

CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY

SCHOOL THREAT ASSESSMENT POLICY

Purpose

The Board of Directors of the Center for Creativity, Innovation, and Discovery has established this policy in compliance with Utah Admin Codes R277-400 and R277-736 in order to protect the health and safety of all students. The policy outlines general criteria for emergency preparedness and emergency response plans; instructs the administration to develop prevention, intervention and response measures; and requires that staff and students respond promptly and appropriately to school emergencies. The policy also requires a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats; to implement evidence-based school threat assessment processes; and to identify, assess, and manage threats in order to prevent behaviors or conflicts from escalating into violence.

Definitions

Active Threat: means any incident which creates an immediate threat or imminent danger to the school campus community, facilities, and transportation systems.

Crisis: means an event that leads to physical or emotional distress.

Crisis Response: means a protocol for the actions to take and individuals to involve following a crisis event.

Developmentally Appropriate: mean adapted to what a student is able to do chronologically, cognitively, physically, or emotionally.

Elementary School: means a school with grades K-6.

Emergency: means a natural or man-made disaster, accident, act of war, or other circumstance that could reasonably endanger the safety of school children or disrupt the operation of the school.

Emergency Preparedness Plan: means policies and procedures developed to promote the safety and welfare of students, protect school property, or regular the operation of schools during an emergency occurring within an LEA or school.

Emergency Response Plan: means a plan developed by an LEA or school to prepare and protect students and staff in the event of school violence emergencies.

Evidence-Based: as defined in Utah Code §53G-18-211(1), means a program or practice that has had multiple randomized control studies or a meta-analysis demonstrating that the program or practice is effective for a specific population; has been rated as effective by a standardized program evaluation tool; or is created and developed by a school or LEA and has been approved by the state board.

Evidence-Informed: means that a strategy is developed using high-quality research outside of a controlled setting in the given field; and includes strategies and activities with strong scientific basis for use.

Multidisciplinary Team: means a group of professionals from multiple disciplines who meet to pursue the common goal of evaluating and triaging the academic, social, emotional, physical, and/or behavioral needs of a student or group of students; creating individualized strategies and interventions to address the identified needs.

Multi-disciplinary teams are sometimes referred to as CARE Teams, Multi-Tiered Systems of Supports (MTSS) Teams, Positive Behavior Interventions and Supports (PBIS) Teams, Threat Assessment Teams, Student Assistance Teams (SATs), or Student Support Teams (SSTs). A school may have more than one multi-disciplinary team for different purposes.

Plan: means a school or LEA's emergency preparedness and emergency response plan.

Safe Messaging: means strategies and styles for communicating about the topic of suicide.

SafeUT: means the crisis line established in Utah Code §53B-17-1202.

School Safety Specialist: means a school employee who is responsible for supporting school safety initiatives, including the threat assessment described in Utah Code §53G-8-802.

Secondary School: means a school with any of the grades 7-12.

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.

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. A threat may be expressed or communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and a threat 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.

Threat Assessment: means a prevention strategy that involves identifying threats; determining the seriousness of the threat; and developing intervention plans that address the threat.

Training

The Multidisciplinary Team at the school will receive training from a qualified professional, such as a Comprehensive School Threat Assessment Guidelines (CSTAG) Trainer, or other professionals trained in school threat assessment regarding the threat assessment process. This training will address the following:

- The function of a Multidisciplinary Team;
- A violence prevention plans and strategies;
- The evidence-based threat assessment processes;
- The reporting process for threats;
- The documentation and notification of threats;
- The Family Educational Rights and Privacy Act, 20 USC Se. 12232g;
- The steps to cultivate a safe school climate; and
- Student Privacy and Data Protection.

Multidisciplinary Team Composition and Training

The school's Multi-disciplinary Team using an evidence-based threat assessment model may include:

- Administrative personnel;
- Local law enforcement or a school resource officer;
- A mental health professional such as a school counselor, school psychologist, school social worker, or contracted mental health professional; and
- An instructional coach, general education teacher, or special education teacher.
- Any paraprofessional or staff member.
- The Multidisciplinary Team members will receive the training outlined above prior to beginning work with the team.

