



10/17/2024

## **PROMONTORY SCHOOL STUDENT THREAT ASSESSMENT POLICY**

### **I. Purpose and Philosophy**

Threat assessment's primary goals are to prevent violence and resolve conflicts or problems that influence threatening behavior. School threat assessment guidelines allow a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats and to resolve threats appropriately. A multi-disciplinary team uses an evidence-based school threat assessment process consistent with Utah State Board of Education (USBE) Rules R277-400 and R277-736 to identify, assess, and manage threats and prevent behaviors or conflicts from escalating into violence. Threat assessment is a proactive, preventative strategy aimed at identifying and mitigating potential risks, distinct from reactive crisis response. While it does not serve as a form of school discipline, it can provide valuable insights to inform and improve student interventions.

### **II. Definitions**

A. "Threat" means an expression of intent to harm someone that is direct, indirect, or implied and may be spoken, written, or expressed in some other way.

1. A threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party.

B. "Student Threat Assessment" means a prevention strategy that involves: (a) identifying student threats including to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

C. A "transient threat" is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no

longer exists.

D. A “substantive threat” is a threat that expresses a continuing intent to harm or assault others.

1. Substantive threats are classified as “serious” if they involve a threat to fight or assault someone.
2. Substantive threats are classified as “very serious” if they involve using a weapon or a threat to kill, sexually assault, or inflict severe injury to someone.

### **III. Structure of the Multidisciplinary Team**

- A. The school administrator will be responsible for establishing a threat assessment team, in accordance with all relevant laws and policy.
- B. The Promontory school multi-disciplinary team (who uses an evidence-based threat assessment model) may include:
  1. school administrative personnel;
  2. mental health professionals (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional);
  3. school safety personnel;
  4. special education representatives;
  5. community agencies (as appropriate), such as law enforcement and/or mental/behavioral health crisis teams;
  6. other relevant school personnel (as appropriate), such as an instructional coach, a team lead, and/or general education or special education teacher.

### **IV. Training**

- A. The multi-disciplinary team will receive training from qualified professionals (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process.
- B. This training will address:
  1. the function of a multidisciplinary team;
  2. the violence prevention plan and strategies;
  3. the evidence-based threat assessment processes;
  4. the reporting process for threats;
  5. the documentation and notification of threats;
  6. the Family Educational Rights and Privacy Act, [20 USC. Sec. 1232g](#);
  7. the steps to cultivate a safe school climate; and
  8. student Privacy and Data Protection.
- B. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.

## V. Actions Required if Threats Are Reported

- A. The school administrator, in collaboration with the threat assessment team, shall develop procedures, in alignment with school policy, for reporting, assessing, and intervening in response to threats.
- B. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will be trained in relevant policies and procedures, and understand the importance of reporting threats and know the following:
  1. individual roles and responsibilities to report concerns;
  2. what critical information to report;
  3. where and how to report it.
- C. Each reported threat should include (to the best of the reporter's ability):
  1. the name of the alleged offender(s);
  2. the name of potential victim(s);
  3. the date and location of the threat(s); and
  4. a statement describing the threat(s), including names of witnesses (if known).
- D. Each reported threat will be promptly investigated by a school administrator, in coordination with the multidisciplinary team, and the seriousness of the threat(s) will be determined.
- E. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.
  1. The team shall assess for any impacted staff or students, and support them in accessing appropriate school and community-based resources for support and/or further intervention.
- F. Verified threats shall result in interventions and/or consequences that may include, but are not limited to:
  1. implementation of best-practices that:
    - a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
    - b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
  2. application of steps in a discipline plan consistent with USBE Rule [R277-609](#);
  3. implementation of restorative justice practices consistent with USBE Rule [R277-613](#);
  4. obtaining consent from the involved student(s) and when possible their parent(s)/guardian(s) before including the victim(s) in the process;
  5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;
  6. support for involved students using trauma-informed practices;

7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;
  8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and
  9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated [53G-11-512](#).
- G. Promontory will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.
1. Promontory school will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.
  2. Promontory school will not disclose the record previously described to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
- H. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.
1. The documentation shall comply with the LEA's policies, federal and state laws.
  2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

#### **VI. Additional Reporting Actions**

Multi-disciplinary team members should ensure the following, as appropriate:

- A. Make every effort to adhere to all relevant laws and best practices regarding student privacy, though allowable exceptions may be made to ensure safety of the school community (in accordance with exceptions outlined in relevant privacy laws);
- B. report any threats that may constitute a criminal offense to law enforcement;
- C. provide a fair and timely opportunity for the accused to explain their actions; and
- D. adhere to procedures for providing due process rights:
  - a. licensed staff and local employee discipline policies before employee discipline (Utah Code Annotated [53G-11-501](#));
  - b. local policies (students) before long term (more than 10 days) student discipline (Utah Code Annotated [53G-8-202](#)).