MEETING NOTICE
WEST BONNER COUNTY SCHOOL DISTRICT #83
Board of Trustees Meeting #456 - Amendment 1 - Wednesday, February 18, 2026 at 6:00 PM
Idaho Hill Elementary - Cafeteria/Gymnasium
402 East 3rd Street
Oldtown, Idaho 83822
https://meetings.boardbook.org/Public/Organization/2136

Vision Statement
Strive for Greatness!
Mission Statement

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for greatness!

AGENDA

I. **Call Meeting to Order**
II. **Pledge of Allegiance**
III. **Approval of the Agenda - Action Item**
IV. **Comments from the Audience on the Agenda:** ***(Limit of 2 minutes)***
V. **Celebrations**
VI. **Reports**
- VI.A. Board Member Reports
- VI.B. Director & Administrator Reports
  - VI.B.1. School Bus Bids
  - VI.B.2. PRLHS Fire Alarm System Update
- VI.C. Financial/Treasurer Report
- VI.D. Superintendent Report

VII. **Consent Agenda - Action Items**
- VII.A. Approval of Board Meeting Minutes - **Action Item**
- VII.B. Human Resources Report - **Action Item**

VIII. **Accounts Payable - Action Item**
IX. **Old Business - Action Items**
- IX.A. Financial Standards Handbook - **Action Item**
- IX.B. Junior High Task Force Update - **Action Item**

IX.C. Child Nutrition Program Task Force - **Action Item**
IX.D. Policy 4210F, Fee Schedule for Community Use of School Facilities - **Action Item**

X. **New Business - Action Items**
X.A. Innovia Foundation - **Action Item**
X.B. P3400 ExtracurricularActivitiesDrug-Testing Program — First Read - **Action Item**
X.C. P5900 CoachesRules - First Read - **Action Item**
X.D. Dance Program Invitation - **Action Item**

XI. **Comments from the Audience:** ***(Limit of 2 minutes)***

XII. **Board Reflection / Future Agenda Items - Action Items**
XII.A. Potential Future Meetings, Work Sessions, etc. - **Action Item**
- Upcoming Committee Meetings (Facilities, Negotiations, Finance, Curriculum)
- Upcoming Regular / Special Meetings / Work Sessions
XII.B. ISBA Board Association Discussion - **Action Item**
XII.C. 2026 Clerk's Retreat, May 15th - **Action Item**

XIII. **Motion to Adjourn**

Note: If any auxiliary aids or services are needed for individuals with disabilities, please contact the administration office at 448-4439.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those trustees in attendance. Voting shall be by acclamation or show of hands. (WBCSD Policy 1510)

Posted: Administration Office
West Bonner Schools
Priest River City Hall
Oldtown City Hall

By: Julie Hinshaw, Board Clerk

PRINCIPAL'S REPORT

From: Loretta Glazier, Principal	Date: 2/18/26	District and School: WBCSD/IDH

Enrollment:

Kinder - 14; First - 17; Second -23; Third - 18; Fourth - 24; Fifth - 20; Sixth - 20; **Total - 136**

Average Daily Attendance to Date:

Kinder	First	Second	Third	Fourth	Fifth	Sixth
93%	94%	94%	92%	91%	91%	91%

Activities/Celebrations:

- Students who met the 2nd Quarter Reading Challenge attended a Glow Party on January 29th put on by our PTO.
- To celebrate increased reading scores, our students watched a movie in the afternoon on February 4; while this took place, all staff received additional training in UFLI, an intervention program.

Curriculum/Instruction

Amira October BENCHMARK

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Kinder	0% (0)	21% (3)	43% (6)	36% (5)

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
First	6% (1)	6% (1)	12% (2)	76% (13)

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Second	24% (5)	29% (6)	24% (5)	10% (2)

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Third	24% (4)	18% (3)	41% (7)	18% (3)

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Fourth	14% (3)	18% (4)	45% (10)	23% (5)

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Fifth	**37% (7)**	**21% (4)**	**32% (6)**	**11% (2)**

Amira January BENCHMARK

15	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Kinder	**13% (2)**	**40% (6)**	**47% (7)**	**0% (0)**

17	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
First	**18% (3)**	**12% (2)**	**35% (6)**	**35% (6)**

23	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Second	**26% (6)**	**30% (7)**	**20% (6)**	**17% (4)**

18	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Third	**28% (5)**	**22% (4)**	**33% (6)**	**17% (3)**

24	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Fourth	**25% (6)**	**8% (2)**	**46% (11)**	**21% (5)**

20	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Fifth	**20% (4)**	**50% (10)**	**15% (3)**	**15% (3)**

Amira October-January Benchmark

	Growth	Average
Kinder	93%	.89
First	93%	.66
Second	67%	.35

Third	76%	.44
Fourth	50%	.02
Fifth	40%	.28

IDH Focus/Ongoing Work:

- Intervention/Enrichment Opportunities
- PLCs (Building and District)
- MTSS

Important Upcoming Dates:

March 4 - Read Across America

March 26 - End of Q3

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	-0.59	-0.96	-1.31	0.35	0.2 (+)	0.15	1.16				
	0.74	-0.17	-0.28	0.74	0.92 (+)	0.18	1.09				
	-0.26	-0.72	0.14	0.69	0.79 (+)	0.1	1.51				
	-1.04	0.62	-0.19	0.45	0.16 (-)	0.29	0.46				
	0.61	0.46	1.3	1.46	1.32 (+)	0.14	0.86				
	-0.18	0.03	0.32	0.32	0.15 (+)	0.17	0.18				
	-1.19	-0.69	0.13	-0.02	0.21 (+)	0.23	0.9				
	-0.84	-0.23	0.12	0.67	0.38 (+)	0.29	0.61				
	-0.68	-0.15	-0.28	0.57	0.01 (+)	0.56	0.16				
	-0.57	0.15	0.09	0.26	0.79 (+)	0.53	0.94				
					0.95						
	-1.16	-1.06	-0.53	-0.53	0.84 (+)	1.37	1.9				
	0.37	0.58	1.28	1.8	0.8 (+)	1	0.22				
	0.07	-0.06	-0.43	0.71	0.8 (+)	0.09	0.86				
	-0.07	-1.25	0.24	0.94	1.25 (+)	0.31	2.5				
						50% Growth					
Benchmarks					93% Growth		Average = .89				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	-0.16	0.09	0.28	0.6	0.97 (+)	0.37	0.88				
	0.01	0.46	0.43	0.14	0.42 (-)	0.28	0.04				
	0.17	0.15	0.49	0.7	1.07 (+)	0.37	0.92				
	0.2	0.22	0.24	0.54	1.01 (+)	0.47	0.79				
	-0.75	-0.04	-0.11	0.24							
	0.1	-0.11	0.05	0.28							
	1.07	1.84	2.66	2.52	2.15 (+)	0.37	0.31				
	0.63	0.48	0.91	1.1	1.49 (+)	0.39	1.01				
	-0.04		-0.09	0.08	0.2 (+)	0.12	0.24				
	0.19	0.19	0.79	1.41	0.83 (+)	0.58	0.64				
	0.88	0.37	0.53	1.03	1.96 (+)	0.93	1.59				
	1.19	1.73	1.84	2.57	2.04 (+)	0.53	0.31				
	0.39	0.22	0.44	0.68	0.5 (+)	0.18	0.28				
	0.26	0.38	0.5	0.45	1.62 (+)	1.17	1.24				
	0.21	1.06	1.15	1.75	1.67 (+)	0.08	0.61				
	-0.28		0.51	0.83							
	0.58	1.05	1.34	0.95	1.51 (+)	0.56	0.46				
						57% Growth					
Benchmarks			93%				Average = .66				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	2.37	2.24	3.2	2.69	2.67 (+)	0.02	0.43				
	2.54	2.73	2.96	3.38	3.17 (+)	0.21	0.44				
	3.03	2.75	2.74	2.33	2.76 (+)	0.43	0.01				
	2.07	1.9	2.25	1.88	2.07 (+)	0.19	0.17				
	2.26	2.39	2.47	2.44	2.05 (-)	0.39	0.34				
	2.2	2.13	2.54	2.54	2.51 (+)	0.03	0.38				
	1.92	1.98	2.13	1.65	1.97 (-)	0.32	0.01				
	0.6	0.81	1.69	1.83	0.67 (-)	1.16	0.14				
	2.26	0.93	2.65	3.04	3.56 (+)	0.52	2.63				
	3.23	3.28	3.46	3.65	3.67 (+)	0.02	0.39				
	2.26	2.67	2.56	3.03	3.13 (+)	0.1	0.46				
					3.06						
	0.31	0.59	1.22	0.95	0.96 (+)	0.01	0.37				
	1.91	2.08	2.18	2.43	2.47 (+)	0.04	0.39				
	2.11	2.28	2.52	2.18	2.72 (+)	0.54	0.44				
	2.75	3.05	3.01	3.8	3.43 (+)	0.37	0.38				
					3.12						
	1.8	1.73	1.79	2.3							
	3.69	3.31	3.58	3.59	4.49 (+)	0.9	1.18				
	1.81	2.11	1.59	1.98	1.64 (-)	0.34	0.47				
	4.28	3.04	3.4	3.9	3.75 (+)	0.15	0.71				
	3.45	3.47	3.52	3.85	3.33 (-)	0.52	0.14				
	1.18	1.86	1.04	1.69	1.58 (-)	0.11	0.28				
						50% Growth					
Benchmarks					67% Growth		Average = .35				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	3.41	2.63	4.7	3.69	4.39 (+)	0.7	1.76				
	1.95	2.34	2.2	2.12	2.72 (+)	0.6	0.38				
	3.92	4.1	3.88	5	4.21 (+)	0.79	0.11				
	4.98	5.83	5.57	5.85	5.8 (-)	0.05	0.03				
	3.87	3.49	4.29	4.29	4.29 (+)	0	0.8				
	3.13	2.93	2.8	3.14	3.2 (+)	0.06	0.27				
	4.23	4.49	4.59	5.47	5.37 (+)	0.1	0.88				
	3.31	3.11	3.52	3.99	2.97 (-)	0.02	0.14				
	2.21	2.49	3.68	2.94	2.78 (+)	0.16	0.29				
	2.11	2.63	2.86	3.17	2.81 (+)	0.36	0.18				
	2.01	1.51	20.42	2.45	2.53 (+)	0.08	1.02				
	5.84	5.76	5.82	5.97	5.91 (+)	0.06	0.15				
	1.95	2.82	5.59	2.86	2.87 (+)	0.01	0.05				
	2.11	2.69	2.94	2.53	2.54 (-)	0.01	0.15				
	5.77	5.62	5.78	5.57	5.32 (-)	0.25	0.3				
	3.93	3.97	3.82	4.5	4.91 (+)	0.41	0.94				
	2.59	3.1	3.34	3.33	4.4 (+)	1.07	1.3				
						47% Growth					
Benchmarks					76% Growth		Average = .44				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
					5.52						
				3.51							
	2	2.71	3.2	3.49	4 (+)	0.51	1.29				
	3.36	4.04	3.66	3.95	4.11 (+)	0.16	0.07				
	4.31	5.76	5.16	4.48	5.75 (-)	1.27	0.01				
	0.49	3.18	3.45	3.97	3.02 (-)	0.95	0.16				
	2.52	3.3	5.38	5.28	3.47 (+)	1.81	0.17				
		5.19	4.46	3.51	3.33 (-)	0.18	1.86				
	3.24	3.89	4.38	5.71	4.66 (+)	1.05	0.77				
	1.32	1.44	1.55	1.56	1.74 (+)	0.18	0.3				
	2	2.14	1.77	2.15	1.98 (-)	0.17	0.16				
	2.55	3.3	3.89	3.97	3.16 (-)	0.81	0.14				
	4.84	5.82	5.81	5.72	5.58 (-)	0.14	0.24				
	2.32	2.96	2.89	2.71	2.86 (-)	0.15	0.1				
	3.66	5	5.47	3.01	5.08 (+)	2.07	0.08				
	4.02	4.08	4.3	6.02	5.7 (+)	0.32	1.62				
	1.86	2.07	2.07	2.25	2.44 (+)	0.19	0.37				
	2.75	2.96	2.54	2.12	3.48 (+)	1.36	0.52				
	2.43	2.43	2.35	3.32	3.04 (+)	0.28	0.61				
	2.71	3.13			2.84 (-)	-	0.29				
	3.67	3.71	4.55	3.95	4.17 (+)	0.22	0.46				
	3.49	4.62	3.65	4.48	3.98 (-)	0.5	0.64				
	4.47	5.66	5.26	5.6	5.54 (-)	0.06	0.12				
	3.5	5.18	4.96		3.17 (-)		2.01				
						45% Growth					
Benchmarks					50% Growth		Average = .02				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	5.41	5.94	5.89	5.71	5.38 (-)	0.33	0.56				
	3.15	5.36	4.02	5.44	5.02 (-)	0.42	0.34				
		6.1	5.82	5.9	6.01 (-)	0.11	0.09				
	3.05	2.54	2.29	2.2	3.49 (+)	1.29	0.95				
	5.43	5.45	5.9	5.34	5.55 (+)	0.21	0.1				
	3.11	4.49	3.72	5.3	5.71 (+)	0.41	1.22				
	5.51	5.41	5.55	5.56	5.58 (+)	0.02	0.17				
	1.74		2.16	2.6	2.58	0.02	0.84				
	5.96	5.72	5.9	6.14	5.46 (-)	0.68	0.26				
	5.55	4.09	5.51	5.43	5.42 (+)	0.01	1.33				
		5.24	4.92	6.02	4.06 (-)	1.96	1.18				
		4.14	5.17	5.69	5.77 (+)	0.08	1.63				
	5.82	6.13	6.1	5.96	6.06 (-)	0.1	0.07				
	1.71	1.92	3.13	2.57		-					
	5.16	3.93	4.85	5.83	5.67 (+)	0.16	1.74				
	5.88	5.92	5.56	5.91	5.45 (-)	0.46	0.47				
	2.44	3.6	2.5	2.83	2.43 (-)	0.4	1.17				
	5.6	6.03	6.01	5.99	5.59 (-)	0.4	0.44				
	6.06	5.85	6.11	6.21	6.12 (+)	0.09	0.27				
	4.99	4.36	5.12		5.94 (-)	-	1.58				
						39% Growth					
Benchmarks					40% Growth		Average = .28				

KINDER- EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	22% (3)	57% (8)	21% (3)	**Fall**	43% (6)	21% (3)	36% (5)
Winter	27% (4)	60% (9)	13% (2)	**Winter**	67% (10)	13% (2)	20% (3)
Spring				**Spring**			

FIRST- EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	56% (9)	19% (3)	25% (4)	**Fall**	23% (4)	18% (3)	59% (10)
Winter	26% (4)	27% (4)	47% (7)	**Winter**	35% (6)	18% (3)	47% (8)
Spring				**Spring**			

SECOND- EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	57% (12)	19% (4)	24% (5)	**Fall**	66% (14)	5% (1)	29% (6)
Winter	69% (16)	9% (2)	22% (5)	**Winter**	57% (13)	17% (4)	26% (6)
Spring				**Spring**			

THIRD - EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	41% (7)	41% (7)	18% (3)	**Fall**	41% (7)	35% (6)	24% (4)
Winter	56% (10)	11% (2)	33% (6)	**Winter**	65% (11)	6% (1)	29% (5)
Spring				**Spring**			

FOURTH - EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	37% (8)	27% (6)	36% (8)	**Fall**	45% (10)	14% (3)	41% (9)
Winter	41% (10)	38% (9)	21% (5)	**Winter**	46% (11)	8% (2)	46% (11)
Spring				**Spring**			

FIFTH - EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	68% (13)	11% (2)	21% (4)	**Fall**	58% (11)	21% (4)	21% (4)
Winter	73% (14)	16% (3)	11% (2)	**Winter**	65% (13)	20% (4)	15% (3)
Spring				**Spring**			

SIXTH - EASYCBM							
READING	Low Risk	Some Risk	High Risk	**MATH**	Low Risk	Some Risk	High Risk
Fall	61% (11)	33% (6)	6% (1)	**Fall**	56% (10)	11% (2)	33% (6)
Winter	61% (11)	28% (5)	11% (2)	**Winter**	72% (13)	17% (3)	11% (2)
Spring				**Spring**			

Priest Lake Elementary Board Report

February 18, 2026

Principal Tommy Hansen

Happy February! We are finally back in the full swing of school after winter break and the end of 1st Semester! We also have increased our enrollment to 43, after it dipped into the high 30s. We gained 5 students in the past few weeks that will prove to be valuable additions to the PLE student body!

All of our Midyear testing has been completed. The data on the chart below reflects both the initial testing data in the fall and data from this January midyear data.

Again we had some tech issues with the testing, especially for AMIRA, but most students were able to retest. Please also note that we have had a bit of student mobility affecting the data. With the loss of a couple students from our numbers and the additional enrollment of 5 students during the new testing window the results will look a little skewed, especially because the students had not previously used Easy CBM or AMIRA for testing before.

We have been continually giving the AMIRA testing to Kindergarten, First, and Second Grade to help identify gaps in student learning and provide insight into which students are in need of interventions. The same goes for the Easy CBM testing data.