The Function of the Multidisciplinary Team

Multidisciplinary Team members shall work collaboratively with each other, the school staff, and community agencies, as appropriate, to support the team's purposes and maintain safety for all students and staff members. An Annual Privacy Notice to the school community must identify all Multi-disciplinary Team members as school officials.

Role of School Administrators

- To serve as designed team leaders;
- To support and hold team members accountable for roles and responsibilities;
- To assist the team with required training and resources;
- To support parents, teachers, and other staff members regarding threat assessment;
- To oversee the team's documentation of threat assessment(s); and
- To ensure the documentation is consistent with Student Privacy and Data Protection and the Family Educational Rights and Privacy Act, 20 USC Se. 12232g.

Role of Local Law Enforcement or a School Resource Officer

- To determine if a threat constitutes a criminal offense;
- To address the threat(s) that require immediate notification to law enforcement; and,
- To assist in monitoring and supervising the subject and determining the need, if any, for law enforcement action.

Role of Mental Health Professionals

- To conduct a mental health interview;
- To provide mental health support as determined by the provider's credentials; and,
- To link the team to community resources to support the parent(s) and student(s).

Role of the Instructional Coach, General Education Teacher, and/or Special Education Teacher

- To support the team with understanding the academic and social-emotional data and needs;
- To assist a student's classroom teachers in understanding the academic needs of a student; and,
- To review disciplinary reports of involved students.

Procedures Required if Threats are Reported

All stakeholders, including students, teachers, administrators, parents, support staff, and community members will be notified of the importance of reporting threats be informed of the following:

- Individual roles and responsibilities to report concerns;
- What crucial information to report;
- Where and how to report it.
- Each reported threat will include:
 - The name of the complainant;
 - The name of the alleged offender, if known;
 - The date and location of the threat(s); and
 - A statement describing the threat(s), including names of witnesses, if known.
- Each reported threat will be promptly investigated/triaged by an Administrator and, in consultation with the Multidisciplinary Team, the seriousness of the threat(s) will be determined.

Plans and Interventions

Development of Individualized Plans

The Multidisciplinary Team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk. The team shall assist the individual(s) who reported the threat and any impacted staff or students in accessing appropriate school and community-based resources for support and/or further intervention.

Interventions and Consequences

Verified threats shall result in interventions or consequences. Interventions or consequences may include, but are not limited to:

- Implementation of best practices that de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
- Supporting the student to develop skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
- Applying steps in a discipline plan consistent with Utah Admin. Code R277-609;
- Implementation of restorative justice practices consistent with Utah Admin. Code R277-613;
- Obtaining consent from the involved student(s) and their parent(s) or guardian(s) before including the victim(s) in the process;
- Notification of the involved students' parent(s) or guardian(s) of restorative justice practices;
- Support for involved students using trauma-informed practices;
- Suspension or removal of a student from a school-sponsored team or activity, including school-sponsored transportation;
- Suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and,
- Suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code §53G-11-512.

Parent Notification

The school will notify the student's parent(s) or 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.

- The school will produce and maintain a record that verifies the parent(s) or guardian(s) were notified of the threat.
- The school will not disclose the record to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

Multidisciplinary Team Reporting and Records

The Multi-disciplinary Team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.

- The documentation shall comply with the school's policies and federal and state laws.
- The documentation shall demonstrate the team's reasonable, good faith efforts to identify, investigate, assess, and manage threatening situations.
- Multi-disciplinary Team members must also include the following in reporting, as appropriate including procedures for the victim(s) and other involved individuals regarding:
 - Protection from further concerning communication or behavior;
 - Supports for potential victims; and,
 - Assistance for the individual(s) who are being assessed.
- Law enforcement reports of any threats that may constitute a criminal offense;
- Procedures for a fair and timely opportunity for the accused to explain their actions;
- Procedures for providing due process rights including:
 - Licensed staff and local employee discipline policies before employee discipline (per Utah Code §53G-11-501);
 - Local student disciplinary policies per Utah Code §53G-8-202.

Emergency Preparedness and Emergency Response Plans

Certification, Review, and Practice

By July 1st of each year, the school will certify to the Superintendent of Education that the school's emergency preparedness and emergency response plan has been:

- Practiced at the school level; and
- Presented to and reviewed by its teachers, administrators, students and parents, local law enforcement, and public safety representatives consistent with Utah Code §53G-4-402.
- The school's plans will be designed to meet individual school needs and features.
- The school will review plans at least once every three years.

