MASTER PLAN

Behavioral Threat Assessment

2022-2023

Executive Director: Ernie Lozano, Behavioral Threat Assessment

Contact(s): Eliana Elhefnawy

Course Group Number: 39002252

Purpose

The purpose of this Master Plan is to support administrators, guidance counselors, psychologists, teachers, and other relevant staff to become more proficient in district policies and procedures in identifying and intervening with behavioral threats and suicide risks. This will be achieved through trainings throughout the 2022-2023 school year.

Needs Assessment

The Broward County Public School Behavioral Threat Assessment (BTA) Policy 4380 requires a districtwide violence prevention be in place to foster a learning environment that promotes a culture of safety, respect, trust, and social/emotional support, while also protecting students and staff from conduct that poses an actual or perceived threat to self or others. The BTA policy shall be interpreted and applied consistently with all applicable state and federal laws, and the Board's collective-bargaining agreements. The policy was developed in accordance with the legislation enacted by the state developed in accordance with the legislation enacted by the state of Florida (Marjory Stoneman Douglas High School Public Safety Act, SB 7026), established research, and recognized standards of practice regarding threat assessment and management in school settings.

In accordance with School Board Policy, all school-based administrators and threat assessment team members must attend and complete mandatory district threat assessment trainings annually. In addition, staff must be trained annually on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting. In order to meet this demand, the BTA department will be providing opportunities for professional learning in a face to face or online format.

Broward County Public Schools Board Policy 2130 requires all staff to complete an annual training on recognizing students who need help/interventions and/or who are at-risk for violence and provide these students with needed interventions and resources. The Warning Signs Annual Review training is offered to all staff online.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 School Based Administrators and Behavioral Threat Assessment (BTA) team members
1.1 Desired Outcome: School Based Administrators and BTA team members will have knowledge of policies and procedures in identifying and intervening with behavioral threats and suicide risks.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Promote, support, and model effective identification and intervention with behavioral threats and suicide risks. Engage other staff members in knowledge of appropriate intervention supports to meet the needs of all students. Model collaborative knowledge construction following the CSTAG model.	Demonstrate the use of effective identification of behavioral threats and suicide risks. Guide other staff in the usage of appropriate intervention supports to meet the needs of all students. Provide colleagues with knowledge of appropriate CSTAG model.	Introduce behavioral supports to identify behavioral threats and suicide risks. Introduce intervention to meet the needs of students identified with making behavioral threats or suicide risks. Model CSTAG for all administrators and BTA team members	Fail to facilitate experiences to advance knowledge and understanding behavioral threats and suicide risks.

Data Collection Plan: School Based Administrators and (BTA) Team Members			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from LAB	1x/workshop	BTA Department LAB Providers and Organizers
2. Participants' Learning	Pre Test/ Post Test	1x/workshop	BTA Department LAB Providers and Organizers
3. Organizational Supports	Forms Surveys EDPlan		BTA Department LAB Providers and Organizers
4. Participants' Practice	EDPlan	Daily	BTA Staff Developers
5. Student Outcomes	N/A	N/A	

2.0 All Staff: Instructional and Non-Instructional
2.1 Desired Outcome: All required staff must be trained annually on recognizing behaviors of concern, their roles, and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Promote, support, model, and identify behaviors of concern. Engage other staff members in recognizing behaviors of concern. Model collaborative knowledge of their roles and responsibilities in reporting behaviors of concern.	Demonstrate the use of recognizing behaviors of concern. Guide other staff in reporting the behaviors of concern. Provide colleagues with various options for submitting a report.	Introduce behavioral supports to recognize behaviors of concerns. Introduce various options for submitting a report. Model recognizing behaviors of concern.	Fail to recognize behaviors of concern.

Data Collection Plan: All Staff: Instructional and Non-Instructional			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from LAB	1x/workshop	BTA Department LAB Providers and Organizers
2. Participants' Learning	Post Test	1x/workshop	BTA Department LAB Providers and Organizers
3. Organizational Supports	Forms Surveys Canvas	1x/workshop	BTA Department LAB Providers and Organizers
4. Participants' Practice	Canvas	Daily	BTA Staff Developers
5. Student Outcomes	N/A	N/A	

Evaluation Plan

Level 1. Participant Reactions

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Administrators	Attendance and feedback from LAB	Attendance and feedback from LAB
BTA Team Members	Attendance and feedback from LAB	Attendance and feedback from LAB
All Staff	Attendance and feedback from LAB	Attendance and feedback from LAB

Level 2. Participant Learning

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Administrators	Pre/Post Test	Pre/Post Test Summary
BTA Team Members	Pre/Post Test	Pre/Post Test Summary
All Staff	Post Test Embedded assessments	Post Test Summary Embedded assessments Total Completers

Level 3. Organizational Support

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Administrators	Department Reports	Department Report Summary
BTA Team Members	Department Reports	Department Report Summary
All Staff	Department Reports	Department Report Summary

Level 4. Participants' Use of New Knowledge and Skills

Audience	Mid-Year Evaluation	End-of-Year Evaluation
Administrators	EDPlan	EDPlan
BTA Team Members	EDPlan	EDPlan
All Staff	Canvas Data	Canvas Data Summary

Level 5. Student Learning Outcomes

Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Administrators	N/A	EDPlan
BTA Team Members	N/A	EDPlan
All Staff	Student impact is indirect	Student impact is indirect