We have been providing targeted supports to students who are identified by our data as in need of extra support. Most recently, our Secretary, Josie Baker, has been spending time working with students to help them improve their reading or helping them with math. I am so proud at PLE that every staff member is there to help the kids grow no matter what it takes. The community has also come around and shown support to the students to help them. All of these efforts have gone a long way, and I believe are the primary reason why the students at PLE are showing so much growth.

AMIRA Data

October Data

Grade Level	# Students at Tier 1	# Students at Tier 2	# Students at Tier 3
K	3	1	0
1	4	2	0
2	2	1	1
3	3	3	0

January Data

Grade Level	# Students at Tier 1	# Students at Tier 2	# Students at Tier 3
K	4	1	1
1	4	2	1
2	3	0	0
3	6	1	0

Tier 1 means that students are at or above grade level for reading.

Tier 2 means that they are near grade level.

Tier 3 means that they are below grade level.

As previously mentioned, there was some data variation due to new students entering the school during the week of the January AMIRA testing. For the students that have stayed the entire year, we have seen massive improvements. The Kindergartners have grown in class size from 4 to 6. With that, students have not regressed, with 4 students now testing in green, one in yellow and one in red. 1st Grade did not see as much movement, but there is one student in the red. 2nd Grade has seen tremendous improvement, even though one student exited the school, the one yellow from October was able to get to a green. The 3rd graders have seen tremendous improvement, as they went from 3 green and 3 yellow to 6 green and only 1 yellow.

October- 20 Students Tested- 60% Tier 1

January- 23 Students Tested- 74% Tier 1

14% Growth in Tier 1 Students!!!!

EasyCBM Data

EasyCBM data can be a little tricky to read, but the overall data is reflective of whether or not each student might need additional help in a specific subject. Students are given a percentile score based on national student performance. Even though a student might be a "Some Risk or High Risk" student, it does not mean that they are far below grade level. They might just be missing one skill that has placed them at risk. For example, with the most recent testing that we completed, a 3rd grade student was placed in the high risk category despite having a lexile score of 800, which is at middle school level. They read and comprehend well, but it may be because they were slower at reading or because there were some other gaps. No risk means that the student does not have any major gaps in their knowledge and are at or very close to grade level for everything assessed by the test.

Reading Data

October

Grade Level	No Risk	Some Risk	High Risk
K	3	1	0
1	5	1	0
2	2	1	1
3	5	1	0
4	5	1	0
5	6	1	0
6	3	4	0

January

Grade Level	No Risk	Some Risk	High Risk
K	6	0	0
1	7	0	0
2	2	1	0
3	6	1	0
4	6	0	0
5	7	0	0
6	4	1	2

October- 40 Students Assessed- 72.5% No Risk

January- 43 Students Assessed- 88.4% No Risk

While the students made great gains across the board, there were a few students who fell behind. 2 6th grade students are now in the High Risk category for reading. These students are receiving

targeted interventions for whatever gaps in their Reading they may have. Overall the school had 16% more students in the Low Risk category than the October Benchmark. The vast majority of the Some Risk students ended up moving on to the No Risk Category. The interventions that we have in place seem to be greatly benefitting the students that are struggling, seeing large improvements across the board. Most schools strive for proficiency rates in the 80% so seeing this school at 88% on track is incredible. This really goes back to how incredible and dedicated the staff at PLE are to improving the lives of these students.

Math

October

Grade Level	No Risk	Some Risk	High Risk
K	4	0	0
1	5	0	1
2	4	0	0
3	4	2	0
4	6	0	0
5	5	1	1
6	4	2	1

January

Grade Level	No Risk	Some Risk	High Risk
K	4	2	0
1	7	0	0
2	3	0	0
3	7	0	0
4	6	0	0
5	5	1	1
6	4	3	0

October- 40 Students Assessed- 80% No Risk

January- 43 Students Assessed- 84% No Risk

There were less students in total the Some or High Risk tiers for our January testing, despite there being three more students in the school. The Winter EasyCBM testing compares the expected growth of the students to that of the fall, so the few students that did not grow enough fell to Some Risk. These students are being met with strategic interventions to help them get back on track. There is only 1 student in the entire school that is considered high risk for math! We are working with that one student to ensure that they are getting to where they need to be in order to be successful.

ISAT Interim Testing

Our teachers have been giving ISAT Interim tests to get the students more familiar with the ISAT system. They have not completed any specific tests to get the proficiency data. They have been completing the targeted ISAT for specific skills that the teachers believe the students need. With the small class sizes, it makes it much easier for the teachers to individualize the skills and tests needed for each student. The Science ISAT has been used quite extensively by Mrs. Barnes' 5th and 6th grade class to better prepare them for what they need to know for 7th and 8th grade science. We will begin the Summative ISAT Testing in April. The data from that will be available during the June Board Meeting.

Other News

On January 28th we had our monthly PTO Meeting. We discussed interest from staff and students about exploring a K-12 option at the Lake for students using the Edmentum online program and having teacher support. This was based on the high number of students that go through PLE but do not go on to attend the Jr/Sr high school or attend or for a short period of time before choosing an alternative education system.

On February 9th Mrs. Butler's K/1/2 class did their Sweetheart Social. Students chose a person (usually their parents, grandparents, or other family members) to make valentines with and share an Italian Soda. This year students and their families made some Valentines for Newport Assisted Living and their residents.

We will be starting the Missoula Children's Theatre play at PLE the week of March 2nd-6th. Performances will be on March 6th, with the 2 shows at 4:00pm and 6:00pm. This is open to all K-8 Students in the area, including homeschool. The play this year is Alice in Wonderland.

On February 26th we will be celebrating Read Across America at PLE. We will have many guests come in and read to the students!

PLE is also planning a Bingo Night for April 23rd at 6:00pm. Please join us for a fun night of games and prizes!

Thank you all for supporting Priest Lake Elementary!

Priest River Elementary Board Report
Prepared February 11, 2026

Enrollment:	Dec. 329	Jan. 329	Feb. 330

Activities/Celebrations

2nd Quarter Awards Ceremony: Students from each class were selected to receive the following 2nd Quarter awards: Academic Excellence, Most Improved, and Student of the Month (December – Integrity; January – Failure Leads to Success). Thank you to all of the family members who attended and supported their child(ren) during the assembly.

Priority Standard Super Heroes: Our Professional Learning Community (PLC) grade-level teams identified the three most important standards that students must master before moving to the next grade level. Each grade created posters displaying these priority standards. As students master a standard, a star with their name is added to the poster to celebrate their achievement.
We held grade-level assemblies where students walked the red carpet and were celebrated by their peers. At the end of the 3rd Quarter, students will be recognized for newly mastered standards during the 3rd Quarter Awards Assembly. At the end of the school year, students will receive a ticket for each standard they mastered. They can place their tickets into prize buckets for a chance to win selected prizes. Students are excited to see their name stars displayed on their grade-level posters.

Curriculum/Instruction

ISAT Teacher Training: During the last State PLC training, we focused on the importance of the State Essential Standards documents and their connection to ISAT targets. Leaders shared how they use ISAT Interims to prepare students for the ISAT and to support instruction on essential state standards. At our staff meeting Peggy Loutzenhiser presented information about ISAT Interims and additional teacher and student supports available on the State ISAT website. I also shared examples of how other schools and teachers are using past test questions and Interim assessments to strengthen instruction, familiarize students with ISAT question formats, and help students practice using the online testing tools. We discussed how these resources can be used to enhance lessons aligned to essential standards.

PLC Guided Coalition: The WBCSD Guided Coalition Team set a goal this year to create dedicated time for district-wide grade-level PLC teams and high school departments to complete important work that has been limited due to fewer professional development days in the 2025–2026 calendar.
Grade levels are almost ready to post grade-level proficiency scales for the Top Three Priority Standards on the district website. These proficiency scales will help ensure consistency across schools so all students are held to the same expectations for proficiency. They will also help parents better understand what students must know and be able to do to meet grade-level standards.

Community Outreach

PRE Spring Carnival: Our PRE PTO is planning the Spring Carnival on May 7 from 5:00–7:30 PM. This event is open to the entire community and provides a low-cost evening of fun. Activities will include carnival games, free books, face painting, a PR Library booth, and much more.

Upcoming Events:

Feb. 12th - Valentine Celebrations
Feb. 12th - District GC Meeting 4:00
Feb. 16th - District PLC's Teams decide location/Online 3:25-4:00
Feb. 19th - 2nd Qtr Perfect Attendance BINGO Party 1:30-2:45
Feb. 23rd - District PLC's Teams decide location/Online 3:25-4:00
Mar. 2nd - Dr. Seuss Day Celebration, 8:30-10:30
Mar. 2nd - Dress like your favorite Seuss Character
Mar. 10th - 100th Day of School
Mar. 26th - End of 3rd Qtr.
Mar. 27th - Teacher Work Day
May 7th - PTO Spring Carnival, 5:00-7:30

2nd Quarter Awards Assembly -







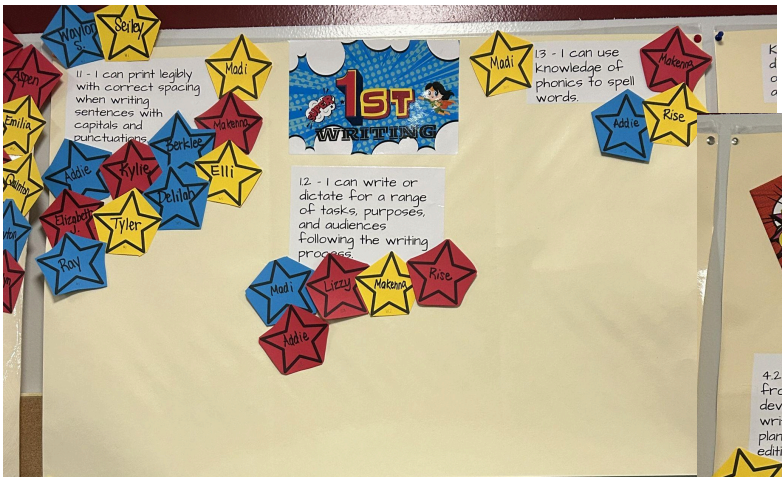
Priority Standard Super Heroes Assembly -

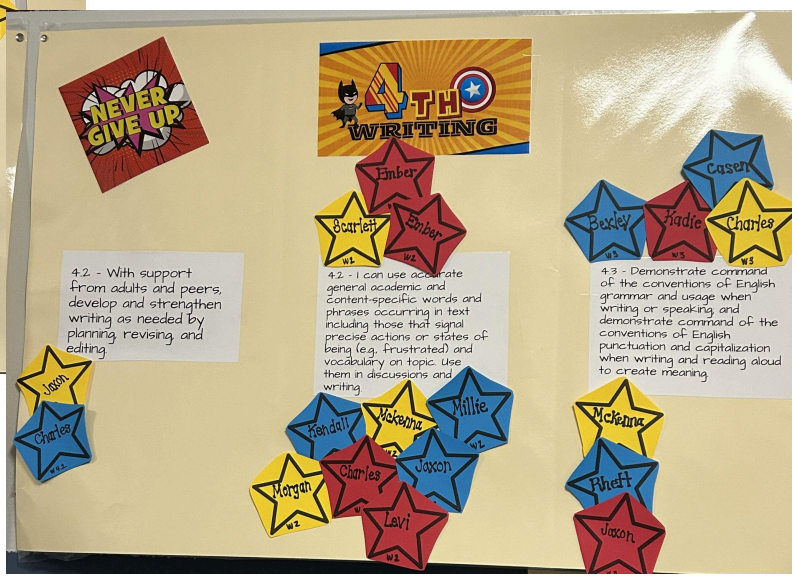






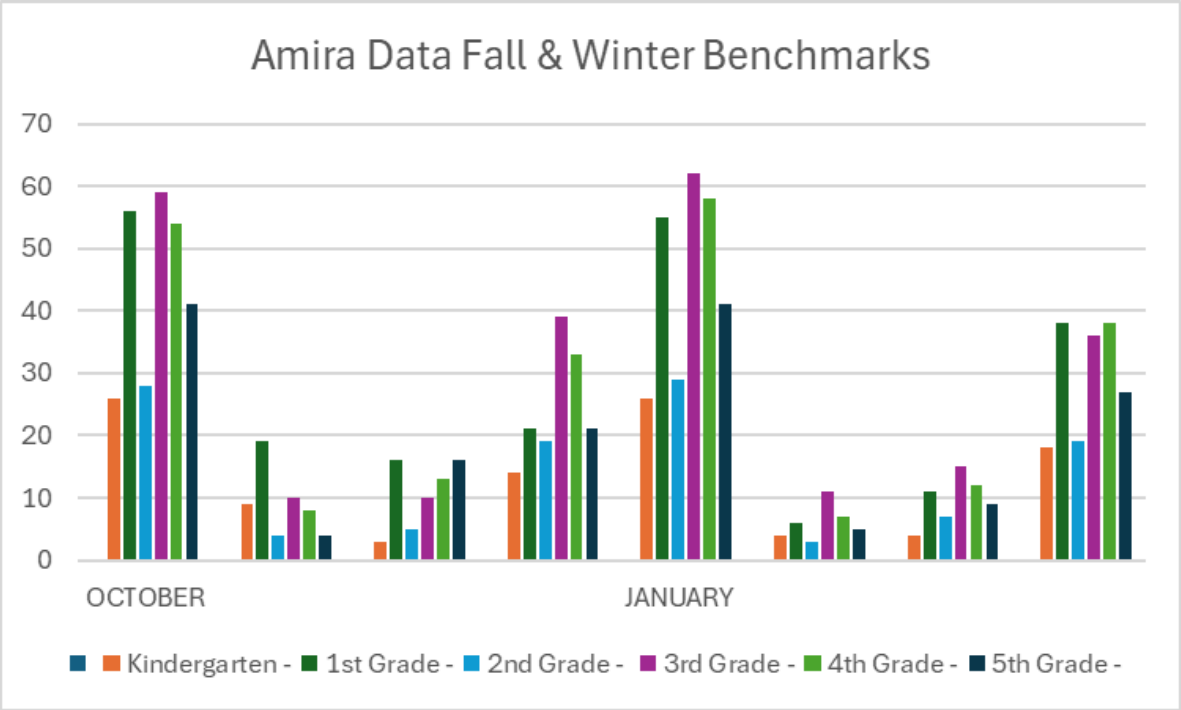
Grade Level Priority Standard Super Hero Posters -





PRIEST RIVER ELEMENTARY FALL 2025 & WINTER 2026

	OCTOBER	TIER 3	TIER 2	TIER 1	JANUARY	TIER 3	TIER 2	TIER 1
	STUDENTS				STUDENTS			
KINDERGARTEN	26	9	3	14	26	4	4	18
1ST GRADE	56	19	16	21	55	6	11	38
2ND GRADE	28	4	5	19	29	3	7	19
3RD GRADE	59	10	10	39	62	11	15	36
4TH GRADE	54	8	13	33	58	7	12	39
5TH GRADE	41	4	16	21	41	5	9	27



PRIEST RIVER IXL DATA

School	Student count	Overall levels	Above grade	On grade	Below grade	Far below grade	Incomplete
PRE OCT	320	MATH	60 (19%)	47(15%)	41(13%)	34(11%)	138(43%)
PRE JAN	329	MATH	45 (14%)	43(13%)	49(15%)	26(8%)	166(50%)
PRE OCT	320	ELA	50 (16%)	34(11%)	30(9%)	37(12%)	169(53%)
PRE JAN	329	ELA	56 (17%)	36(11%)	27(8%)	35(11%)	175 (53%)

EasyCBM ENGLISH LANGUAGE ARTS (ELA) FALL 2025 & WINTER 2026

School	Student count	Below grade	Approaching	On/Above grade	Student count	Below grade	Approaching	On/Above grade
Kinder garten	24	0	29%	71%	27	11%	15%	74%
1st Grade	1	0	0	100%	55	22%	15%	63%
2nd Grade	30	17%	24%	59%	29	17%	10%	73%
3rd Grade	61	17%	12%	71%	58	19%	19%	62%
4th Grade	57	25%	13%	62%	57	18%	18%	64%
5th Grade	44	19%	17%	64%	40	20%	23%	57%
6th Grade	42	19%	17%	64%	54	18%	27%	55%

EasyCBM MATH FALL 2025 & WINTER 2026

School	Student count	Below grade	Approaching	On/Above grade	Student count	Below grade	Approaching	On/Above grade
Kinder garten	25	17%	13%	70%	27	15%	4%	81%
1st Grade	55	27%	16%	57%	56	20%	14%	66%
2nd Grade	28	7%	7%	86%	29	7%	21%	72%
3rd Grade	57	7%	21%	72%	58	21%	10%	69%
4th Grade	54	19%	20%	61%	56	20%	20%	60%
5th Grade	40	28%	23%	49%	39	8%	23%	69%
6th Grade	42	10%	17%	73%	54	18%	9%	73%

Priest River Jr./Sr. High School
Board Meeting Report
February 2026

Academics

- 367 students are currently enrolled
- 75 students are enrolled in IDLA.
- Students are scheduled into classes for this semester. A survey is being developed to assist in scheduling for the next school year.
- The Principal and Attendance Secretary have been meeting with students who need to petition for credit due to excessive absences and tardies.
- As part of our PLCs, we are choosing essential standards, creating common formative assessments, and analyzing the data from these assessments.
- Due to the amount of bullying happening at PRLHS, the Counselor has developed and implemented lesson plans about bullying. The ASB president is finalizing his research into an anti-bullying curriculum to be presented to the student body. Once his research is complete, we will be submitting a request to the Board.
- Seniors are working on their Idaho Launch and Idaho Opportunity Scholarship applications.
- The Principal and Vice Principal attended the Region 1 Principal's meeting in Coeur D'Alene on 2/12. House Bill 622 and YEA were topics of discussion.
- 6 seniors failed classes last semester. The Principal and Counselor have met with upper classmen who failed classes, and created graduation plans.
- IXL Diagnostics have been administered.