Emergency Preparedness and Response Committee

The school will appoint a committee to prepare or modify plans to satisfy Utah Admin. Code R277-400 and Utah Code §53G-4-402.

- The committee will consist of appropriate school and community representatives, which may include school and LEA administrators; teachers, parents, community and municipal governmental officers; and fire and law enforcement personnel.

- The committee will include governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels.

Notice and Preparation

At the beginning of each school year, the LEA or school will provide a written notice to parents and staff of sections of the LEA's plans that are applicable to that school.

- The school will designate an Emergency Preparedness/Emergency Response week each year before April 30th which will have activities that may include:
 - Community, student, and teacher awareness;
 - Emergency preparedness or active threat response training; or,
 - Other activities as outlined in Utah Admin. Code R277-400.
- A school's emergency response plan will include procedures to notify students, to the extent practicable, who are off campus at the time of a school violence emergency consistent with Utah Code §53G-4-402.
- Charter school LEAs with multiple schools will require each school to file a copy of their plans with the charter school director.

Emergency Plan Content

Educational Services, Student Supervision, and Building Access

In accordance with Utah Admin. Code R277-400, the school's plan will include:

- Procedures to ensure reasonably adequate educational services and supervision are provided during an emergency, including an extended emergency situation;
- Evacuation procedures that provide reasonable care and supervision of a student until the student is released to a responsible party;
- Procedures that prohibit the release of a student in grade 8 or below, unless a parent or other responsible person has been notified and assumed responsibility for the student;
- Procedures that allow for the release of a student in grade 9 and above without such notification, if authorized by the school, and when the administration determines:
 - The student is reasonably responsible; and
 - Notification is not practicable.
- Procedures, as determined by the board, regarding access to public school buildings by:
 - Students;
 - Community members;
 - Lessees;
 - Invitees; and,

- Others.
- Procedures regarding access may include restricted access for some individuals; will address building access during identified time periods; and will address possession and use of school keys by designated administrators and employees.
- Resources and materials available for emergency training for the school's employees.

Emergency Preparedness Training for School Occupants

The school's plan will include standard response protocols and will provide procedures for students and adults to receive developmentally appropriate and age-appropriate emergency preparedness training, including:

- Rescue techniques;
- First aid;
- Safety measures appropriate for specific emergencies; and
- Other emergency skills.

Emergency and Fire Drills

The school will conduct emergency and fire drills in accordance with Utah Code §15A-5-202.5

- Schools will have an emergency evacuation drill conducted at least every two months, to a total of four emergency evacuation drills during the nine-month school year.
- The first emergency evacuation drill will be conducted within 10 school days after the beginning classes.
- The third emergency evacuation drill, weather permitting, will be conducted 10 school days after the beginning of the next calendar year.
- The second and fourth emergency evacuation drills may be substituted by a security or safety drill to include shelter in place, earthquake drill, or lock down for violence.
- If inclement weather causes a secondary school to miss the 10-day deadline for the third emergency evacuation drill, the secondary school will perform the third emergency evacuation drill as soon as practicable after the missed deadline.

Emergency Response Review and Coordination

For purposes of emergency response review and coordination, the school will:

- Provide annual training for school building staff regarding an employee's roles, responsibilities, and priorities in the emergency response plan.
- Require the school to review existing security measures and procedures within the school and make necessary adjustments as funding permits.
- Develop standards and protections for participants and attendees at school-related activities, especially school-related activities off school property.

- Coordinate with local law enforcement and other public safety representatives in appropriate drills for school safety emergencies.

Prevention and Intervention

Evidence-Based Threat Assessment

As part of emergency preparation, each school will implement an evidence-based threat assessment that provides a process for multidisciplinary teams to determine the severity of a threat and what course of action to take.

- The school will utilize a multi-disciplinary team that may:
 - Review school safety-related data;
 - Consult on case-specific interventions and disciplinary actions;
 - Use threat assessment outcomes to inform the disciplinary process;
 - Involve parents in the intervention process; and,
 - Suggest referrals to evidence-informed resources as appropriate.
- The multi-disciplinary team will include a school administrator and other individuals as determined by the school to meet the school's needs, which may include:
 - A school resource officer or local law enforcement officer;
 - A mental health professional; and
 - A classroom teacher.
- In developing student assistance programs, the school may coordinate with other agencies and the Superintendent of Education.

