3. The Celina School District should develop a system to ensure all stakeholders receive training on a continual basis.
4. If the Celina School District chooses to contract with a provider to deliver training for the district and multiple campus teams, the Texas School Safety Center recommends that training be based on the U.S. Secret Service and Department of Education model (i.e., SIGMA Threat Management, Salem-Keizer threat Assessment System, or the Virginia Model for Student Threat Assessment).

Assessment and Care Team Matrix

Date: _____

Subject: _____

Team Campus: _____

Team Lead: _____

The initial assessment is based on facts, circumstances, and information received concerning the subject(s) regarding a reported threat or incident.

Points	Fact	y/n/?	Score
5	threat identifies a specific person, place or thing	___	___
5	Threat identifies a specific date and time	___	___
5	Subject has a history of ACT Contacts	___	___
2	Known access to weapons	___	___
10	Recent traumatic stress incident involving subject	___	___
2	Known association with hate/violence group(s)	___	___
2	Social Media indications of threats, threatening behavior	___	___
2	Family, associates, or acquaintances suspect mental health issues	___	___
1	First person contact with reported verbal threats	___	___
10	Separation from friends, sports, school, significant other, or family	___	___
5	Subject has a history of violence	___	___
5	Subject has a history of violence towards authority	___	___
5	Subject has used/possessed weapons during L.E. contacts	___	___
2	Juvenile out-of-home placement history	___	___
5	Fascination/Obsession with violent video games	___	___
5	Subject is known to carry firearms on their person	___	___
5	Subject is described as Introvert/Loner, has been bullied, victim of violence	___	___
5	Writings/Drawings depict violence, acts of mass violence, or death	___	___
5	Subject prescribed behavioral medication and or receiving MHR treatment	___	___
2	Lack of support Structure	___	___
2	Illegal drug use	___	___
Total Matrix Points			___