Events

- 2/5/26 - Distinguished Young Women meeting for all Junior Girls
- 2/10/26 - Juniors and Seniors visited the NIC main campus and Parker Technical Campus.
- 2/19 - Staff Coffee Klatch
- 2/19 - WBCSD Calendar Committee 4pm in the PRLHS Library
- 2/25 - First FFA Meeting, focusing on recruitment of founding members
- 3/4 - NAEP Testing for 8th Graders
- 3/10- Higher Ed Exploration Field Trip to Sandpoint High School
- 3/12 - Career Day
- 3/16 - Start of ISAT testing sessions
- 3/25 - SAT Testing for all Juniors
- 3/26 - End of Quarter 3
- 3/27 - Teacher work day

Priest River Jr./Sr. High School
Board Meeting Report
February 2026

Sports

Participation & Program Growth

- 230 different students have been enrolled in athletics so far this school year.
- 116 students are currently participating in winter sports.
- Continued growth in multi-sport athletes and strong retention across programs.

Postseason Schedules & Opportunities

- Girls Basketball Districts begin this week starting Monday.
- Boys Basketball Districts will take place the following week.
- Competitive Cheer districts is the 14th and they made state
- Wrestling Districts are scheduled for February 21st.
- The Wrestling State Tournament is scheduled for February 27–28.

Individual & Team Success

- Ian Lamanna is currently ranked 6th in 3A for points per game.
- Wrestling is projected to send approximately 8 athletes to State this season.

Celebrations from the Month

- Priest River Lamanna High School won the Battle of the Border competition versus Newport in all three games and in overall school spirit. This is the first time in three years that the Asphalt Trophy is being displayed at PRLHS. Our ASB Leadership teacher and students' hard work was evident during both the lead-up and the event itself, with strong student participation and enthusiasm throughout the rivalry celebration. On the court, the Lady Spartans secured a 50–38 victory, highlighted by McKinley Burgess-Duquette's 20 points and 21 rebounds, while the boys team followed with an 80–63 win led by Ian Lamanna's 34 points and an all-around team effort with nine players scoring. Together, our basketball coaches and teams demonstrated determination, teamwork, and pride, and the entire school community showed outstanding sportsmanship and school spirit as we brought the Border trophy back home.
- Tanner Hughes is our Rotary Senior Student of the Month. Tanner is "is a senior who is currently on track to graduate and has demonstrated consistent responsibility toward their academic goals. In addition to maintaining progress toward graduation, he is a dedicated athlete who represents our school with pride, sportsmanship, and a strong

work ethic. Beyond academics and athletics, Tanner is a genuinely kind and respectful individual who treats peers and staff with compassion and integrity. He contributes positively to our school community and sets a strong example for younger students." He was nominated by Mr. Hansen. He will be recognized in the Bonner County Bee in an upcoming issue.