School Safety Specialist

The school will designate a school safety specialist who is employed at the school, attends relevant school safety specialist training provided by the Superintendent of Education, and supports the school administration with implementing school safety policy, initiatives, training, and programs.

Comprehensive Violence Prevention and Intervention

The school will provide comprehensive violence prevention and intervention strategies as part of a school's regular curriculum including:

- Resource lessons and materials on anger management;
- Conflict resolution; and
- Respect for diversity and other cultures.
- As part of a violence prevention and intervention strategy, the school may provide age-appropriate instruction on firearm safety including appropriate steps to take if a student sees a firearm or facsimile in school.

- The school may also develop or incorporate tiered student assistance programs to the extent resources permit.

School and Individual Crisis Response Protocol

The school will respond to a school or community crisis by:

- Developing a staff notification process to inform staff of a crisis in a timely manner;
- Identifying and keeping record of:
 - Crisis response professionals who may assist in crisis response; and
 - Resources and community partnerships for follow-up or intensive care after a crisis.
- Adopting a student and parent notification policy that utilizes safe messaging; and,
- Establishing a multi-disciplinary team as described in Utah Admin. Code R277-400 to identify interventions for students who may be highly impacted by a crisis.
- If the school has implemented SafeUT, the school will identify one or more SafeUT liaisons who:
 - Provide information from SafeUT to relevant stakeholders;
 - Communicate with SafeUT concerning updates and feedback; and,
 - Attend an annual SafeUT training provided by the Superintendent of Education.

Cooperation With Governmental Entities.

As appropriate, the school may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies.

- The school will cooperate with other governmental entities to provide emergency relief services.
- The school's plans will contain procedures for assessing and providing the following for public emergency needs:
 - School facilities;
 - Equipment; and,
 - Personnel.
- The plan will delineate communication channels and lines of authority within the school, city, county, and state.
- The school will acknowledge that the Superintendent of Education is the chief officer for emergencies involving more than one LEA, or for state or federal assistance; and,
- The Board of Directors, through its superintendent or director, is the chief officer for LEA emergencies.

Fiscal Accountability

The school plan will address procedures for recording the LEA's funds expected for:

- Emergencies;
- Assessing and repairing damage;
- Seeking reimbursement for emergency expenditures.

School Carbon Monoxide Detection

New educational facilities will have a carbon monoxide detection system installed consistent with International Fire Code (IFC), Chapter 9, Sections 915 through 915.4.5., while existing educational facilities will have carbon monoxide detection systems installed consistent with International Fire Code (IFC), Chapter 11, Section 1103.9.

- Where required, the school will provide a carbon monoxide detection system where a fuel-burning appliance, a fuel-burning fireplace, or a fuel-burning forced air furnace is present consistent with IFC 915.1.
- The school will install each carbon monoxide detection system consistent with NFPA 720 and the manufacturer's instructions, and listed systems as complying with UL 2034 and UL 2075.
- The school will also install each carbon monoxide detection system in the locations specified in NFPA 720.
- A combination carbon monoxide smoke detector will serve as an acceptable alternative to a carbon monoxide detection system if the combination carbon monoxide and smoke detector is listed consistent with UL 2075 and UL 268.
- Each carbon monoxide detection system shall receive primary power from the building wiring if the wiring is served from a commercial source.
- If primary power is interrupted, a battery will provide each carbon monoxide detection system with power.
- The wiring for a carbon monoxide detection system shall be permanent and without a disconnecting switch other than that required for over-current protection.
- The school will maintain all carbon monoxide detection systems consistent with IFC 915 and NFPA 720.
- Performance-based alternative design of carbon monoxide detection systems will be acceptable consistent with NFPA 720, Section 6.5.5.6.
- The school will monitor carbon monoxide detection systems remotely consistent with NFPA 720.
- The school will replace a carbon monoxide detection system that becomes inoperable or begins to produce end-of-life signals.

Reviewed: August 28, 2025