

## SCHOOL-BASED THREAT ASSESSMENT

The Eastmont Board of Directors is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the District is conducting a threat assessment does not by itself necessitate suspension or expulsion and the District will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes District personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the District has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

### Structure of Threat Assessment Teams

The superintendent will establish threat assessment teams at each school site. The threat assessment team may include persons with expertise in:

- Counseling (such as a school counselor, a school psychologist and/or school social worker);
- Law enforcement (such as a school resource officer);
- School administration (such as a principal or other senior administrator);
- Special education teachers;
- Other Eastmont School District staff or school staff;
- Practicing educational staff member; and
- Community resources.

Not every team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are

part of the threat assessment team. This does not diminish the Eastmont School District's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 Student Discipline.

#### Function of the Threat Assessment Team

In forming an assessment recommendation for the superintendent/designee, each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the District. The District provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including District/school-based members and community resource/law enforcement members, will use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

1. Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 Suicide Prevention;
2. Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the District's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics;
3. Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment recommendation, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;

4. Communicates lawfully and ethically with each other, school administrators, and 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; and
5. Shares its recommendation with the superintendent/designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student’s behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student’s individualized education program (IEP) or the student’s plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student’s IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student’s IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review, and Reporting

The superintendent will establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI’s monitoring requirements, processes, and guidelines.

Cross References:

Board Policy 2145	Suicide Prevention
Board Policy 2161	Special Education and Related Services for Eligible Students
Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy 3413	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
Board Policy 3231	Student Records
Board Policy 3241	Student Discipline
Board Policy 3432	Emergencies
Board Policy 4210	Regulation of Dangerous Weapons on School Premises
Board Policy 4310	District Relationships with Law Enforcement and Other Government Agencies

Legal References:

CFR 34, Part 99,

Chapter 28A.300 RCW

Chapter 28A.320 RCW

Family Educational Rights and Privacy Act (FERPA)  
Regulations