PRLHS
Data for the Board of Trustees

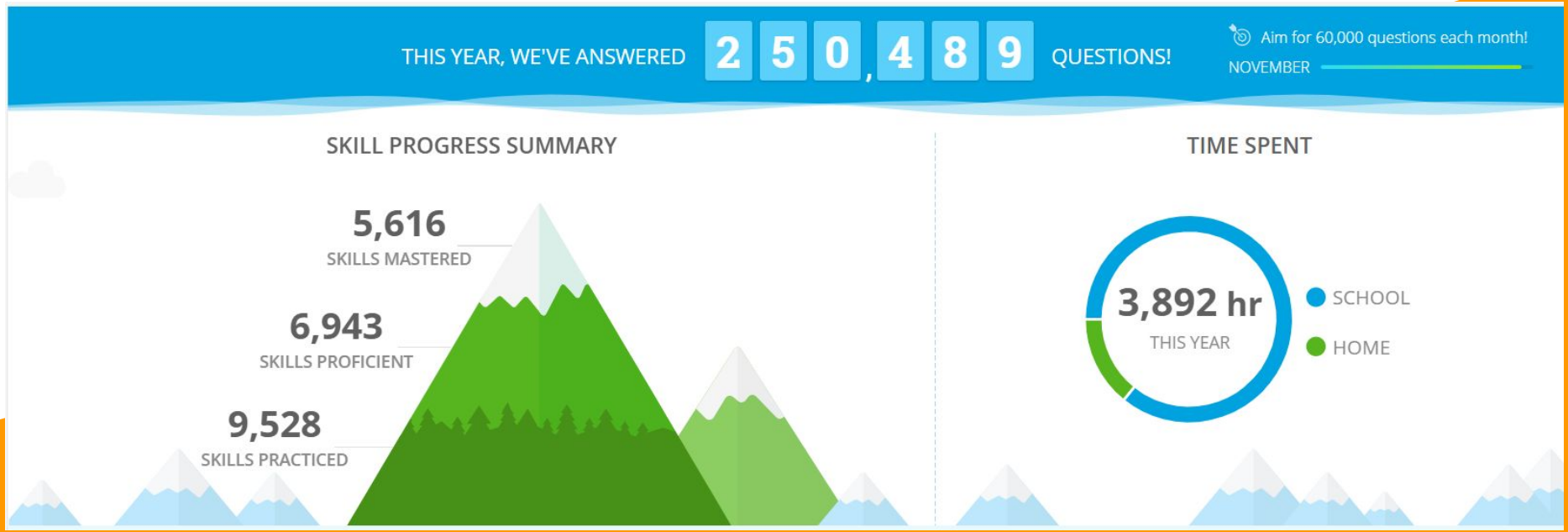
February 18th, 2026

PRLH School Goals

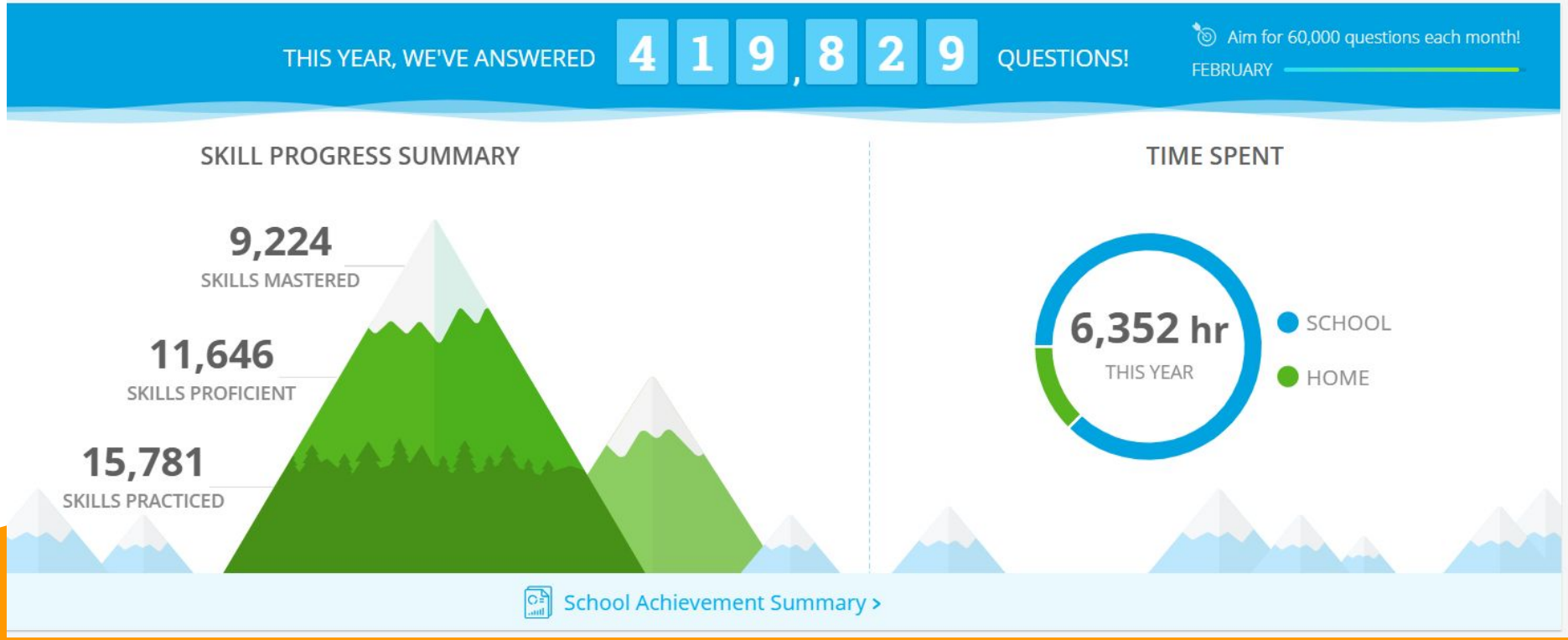
Improve school culture

Increase postsecondary readiness and student employability

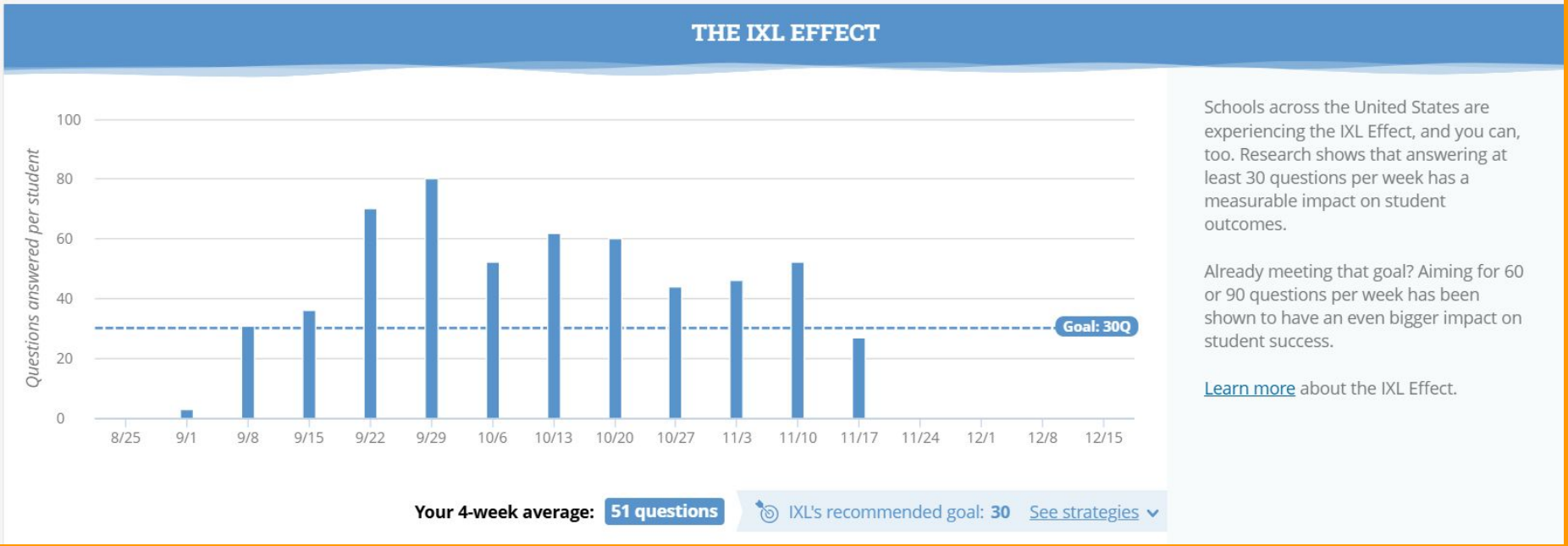
IXL Data Fall 25-26



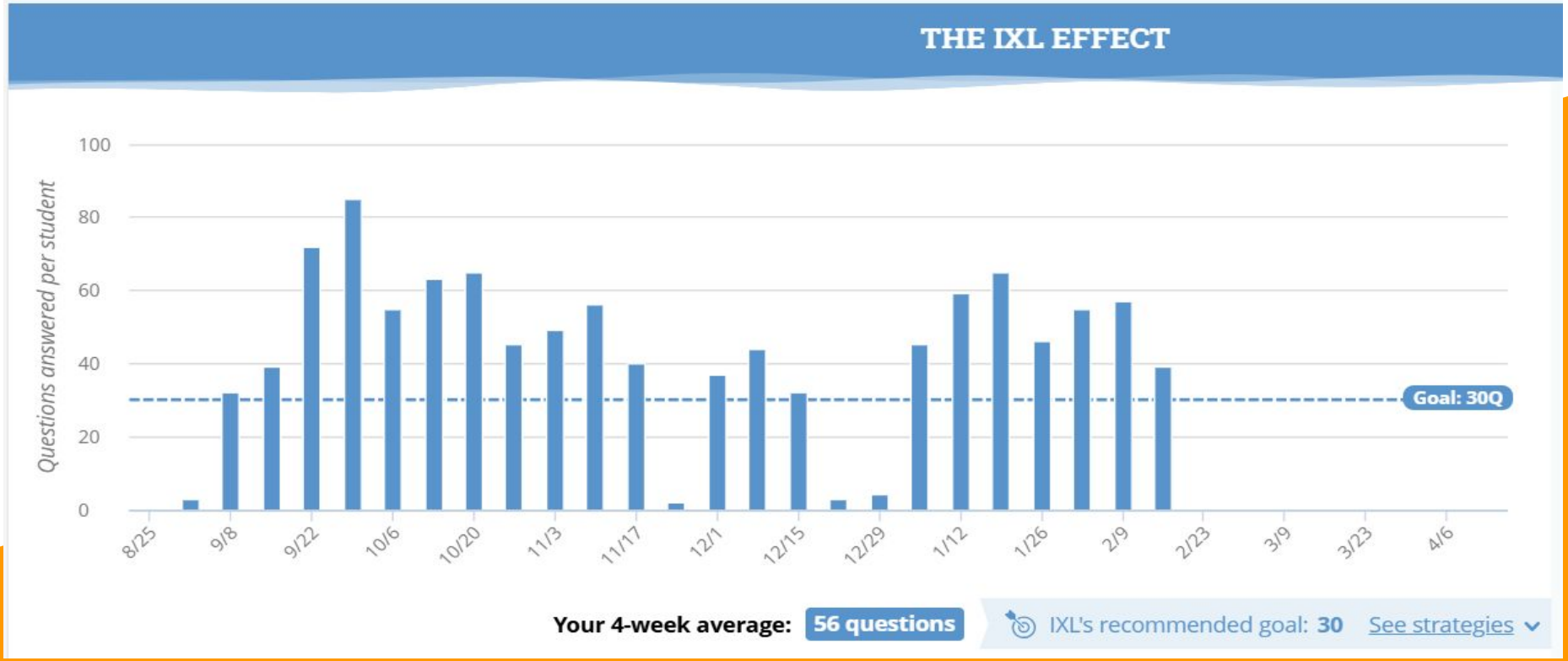
IXL Data Winter 25-26



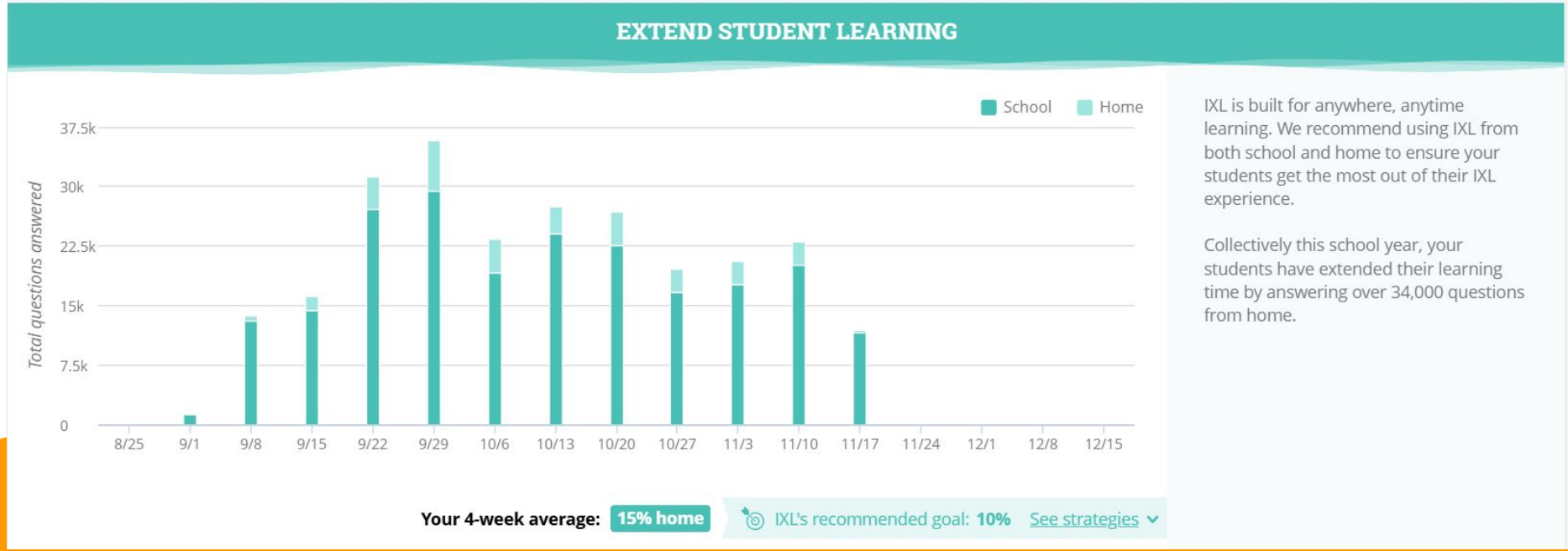
Questions Answered Per Week Fall 25-26



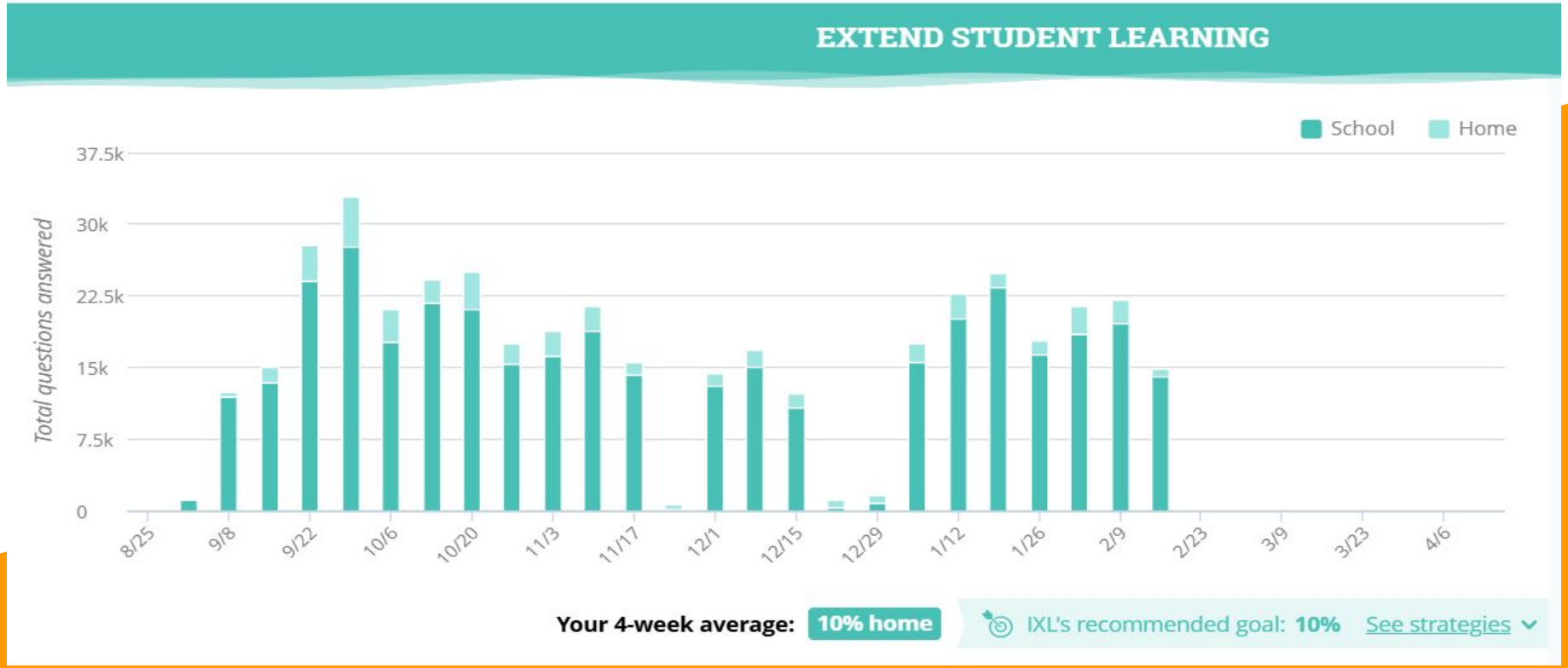
Questions Answered Per Week Winter 25-26



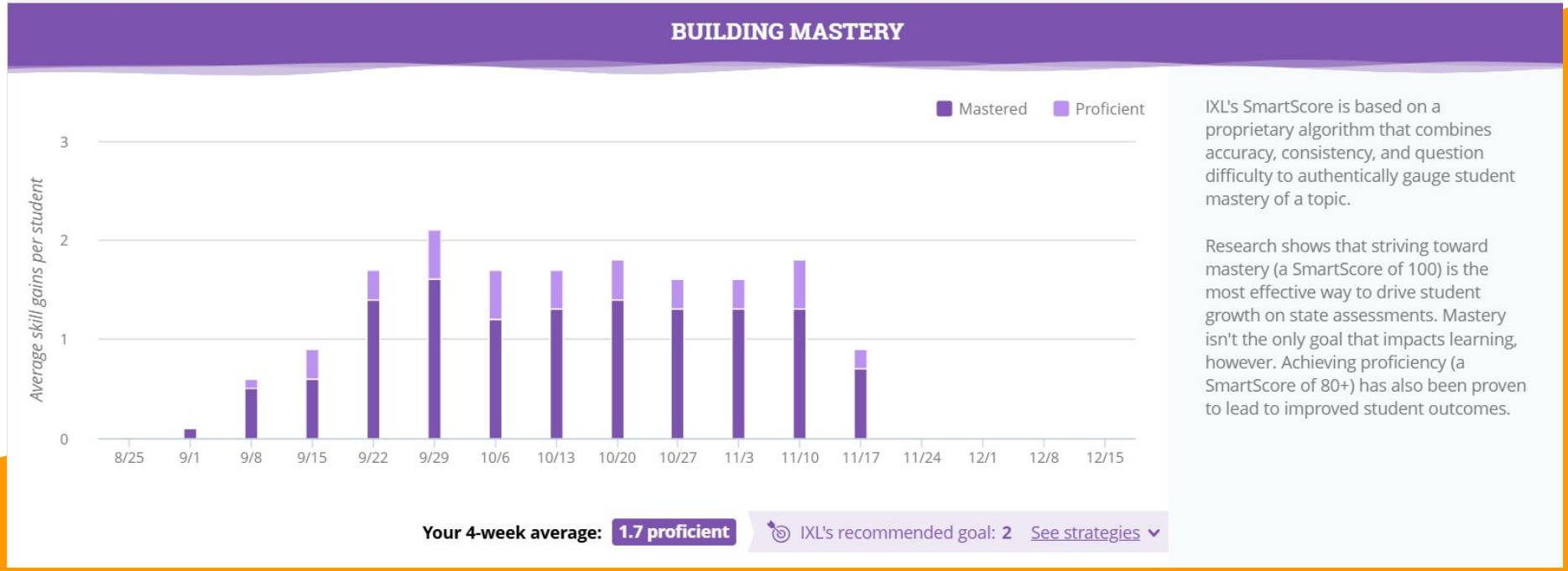
Student Work Locations Fall 25-26



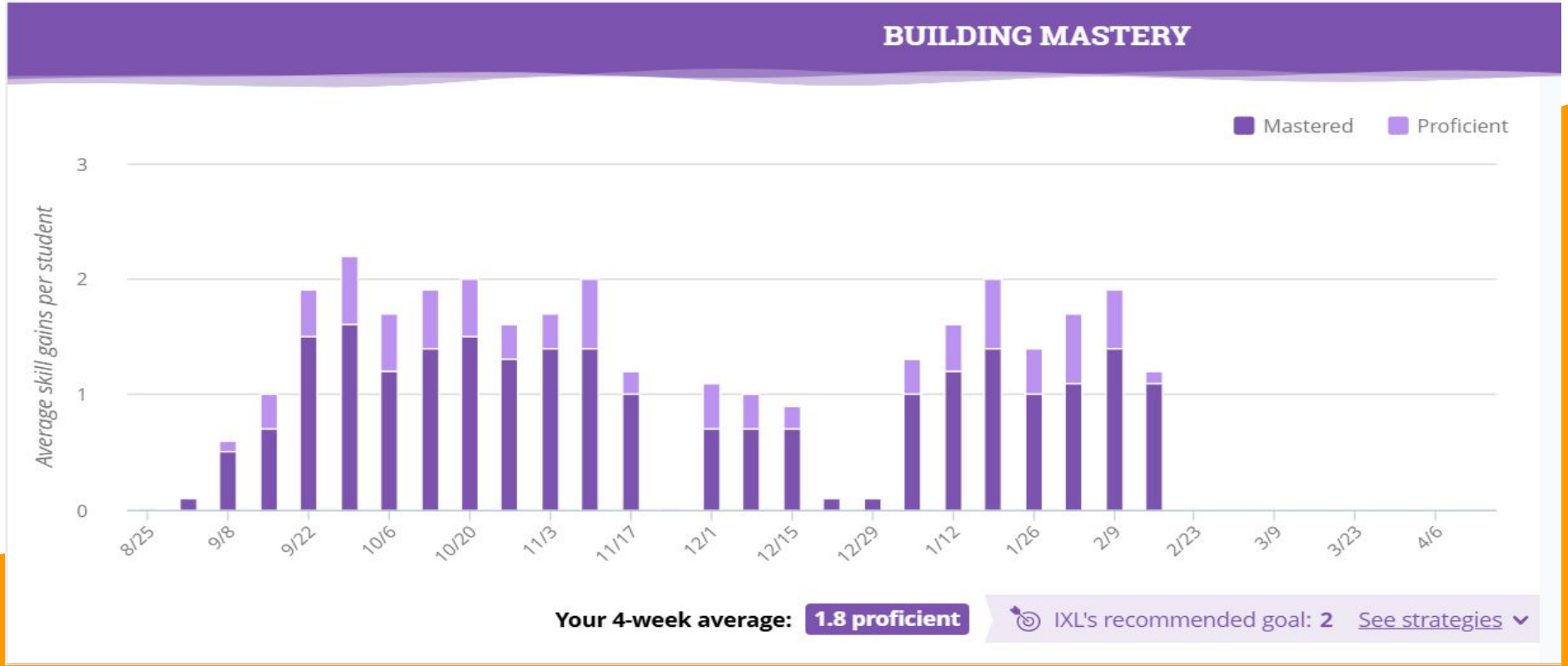
Student Work Locations Winter



Skills Mastered Per Student Fall 25-26



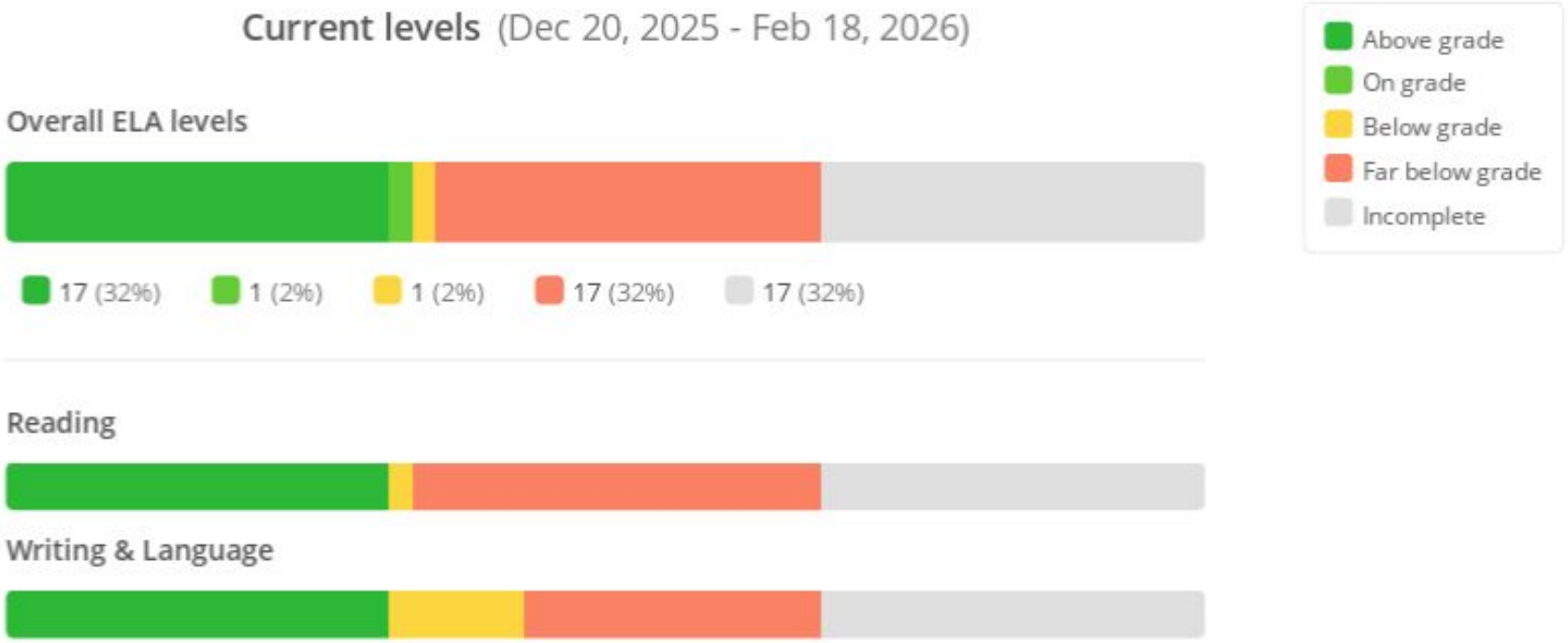
Skills Mastered Per Student Winter



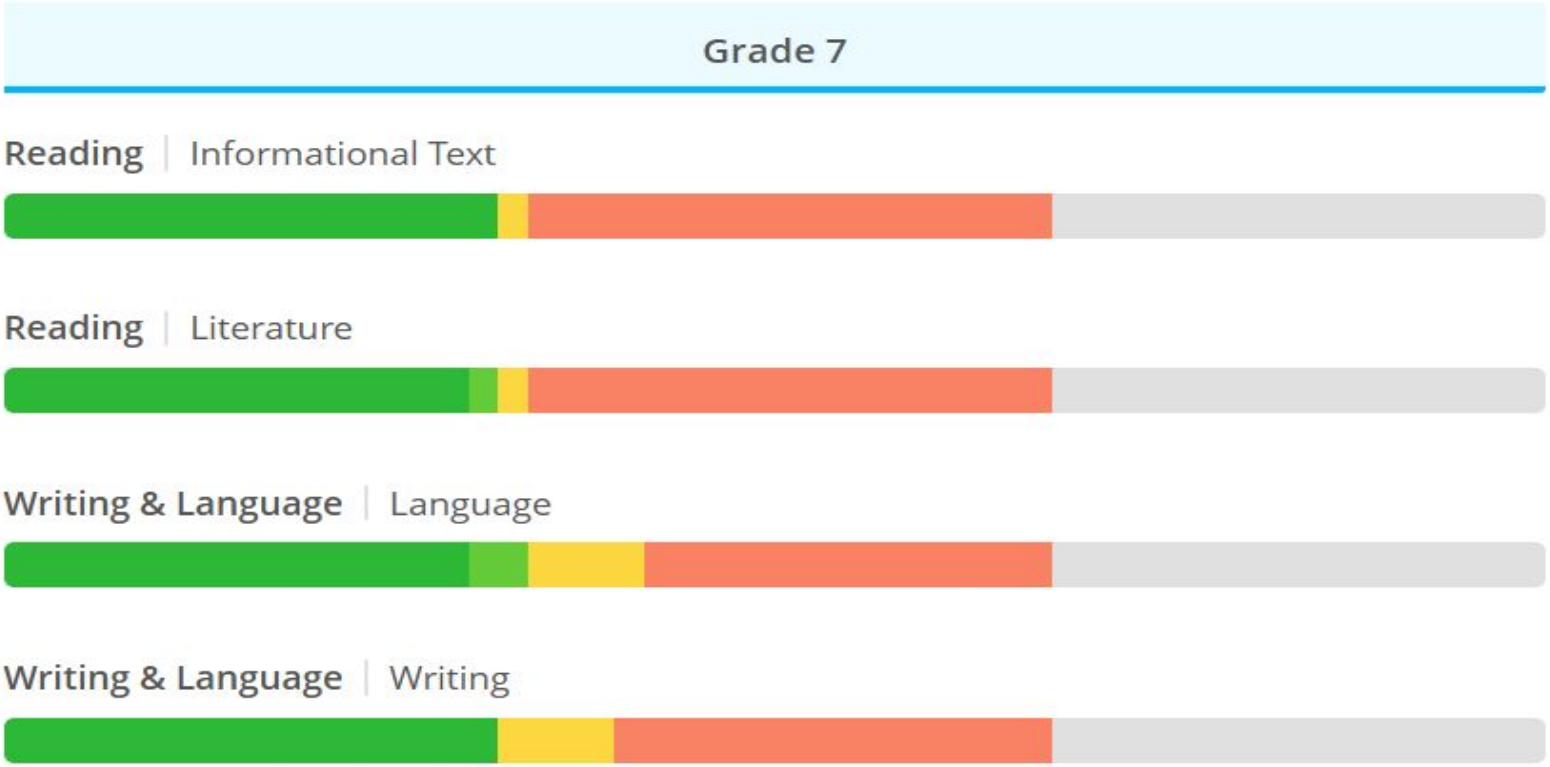
Time Spent on IXL Winter 25-26



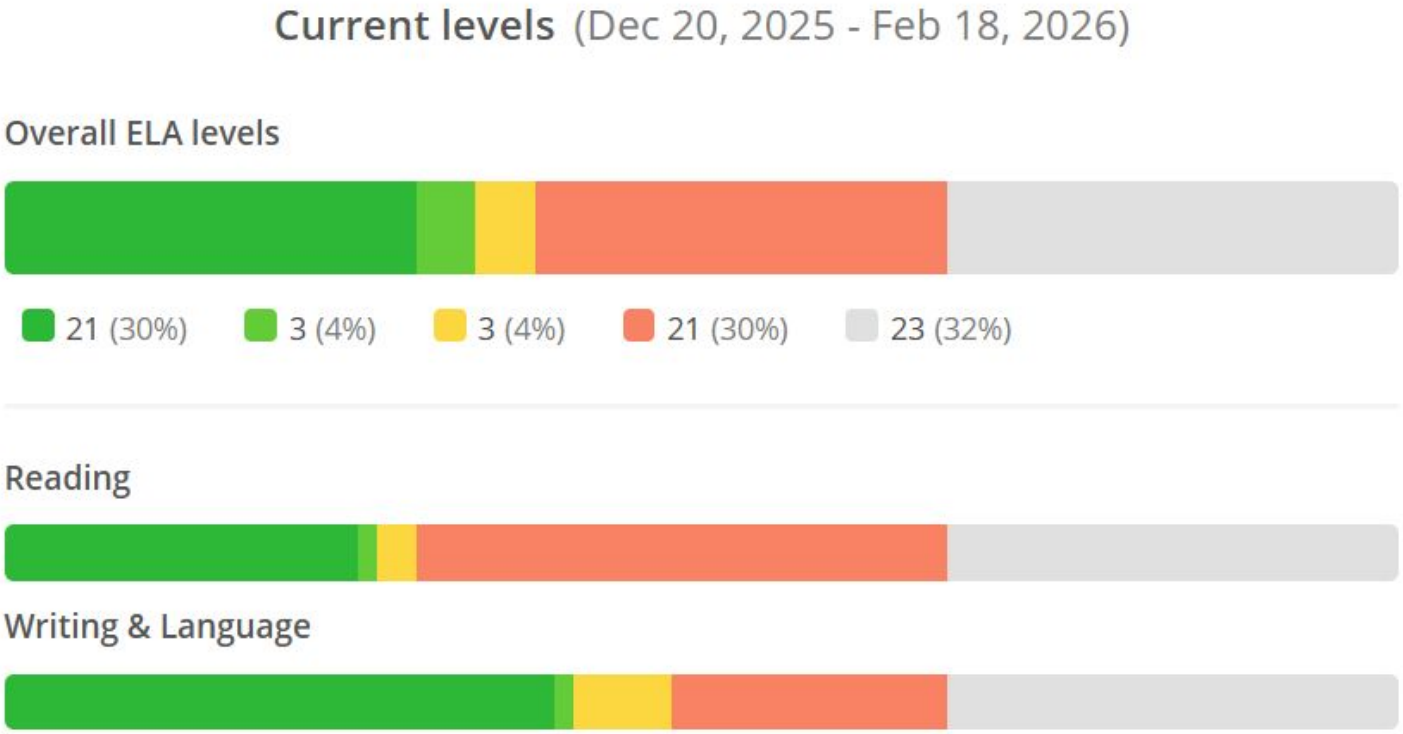
7th Grade ELA Data



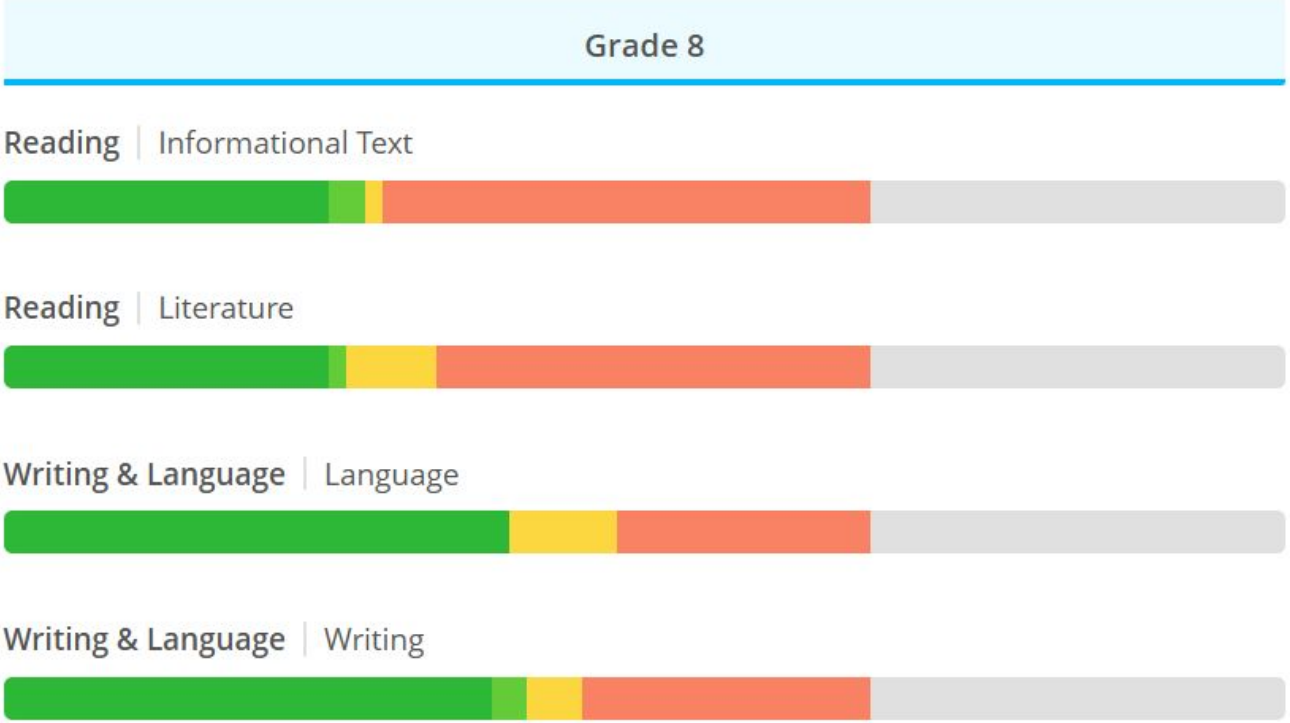
7th Grade ELA Data



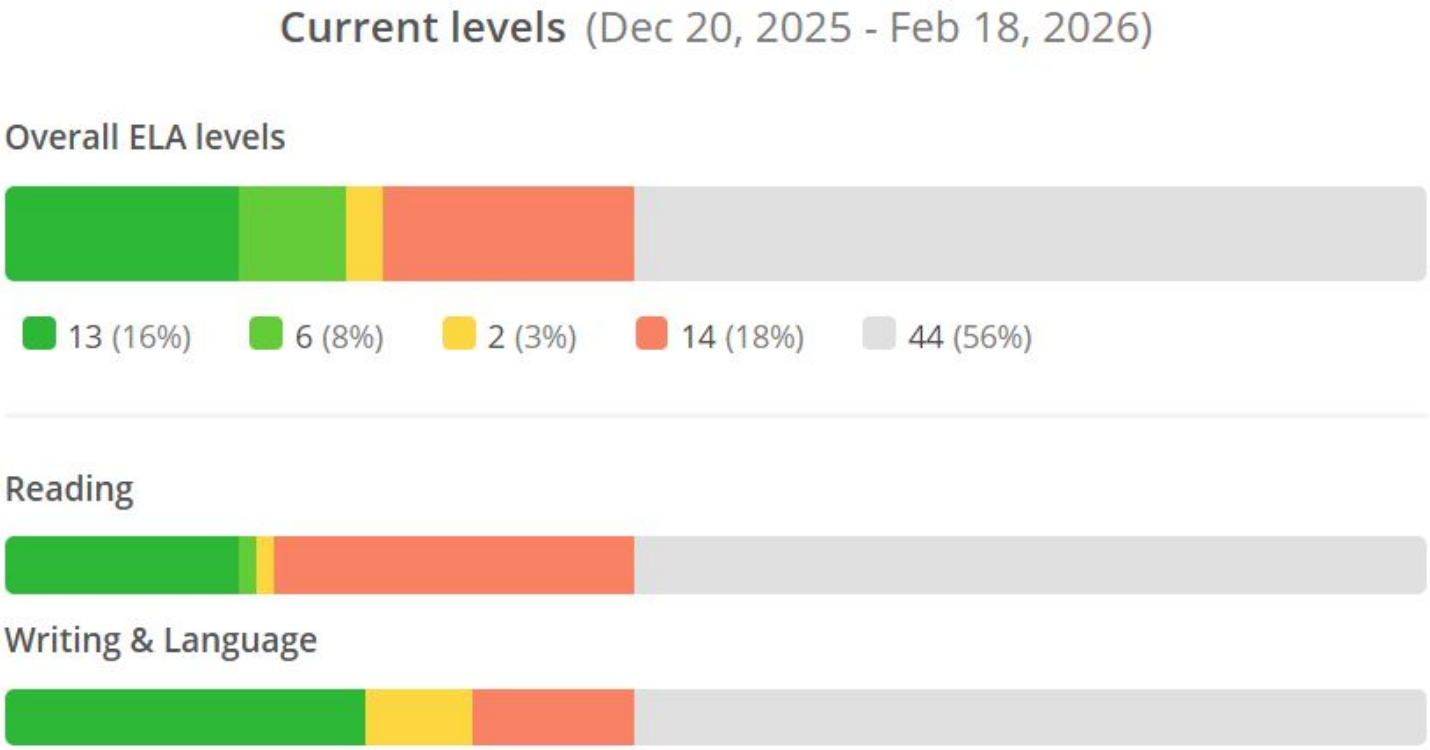
8th Grade ELA Data



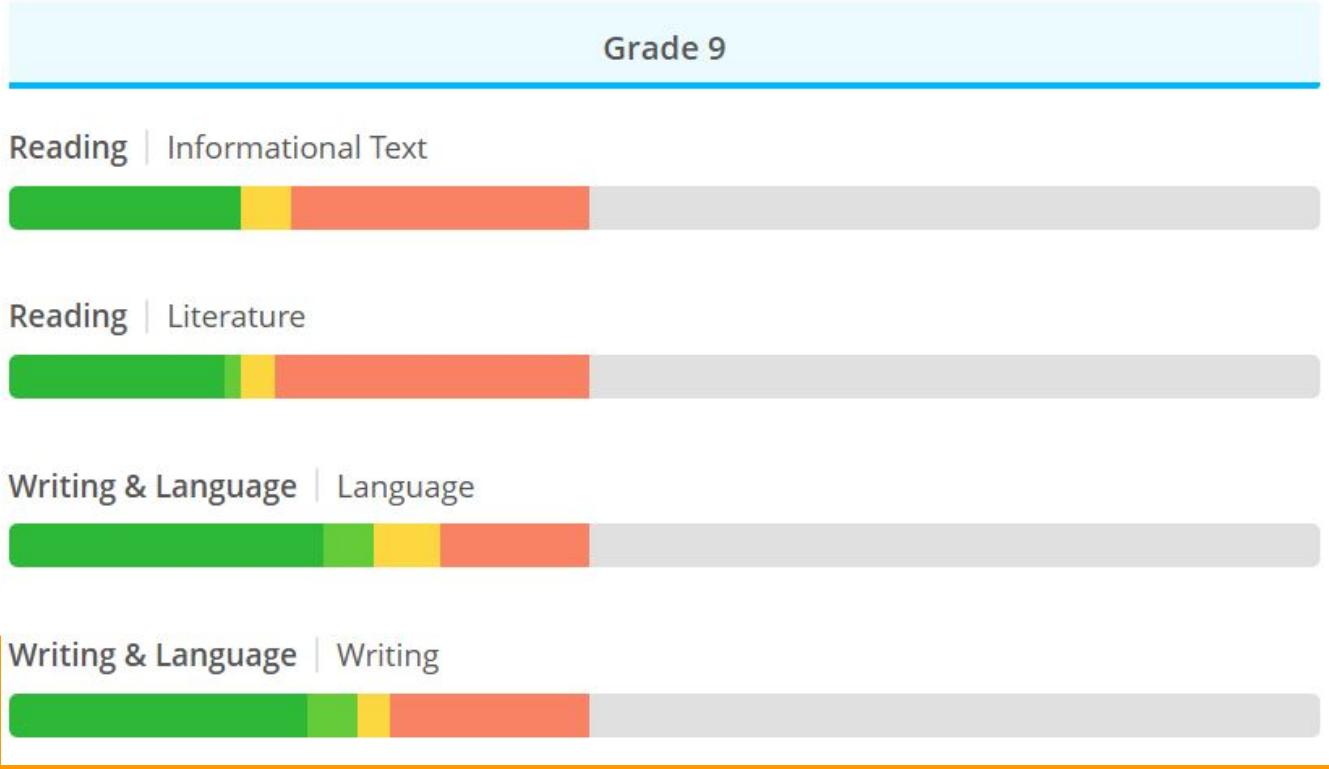
8th Grade ELA Data



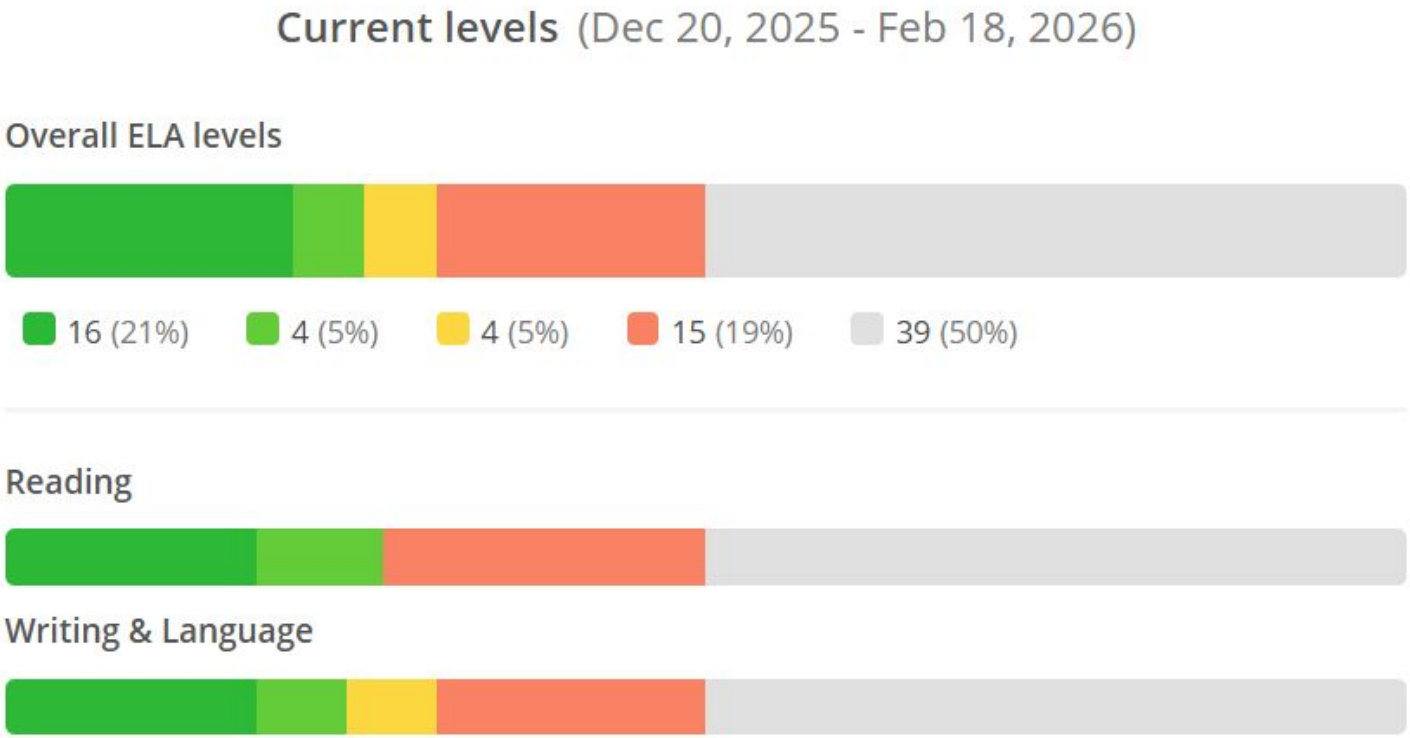
9th Grade ELA Data



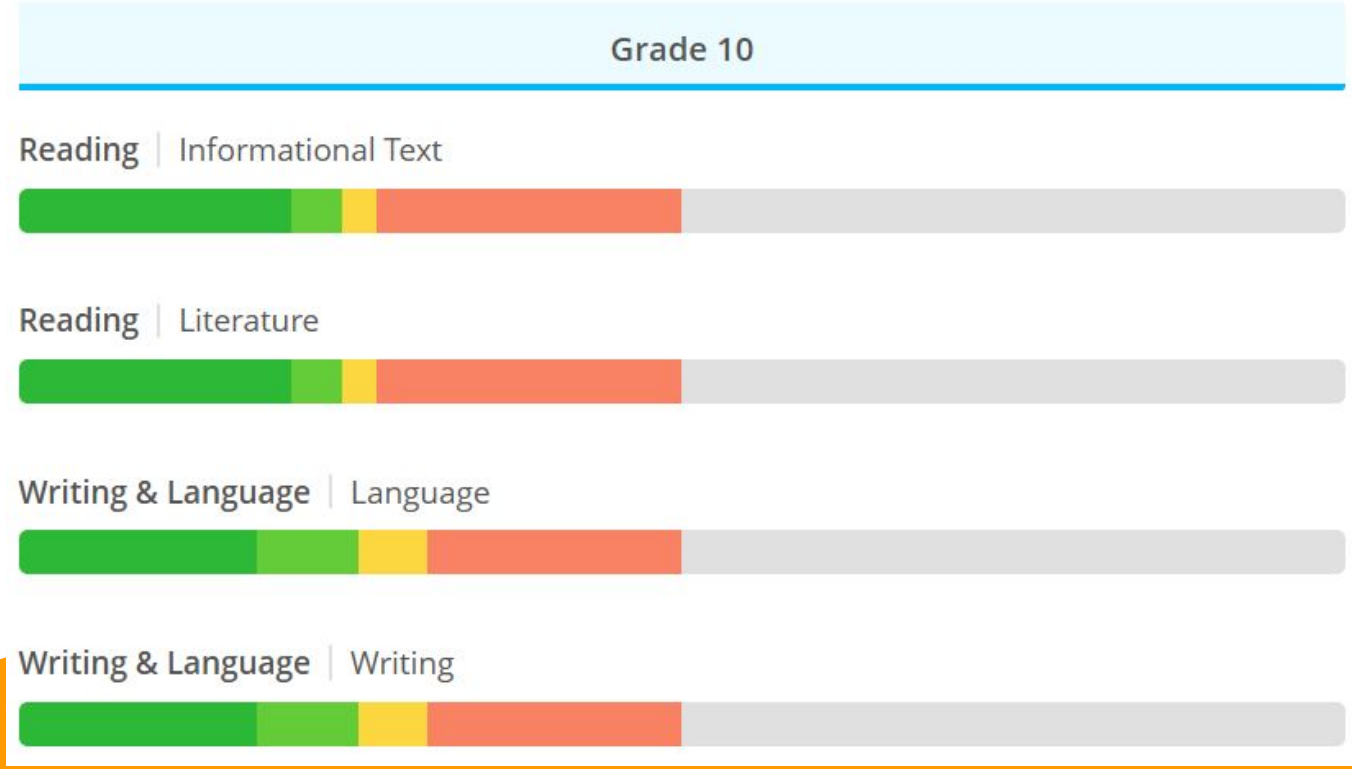
9th Grade ELA Data



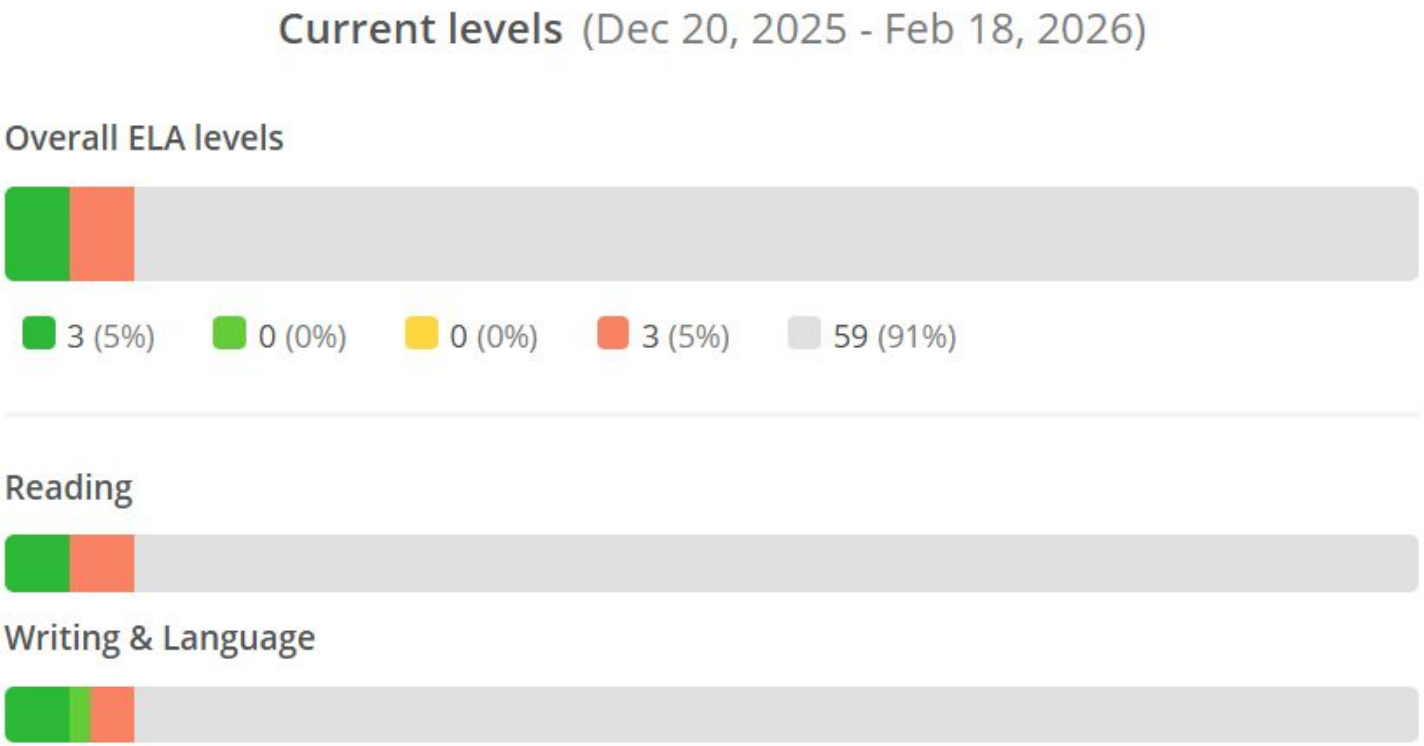
10th Grade ELA Data



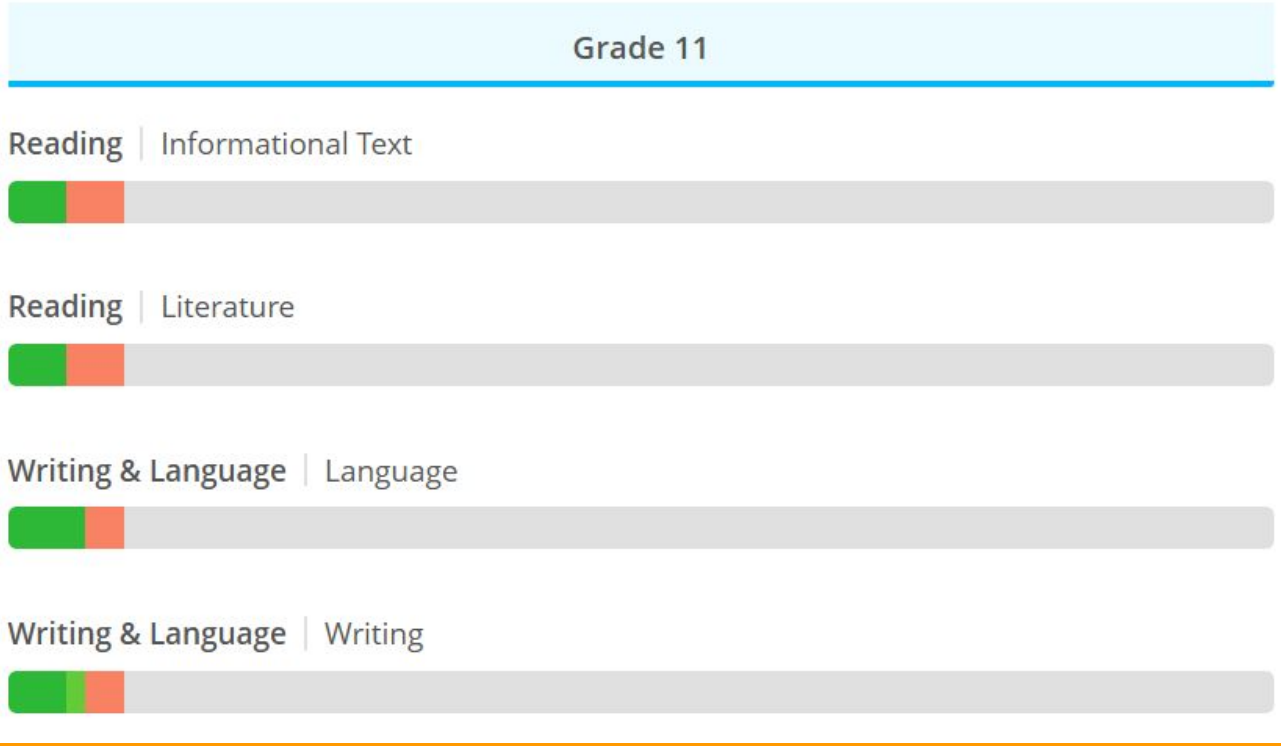
10th Grade ELA Data



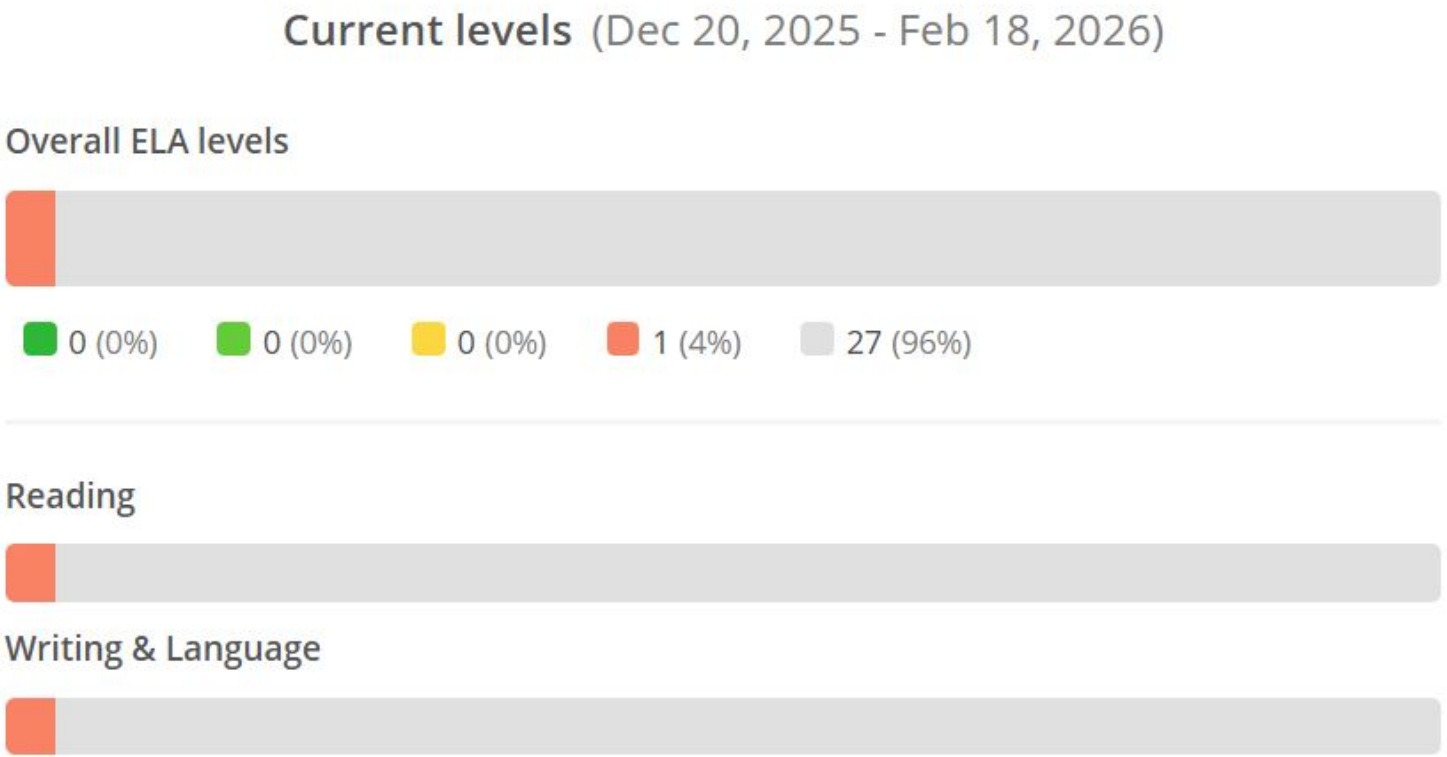
11th Grade ELA Data



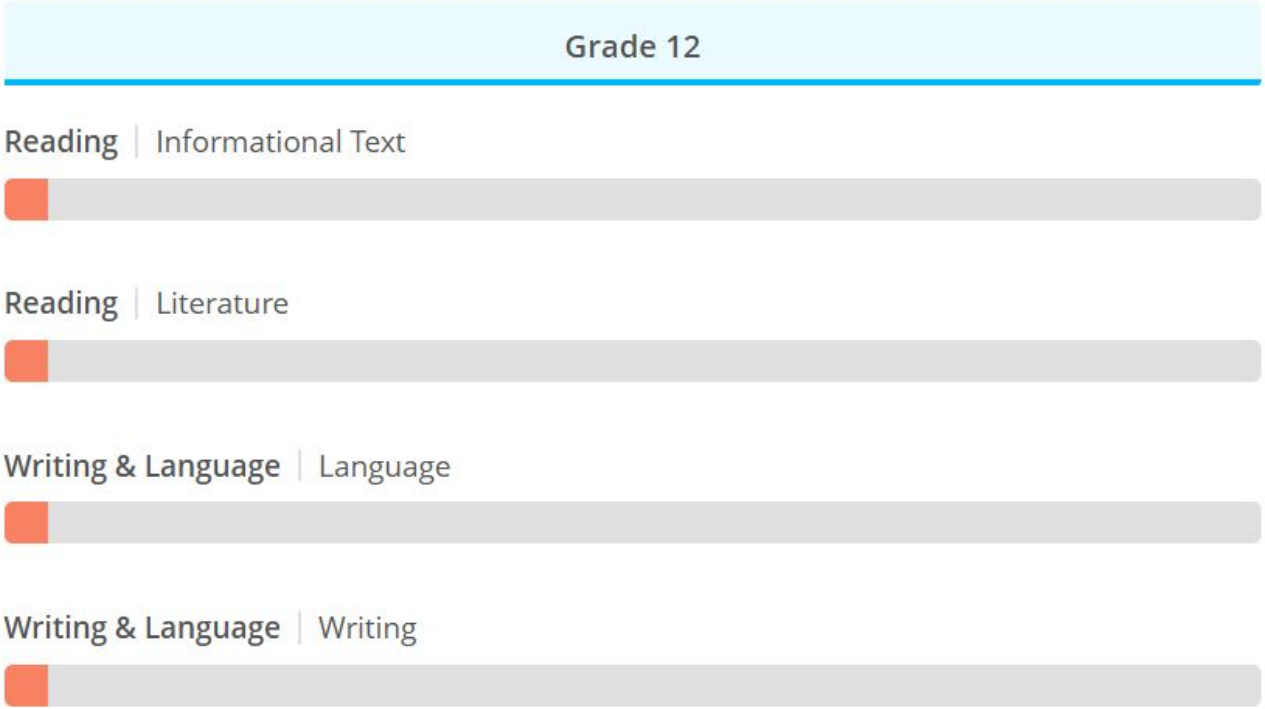
11th Grade ELA Data



12th Grade ELA Data



12th Grade ELA Data



12th Grade

Focused on

- College and Career Readiness
- Scholarship Applications
- Senior Projects
- Resumes and Job Applications

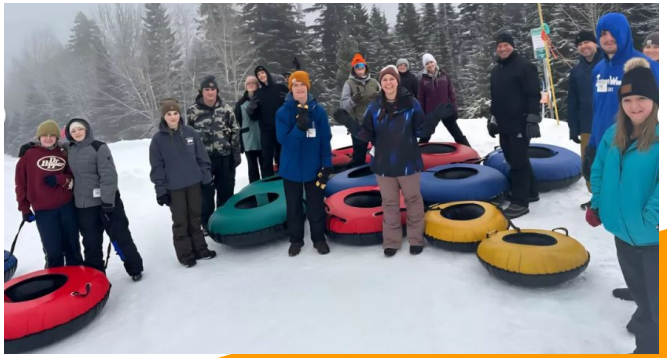
ISAT Schedule

- ELA - Week of 3/16
- Math - Week of 4/13
- Science - Week of 4/20
- Make Ups - Week of 4/26

Spartan Pride











Input, Questions and Concerns

CE SCHOOL BUS

Sales Proposal For:

West Bonner County School District 83

Presented By:

HARLOW'S BUS SALES,INC

Code	Description
PB11000	Base Chassis, Model CE SCHOOL BUS with 276.00 Wheelbase, N/A CA, and 139.00 Axle to Frame. Bus Body Plan, AABS00005G Seat Capacity, 71
1570	TOW HOOK, FRONT (2) Frame Mounted
1ANA	AXLE CONFIGURATION 4x2
1CAC	FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL
1LMW	CROSSING GATE, FRONT Electric, Yellow Blade, Bumper Mounted Includes : CONTROL ASSEMBLY Solid State, Located Rear of Front Bumper, Heater not Required : CROSSING GATE, FRONT Matches Contour of Bumper
1LSG	BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty Notes : Bumper Thickness is .25"
1SAL	CROSSMEMBER, REAR, AF (1)
1WJE	WHEELBASE RANGE 276" (700cm) Only
1WRP	TOW HOOK, REAR (2) Mounted on Lower Rail Flange
2ASH	AXLE, FRONT NON-DRIVING {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
3ADB	SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers Includes : SPRING PINS Rubber Bushings, Maintenance-Free
4091	BRAKE SYSTEM, AIR Dual System for Straight Truck Applications Includes : BRAKE LINES Color and Size Coded Nylon : DRAIN VALVE Twist-Type : GAUGE, AIR PRESSURE (2) Air 1 and Air 2 Gauges; Located in Instrument Cluster : QUICK RELEASE VALVE On Rear Axle for Spring Brake Release: 1 for 4x2, 2 for 6x4 : SPRING BRAKE MODULATOR VALVE R-7 for 4x2, SR-7 with relay valve for 6x4/8x6
4722	DRAIN VALVE {Bendix DV-2} Automatic, with Heater, for Air Tank
4AZS	AIR BRAKE ABS {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control
4EDN	AIR DRYER {Bendix AD-9SI} with Heater, Includes Safety Valve
4GBM	BRAKE, PARKING Manual Push-Pull Pneumatic Parking Brake
4SPA	AIR COMPRESSOR {Cummins} 18.7 CFM
4VLE	AIR DRYER LOCATION Mounted Inside Engine Compartment, Right Side
4VLY	AIR TANK LOCATION (1) Mounted Inside & Below Left Rail, Back of Cab
4WZT	GVWR LIMITATION FOR BUS with Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 121 Requirements, for Conventional Bus
4XCJ	BRAKES, FRONT {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 23,000-lb Capacity

Code	Description
4XCK	BRAKES, REAR {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 26,000-lb Capacity per Axle
4XDW	BRAKE CHAMBERS, FRONT AXLE 18 SqIn, for Air Disc Brakes
4XEA	BRAKE CHAMBERS, REAR AXLE 18/24 SqIn Spring Brake, Double Diaphragm, for Air Disc Brakes
5710	STEERING COLUMN Tilting and Telescoping
5CAW	STEERING WHEEL 4-Spoke; 18" Dia., Black
5PRR	STEERING GEAR {TRW TAS66} Power
6901	PROPSHAFT GUARD
6DGA	DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2
7BMK	EXHAUST SYSTEM Horizontal Aftertreatment System, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe
7SCP	ENGINE EXHAUST BRAKE for Cummins ISB/B6.7/ISL/L9 Engine with Variable Vane Turbo Charger
7WBL	TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper
8000	ELECTRICAL SYSTEM 12-Volt, Standard Equipment Includes : HAZARD SWITCH Push On/Push Off, Located on Instrument Panel to Right of Steering Wheel : HEADLIGHT DIMMER SWITCH Integral with Turn Signal Lever : MISCELLANEOUS FEATURES Modular, Loom Protected, Grommets in all Applicable Body Openings, Assembled in Computer Assisted Fixture which Verifies Continuity and Correct Assembly Prior to Installation : PARKING LIGHT Integral with Front Turn Signal and Rear Tail Light : STARTER SWITCH Electric, Key Operated : TURN SIGNAL SWITCH Self-Cancelling with Lane Change Feature : TURN SIGNALS, FRONT Includes Reflectors and Auxiliary Side Turn Signals, Solid State Flashers; Flush Mounted : WINDSHIELD WIPER SWITCH 2-Speed with Wash and Intermittent Feature (5 Pre-Set Delays), Integral with Turn Signal Lever : WIRING, CHASSIS Color Coded and Continuously Numbered
8540	HORN, ELECTRIC (2) Trumpet Style
8GXB	ALTERNATOR {Leece-Neville AVI160P2003} Brush Type, 12 Volt, 240 Amp Capacity, Pad Mount, with Remote Sense
8MJU	BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 2850CCA Total, Top Threaded Stud
8RMH	BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted
8RPP	ANTENNA Shark Fin, Roof Mounted
8RRC	RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System
8TRM	COLLISION MITIGATION SYSTEM {Bendix Fusion 3.0} Adaptive Cruise Control, Stop & Drvr Go, Automatic Emergency Braking (AEB), with Pedestrian Collision Warning & Braking, Speed Sign Recognition with Overspeed Alert, Roadway Departure Alert & Braking, Lane Departure Warning
8TTK	BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail
8TTN	BATTERY BOX COVER Plastic, Front Cover for Frame Mounted Battery Box Compartment
8TYD	DATA RECORDER Omit Event Data Recorder Module
8WRB	HEADLIGHTS ON W/WIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On

Code	Description
8WTK	STARTING MOTOR {Delco Remy 38MT Type 300} 12 Volt, Less Thermal Over-Crank Protection
8WWJ	INDICATOR, LOW COOLANT LEVEL with Audible Alarm
8WXB	HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
8XAH	CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
8XJE	TURN SIGNALS, FRONT Dual Face, LED, Amber/Amber, Mounted on Top of Fender, Used with Standard Flush Mounted Front Turn Signal, Side Marker Lamps, Parking Lights and Reflectors
8XKC	HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled
8XPN	USB PORT One USB-A Port and One USB-C Port, Located in Instrument Panel
9AAB	LOGOS EXTERIOR Model Badges
9AAE	LOGOS EXTERIOR, ENGINE Badges
9HCW	GRILLE Molded in Black
9WAB	HOOD TILT ASSIST {EASY TILT} Mechanical
9WBW	FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes
10020	CHASSIS PAINT Full Chassis
10060	PAINT SCHEMATIC, PT-1 Single Color, Design 100 Includes : PAINT SCHEMATIC ID LETTERS "NB"
10788	PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
10AGB	CONNECTED PLATFORM Includes Connectivity Module and Five Year Data Plan
10AHZ	ENTRANCE DR COVERAGE CREDIT Bus Entrance Door Service Contract Coverage Credit
10AJY	PROMOTIONAL CREDIT for Bendix Fusion 3.0
10UAV	VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle. Notes : CANNOT BE REGISTERED IN CA. For vehicles that will be registered in States other than CA.
10WHJ	SPECIAL ROUTING CONTROL To Bus Vehicle Modification Center
10WUE	MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension
11001	CLUTCH Omit Item (Clutch & Control)
12702	ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free
12EYJ	ENGINE, DIESEL {Cummins B6.7 260} EPA 2024, 260HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 260 Peak HP (Max), School Bus Only
12TSY	FAN DRIVE {Borg-Warner SA85} Viscous Type, Screw On Includes : FAN Nylon
12UGN	THROTTLE, HAND CONTROL Electronic
12VCE	AIR CLEANER Single Element, Fire Retardant Media
12VKM	EMISSION, CALENDAR YEAR {Cummins B6.7} EPA, OBD and GHG Certified for Calendar Year 2026

Code	Description
12VVN	CRUISE CONTROL Electronic
12WPV	OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines
12WSY	BLOCK HEATER, ENGINE {Phillips} 120V/750W, for Cummins ISB/B6.7 Engines Includes : BLOCK HEATER SOCKET Receptacle Type; Mounted in Center Through Front Bumper
12WVG	EPA IDLE COMPLIANCE Low NOx Idle Engine, Complies with EPA Clean Air Regulations; Includes "Certified Clean Idle" Decal on Hood
12WZE	CARB IDLE COMPLIANCE Does Not Comply with California Clean Air Idle Regulations
12XCC	RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler Includes : RADIATOR HOSES Premium, Rubber
12XCS	CARB EMISSION WARR COMPLIANCE Does Not Comply with CARB Emission Warranty
13BCY	TRANSMISSION, AUTOMATIC {Allison 3000 PTS} 6th Generation Controls, Close Ratio, 5-Speed with Overdrive, Less PTO Provision, Less Retarder, Includes Oil Level Sensor, with 80,000-lb GVW and GCW Max, School Bus
13WET	TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, Not for Use with Allison 1000 & 2000 Series Transmission
13WLP	TRANSMISSION OIL Synthetic; 29 thru 42 Pints
13WUM	ALLISON SPARE INPUT/OUTPUT for Pupil Transportation Series (PTS), Package Number 148
13WVW	NEUTRAL AT STOP OMIT
13WYU	SHIFT CONTROL PARAMETERS {Allison} 3000 or 4000 Series Transmissions, Performance Programming
14AWD	AXLE, REAR, SINGLE {Dana Spicer 21060S} Single Reduction, 21,000-lb Capacity, R Wheel Ends . Gear Ratio: 6.17
14TDV	SUSPENSION, REAR, AIR, SINGLE {International IROS} 21,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails
15LMN	FUEL/WATER SEPARATOR {Racor 400 Series,} 12 VDC Electric Heater, Includes Pre-Heater, with Primer Pump, Includes Water-in-Fuel Sensor
15LRE	LOCATION FUEL/WATER SEPARATOR Mounted Under Hood, Left Side, Above Front Axle
15SLL	FUEL TANK Top Draw, Steel, Rectangular, 100 US Gal (379L), Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle
15WEP	DEF TANK 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Right Rail, Behind 0 Bow
16010	COWL Flat Back
16563	HEATER SHUT-OFF VALVES (2) Ball Valve Type
16BAM	AIR CONDITIONER with Integral Heater and Defroster
16GEG	GAUGE CLUSTER Premium Level; English with English Electronic Speedometer Includes : GAUGE CLUSTER DISPLAY: Base Level (3" Monochromatic Display), Premium Level (5" LCD Color Display); Odometer, Voltmeter, Diagnostic Messages, Gear Indicator, Trip Odometer, Total Engine Hours, Trip Hours, MPG, Distance to Empty/Refill for : GAUGE CLUSTER Speedometer, Tachometer, Engine Coolant Temp, Fuel Gauge, DEF Gauge, Oil Pressure Gauge, Primary and Secondary Air Pressure or Auxiliary Air Pressure (if Air Equipped)

Code	Description
	: WARNING SYSTEM Low Fuel, Low DEF, Low Oil Pressure, High Engine Coolant Temp, Low Battery Voltage (Visual and Audible), Low Air Pressure, Primary and Secondary (if Air Equipped)
16HGH	GAUGE, OIL TEMP, AUTO TRANS for Allison Transmission
16HKT	IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
16HLJ	GAUGE, DEF FLUID LEVEL
16VKB	CAB INTERIOR TRIM Classic, for Day Cab
16VVJ	WINDSHIELD Three Piece, Bonded, with Shaded Band
16XJP	INSTRUMENT PANEL Wing Panel
27DUW	WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
28DUW	WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
47AGG	BODY, BUS Conventional; 78" Headroom, 32'8" Body Length, +9 Section Front, 72 Passenger, 276 WB
47AJB	BODY CERTIFICATION TAG Mylar Label
47AJC	BODY TAG, METAL Capacity to Include the Total Number of Passengers
47APR	HEADLINER, BODY Conventional; 25'11"-35'08" Body Length, Perforated Full Length with Sound Insulation Full Length
47APX	FASTENERS, HEADLINER Screws
47ARH	BOWS, ROOF 14 ga., One Piece Construction
	Includes : BOWS, ROOF Positioned Floor Line to Floor Line, Threaded Through Roof Strainers and Drip Rail
47ARP	LIGHT BARS Plastic
47ASG	SKIRT, BODY for Conventional, 14 1/2", 16ga
	Includes : SKIRT, BODY Extra Smooth Steel Supported by Floor Gussets
47AUR	TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
	Includes : TIE DOWNS, BODY with Formed Tab that Fits into Floor Structure to Prevent Turning
47AXT	RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths, Includes Snow Rail
	Includes : RUB RAILS Full Length, Primer Coated (Both Sides), Attached to Body without Cuts or Splices
47AYB	BODY, REAR Includes Emergency Door
47AZE	SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47AZL	FLOOR, BODY with Wheel Wells
47BAK	BUMPER, REAR Painted, 12" High, 3/16" Thick
47BAR	SUPPORTS, REAR BUMPER Bolted to Frame
47BBH	LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated

Code	Description
47BBZ	SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
47BDJ	COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port
47BKK	LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow On Front and Rear Cap
47BLD	STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish
47DAE	FASTENERS, REAR DOOR Lag Screws, Rear Door To Body
47DAJ	COVER, REAR DOOR INSIDE HANDLE Partial Coverage
47DBZ	GLASS GUARD Inside Back-up, In Lower Section of Rear Door
47DDE	HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
47DDH	HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover
47DDU	LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
47DEK	LOCK, REAR DOOR with Ignition Starter Interlock
47DEY	HANDLE, EXTERIOR, REAR Emergency Door; Yellow
47DNN	SWITCH, LOCATION Left of Driver; Includes Master Flasher, Amber Flasher, and 2 Position Door Control
47DXZ	PAINT, RUB RAIL Flange to Flange, Including Top Flange of Window Line Rub Rail
47DYL	DOOR, ENTRANCE, FRONT Air, Outward Opening, with Single Pane Glass
47EBD	LOCK, BATTERY COMPARTMENT Standard Location
47EBM	HOLD DOWN, BATTERY For Up To 3 Batteries
47EYH	COMPARTMENT, TOOLBOX, RT BPR 13" x 15" x 25.5", with Lock
47EYL	LOCK, ENTRANCE DOOR in External Release, with Key
47LAT	NOISE REDUCTION, ROOF BOW Conventional; Insulation, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47LAU	INSULATION,ROOF/SIDES/BULKHEAD 1.5"
47MBA	UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
	Includes : UNDERCOATING Performed Before and After Mounting on Chassis
47MJR	LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
47MNV	ARROW, RR DOOR, OUTSIDE Decal; Black .75" Stroke, Indicating Handle Direction
47MRU	LETTERS, E/E WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside
47MSA	STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective
47MTY	WIRING DIAGRAM Schematic, Electrical
	Includes : ACCESS PANEL for Wiring Diagram Schematic Located on Inside of Electrical Panel Door, Below Driver Window
47MVA	LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
47MVC	LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
47MZA	MONITOR, POST TRIP INSPECTION Omit

Code	Description
47NAB	PAINT COLOR, RUB RAILS 0001 Canyon Black
47NGW	SEAL, RUB RAILS Top Edge, All Rails
47NHL	LETTERS, E/E WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside
47NJA	PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow
47NJM	PAINT FLASHER BACKGRD 0001 Canyon Black
47NJS	PAINT COLOR, BUMPER Rear, 0001 Canyon Black
47NKM	PAINT COLOR, BODY INTERIOR 9384 Spring White
47NMG	OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door
47NTE	LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
47NTY	PAINT HOOD AND FENDER To Match Body Exterior
47NWH	STRIPING, ROOF HATCH, REAR {3M} Decal, Perimeter, 1" Yellow Fluorescent Diamond Grade
47NWJ	STRIPING, SEATLINE {3M} 2" Yellow Fluorescent Diamond Grade
47NWS	STRIPING, REAR END {3M} Yellow Fluorescent Diamond Grade, 1" Horizontal and 2" Vertical
47NWT	STRIPING, ROOF HATCH, FRONT {3M} Decal, Perimeter, 1" Yellow Fluorescent Diamond Grade
47NWU	STRIPING, E/E WINDOW, RIGHT {3M} (02) Perimeter, 1" Yellow Fluorescent Diamond Grade
47NXH	STRIPING, E/E WINDOW, LEFT {3M} (02) Perimeter, 1" Yellow Fluorescent Diamond Grade
47PBZ	HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
47PLX	LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door
47SBB	SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47SPH	ALPHA/NUMERIC DECAL GUIDE Quantity 071-80
48ACN	SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing
48ANW	WINDOW, DRIVER Storm
48APL	WINDOW, STOPS 12" Opening, Only with 78" Headroom
48ARR	WINDOW, SASH (17) 27" Sections, 9"x 23" Opening
48ASL	WINDOW, SASH +9 SECTIONS (01) 9" x 32 1/4" Opening
48AUN	WINDOW, PASSENGER, TINT Conventional; 28% LIght, Laminated Glass, 78" Headroom, with 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
48BAH	WINDOW, E/E, LEFT (2) Vertical Hinge
48BDS	BARRIER, CRASH, AFT ENTRY DOOR 39", 2 Leg
48BJA	COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish
48BKP	WINDOW, E/E, RIGHT (2) Vertical Hinge
48CDJ	WINDOW, STORM, RIGHT, 27" (1) Section
48CYA	HEATER, STEPWELL with Fixed Angle Louver to Door Glass
48CYD	WINDOW, STORM, RIGHT, 36" (1) Section

Code	Description
48DPN	HAND RAIL, ENTRANCE DOOR, AFT 1" Dia, Gloss Black
48DPT	HAND RAIL, ENTRANCE DOOR, FWD 1" Dia, Gloss Black
48HAG	WINDOW, ENTRANCE DOOR Storm, Tempered, Clear, with Single Piece Glass
48PAV	WHEEL POCKET COVER Plastic, ABS
48PAY	AISLE POSITION Center, for balanced seating
48PBD	FLOOR COVERING, COLOR Brown
48PHP	UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (23-24) Seats
48PJR	FLOOR COVERING, TRIM Aluminum
48PJZ	FLOOR COVERING, TYPE {Koroseal} All Body Lengths
48PKC	HOSE CLAMPS, HEATER HOSE Constant Torque for Heater System
48PKN	FAN, DEFOG FAR RIGHT (01) Black, Mounted Right Above Windshield, Forward Entrance Door, 2-Speed Switch in Panel
48PKR	FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
48PMD	HEATER, PASS, LT MIDSHIP 1ST 84,500 BTU Includes : AIR FILTER
48PMJ	HEATER, PASS, LT REAR 84,500 BTU Includes : AIR FILTER
48PNW	HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing
48PPP	HEATER CUT OFF, VALVE INSIDE Brass Ball, Inside Driver Area
48PPS	ROOF VENT, FRONT Static
48PVA	UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert
48PVK	UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Brown
48PWA	UPHOLSTERY, PASS SEATS, COLOR Brown, for Seats, Barriers and Head Bumpers
48PWR	UPHOLSTERY, DRIVER SEAT, TYPE Prevaill, 42 oz.
48PXP	UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.
48RAL	BARRIER, CRASH, AFT DRIVER 39", 1 Leg
48REP	PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier
48RET	PANEL, MODESTY, AFT ENTR DOOR Mounted Under Barrier
48RLX	CUSHION, SEAT 15" Depth
48RRA	UPHOLSTERY, SEAT, STITCHING Single
48RYW	SEAT, DRIVER {National 2000} Air Suspension, High Back with Integral Headrest, Isolated, with 2 Position Front Cushion Adjustment, 6 to 17 Degree Seat Back Adjustment, Mechanical Lumbar Support, Includes Additional Back Padding Includes : SEAT BELT, DRIVER Adjustable D-Loop Seat Belt, Single Locking Retractor
48USV	SEAT BACK, PASSENGER High Back

Code	Description
48UXH	AIR FOIL Mounted Top, Rear of Vehicle, Yellow
48UXM	ARM REST, DRIVER Left and Right
48UZN	ROOF HATCH, FRONT {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
48UZT	ROOF HATCH, REAR {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
48VVR	STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps
48XGC	SEAT,26",WALL,3PT,LT {BTI Seating System} (01) High Back, with 3 Point Seat Belts
48YAD	SEAT,39",WALL,3PT,LT {BTI Seating System} (9) High Back, with 3 Point Seat Belts
48YAU	SEAT,39",WALL,3PT,RT {BTI Seating System} (10) High Back, with 3 Point Seat Belts
48YNS	SEAT,39",WALL,3PT,CHLD,UCRA,LT {BTI Seating System} (02) High Back, with 3 Point Seat Belts, Child Restraint and UCRA
48YNT	SEAT,39",WALL,3PT,CHLD,UCRA,RT {BTI Seating System} (02) High Back, with 3 Point Seat Belts, Child Restraint and UCRA
49000	BODY PLAN, APPROVED VARIATION None
49AMT	CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
49AMV	ALARM, BACKING {Ecco #850} 112 dB
49AMY	SWITCH, REAR DOOR BUZZER for Emergency Door
49APH	SWITCH, DOME LIGHTS, SPLIT Front and Rear Operated with Separate 2 Position Switch, Quantity of Lights Split Equally
49ATV	LIGHT, INDIC, WARNING LIGHTS Red and Amber Includes : LIGHTS, WARNING Indicator Located in Instrument Cluster
49AWG	SPEAKER, OUTSIDE Horn, PA, Mounted on Right Rail Under Step Well
49AWV	SPEAKERS AND WIRING (8) Flush Mounted In Light Bar
49BCM	FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Sequential Operation, Red Lights Activate after Ambers Lights with Door Open
49BCR	LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
49BLB	SAFETY TRIANGLE BREAKABLE SEAL
49BRV	MIRROR, CROSS VIEW, EXTERIOR (2) {Rosco Hawk-Eye} Black, Heated
49BSK	SWITCH, DOME LIGHT, REAR Separate, for Rear Row Dome Lights
49BSL	SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights
49BYT	LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red
49BZG	LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear
49CKT	FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only
49CLG	LIGHT, STROBE, GUARD Brush Guard; for Strobe Light 3" to 5" High
49CME	MONITOR, LIGHT SYSTEM with 16 LED or Incandescent Indicator Lights

Code	Description
49DBR	HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
49DDC	LIGHTS, CLUSTER {Truck Lite} LED; Amber Front and Red Rear
49DNB	MIRROR, REAR VIEW, EXTERIOR {Rosco AccuStyle} Black, Motorized Head, Heated, Breakaway Bracket
49EGB	MIRROR, INSIDE 10" x 30", Clear
49EKT	STOP ARM, FRONT Electric, Metal Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights
49EKZ	HIGH WIND GUARD, FRONT Stop Arm Mounted
49ENK	VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield
49ENY	VISOR, INTERIOR, DRIVER LEFT 6" X 27" for Driver's Window
49ESC	LIGHTS, DOME, DRIVER (1) LED, Rectangular, Mounted in Light Bar in Ceiling, with Separate Switch
49EUB	KIT, FIRST AID Metal; 24 Unit, Spec State
49EVL	SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel
49EWM	LIGHT, STROBE ECCO 6550C, Low Profile, Double Flash, 4.9" High
49GCH	LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws
49GED	SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/ Stanchion/Partition
49GHL	REFLECTORS, SIDE, INTERMEDIATE (2) Amber, 4", Adhesive Back
49GHN	REFLECTORS, REAR (2) 3", Red, Adhesive Back
49GHR	REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back
49GHV	REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
49GNJ	FUEL FILLER DOOR with Locking Latch
49GUB	CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts
49GUH	CERTIFICATE HOLDER (1) 9.375" x 6"; with Transparent Cover
49GUM	INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel
49GVC	MUD FLAPS, REAR WHEELS (2) Rubber
49GWS	CHAINS, REAR, AUTOMATIC Wiring Only, Routed with the Brake Lines
49JAC	DEF FILLER DOOR with Non-Locking Latch
49JBU	LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light
49JBW	LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
49JBZ	LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} 7" Round Amber LED, with Arrow
49JED	LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear
49JEJ	LIGHTS, DOME LED, Rectangular Recessed Type, Two Full Rows, for 29'08", 30'05", 31'02", 31'11", 32'08", 33'05" Body Lengths
49JEY	LOCATION, BODY FLUID KIT on Bulkhead

Code	Description
49JGE	CUTTER, SEAT BELT, LOCATION Mounted on Panel Left of Driver
49JGJ	FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle
49JGN	FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat
49JGV	KIT, BODY FLUID National Standard, Metal Box
49MUC	SIGN, DESTINATION, FRONT Omit
49MUD	SIGN, DESTINATION, REAR Omit
49NGG	LIGHTS, TAIL, LICENSE PLATE (2) {Sound Off/OptiLuxx} 4" Round LED, Red, Includes Stop & Light Window, Includes Mounting Gasket
49NGH	LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Flashing LED and (4) 7" Round Amber Flashing LED, 2 Front, 2 Rear Each Color
49PSY	LIGHTS, DIRECTIONAL, SIDE {Sound Off/OptiLuxx} (2) Slim-Line LED Armored, Amber, (1) Each Side First Section Aft Entrance Door
49SAA	SWITCH, INSTRUMENT PANEL LIGHTS; Rheostat
49UAP	STATE OF OPERATION Idaho
49ZNN	LIGHTS, MARKER, SIDE, INTERMED LED, Amber, Flush Mount, Intermediate, Centered, Required for Units 30 Foot or Longer
51ZZZ	BODY PLAN, NON-SPECIAL NEEDS for Bus Body Configurator, OMIT Body Plan
7382138131	(2) TIRE, FRONT 11R22.5 Load Range H FUEL MAX RSA (GOODYEAR), 497 rev/mile, 75 MPH, All-Position
7382138137	(4) TIRE, REAR 11R22.5 Load Range H FUEL MAX RTD (GOODYEAR), 495 rev/mile, 75 MPH, Drive
	Services Section:
40126	WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
40CYY	SRV CONTRACT, ENTRANCE DOOR {International} 3 Year/Unlimited Miles, Entrance Door Policy
49GVN	WARRANTY 5-Year, Limited

Financial Summary February 09, 2026

2027 CE SCHOOL BUS (PB110)

(US DOLLAR)

Description		Price
Factory List Prices:		
Product Items	$296,862.00	
Service Items	$250.00	
Total Factory List Price Including Options:		$297,112.00
C-On Spot chains	$3,650.00	
L-Seon TH4 w/4 interior cameras installed	$5,100.00	
L-2 Way Radio ICOM F5121 installed	$1,370.00	
C-Winter Front-Yellow	$150.00	
L-2 additional keys	$75.00	
Total Preparation And Delivery:		$10,345.00
Freight Charge	$4,500.00	
Total Freight:		$4,500.00
Total Factory List Price Including Freight:		$311,957.00
Less Customer Allowance:		($141,050.41)
Total Vehicle Price:		$170,906.59
Total Sale Price:		$170,906.59
Total Per Vehicle Sales Price:		$170,906.59
Total For 2 Vehicle Sales:		$341,813.18
Net Sales Price:		$341,813.18

Please feel free to contact me regarding these specifications should your interests or needs change. I am confident you will be pleased with the quality and service of an IC Corporation vehicle.

This quote is good for 60 days.

West Bonner 2-CE71 w/3pt seats

Approved by Seller:

Official Title and Date

Authorized Signature

Accepted by Purchaser:

Firm or Business Name

Authorized Signature and Date

This proposal is not binding upon the seller without Seller's Authorized Signature

Official Title and Date

If you haven't added a planned maintenance service contract to your proposal yet, please get in touch with your local dealer, International or IC Bus Sales Representative to learn more about the benefits when ordering together with the vehicle.

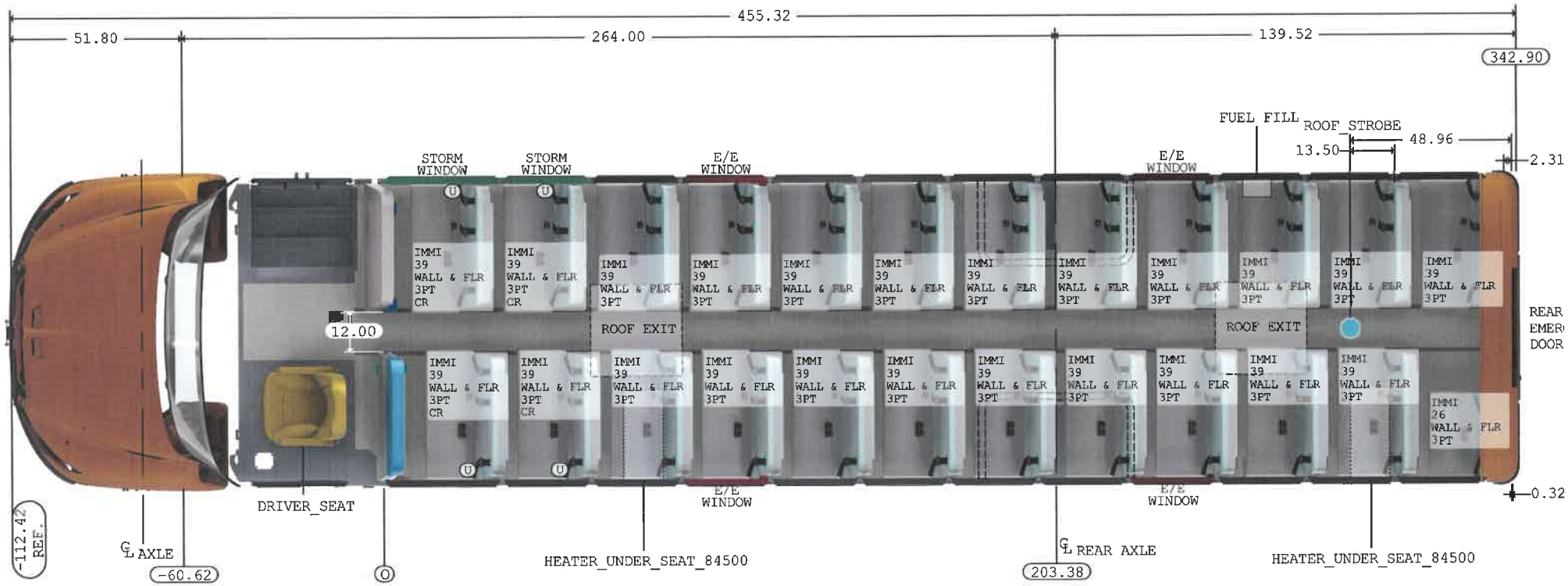
International® Financial offers loans, a full line up of lease options, and can establish a line of credit for use towards the purchase of International and IC Bus vehicles. Ask your dealer, International® or IC Bus® Sales Representative about completing an International Financial credit application and any promotional offers that may be available. International Financial services are provided by Navistar Financial Corporation.

Financial Summary
2027 CE SCHOOL BUS (PB110)

The TOPS FET Calculation is an estimate for reference purposes only. The seller is responsible for calculating and reporting/paying appropriate FET to the IRS.

The limited warranties applicable to the vehicles described here in are International Motors, LLC* standard printed warranties which are incorporated herein by reference and to which you have been provided a copy and hereby agree to their terms and conditions.

International Motors, LLC d/b/a International Motors USA LLC in Illinois and Ohio.



HIP-TO-KNEE SPACING (INCHES)+/-0.5"

SEATS	1	2	3	4	5	6	7	8	9	10	11	12
RIGHT	25.65	25.87	25.97	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65	25.65
LEFT	25.43	25.65	25.75	25.43	25.43	25.43	25.43	25.43	25.43	25.43	25.43	25.43

DEALER/CUSTOMERS NOTES:
SPACING IS NOT BTI COMPATIBLE

Navistar Confidential and Proprietar

CE SCHOOL BUS

Sales Proposal For:

West Bonner County School District 83

Presented By:

HARLOW'S BUS SALES,INC

Code	Description
PB11000	Base Chassis, Model CE SCHOOL BUS with 276.00 Wheelbase, N/A CA, and 139.00 Axle to Frame.
	Bus Body Plan, AABS00005H
	Seat Capacity, 71
1570	TOW HOOK, FRONT (2) Frame Mounted
1ANA	AXLE CONFIGURATION 4x2
1CAC	FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL
1LMW	CROSSING GATE, FRONT Electric, Yellow Blade, Bumper Mounted
	Includes : CONTROL ASSEMBLY Solid State, Located Rear of Front Bumper, Heater not Required : CROSSING GATE, FRONT Matches Contour of Bumper
1LSG	BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty
	Notes : Bumper Thickness is .25"
1SAL	CROSSMEMBER, REAR, AF (1)
1WJE	WHEELBASE RANGE 276" (700cm) Only
1WRP	TOW HOOK, REAR (2) Mounted on Lower Rail Flange
2ASH	AXLE, FRONT NON-DRIVING {Meritor MFS-10-122A} I-Beam Type, 10,000-lb Capacity
3ADB	SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers
	Includes : SPRING PINS Rubber Bushings, Maintenance-Free
4091	BRAKE SYSTEM, AIR Dual System for Straight Truck Applications
	Includes : BRAKE LINES Color and Size Coded Nylon : DRAIN VALVE Twist-Type : GAUGE, AIR PRESSURE (2) Air 1 and Air 2 Gauges; Located in Instrument Cluster : QUICK RELEASE VALVE On Rear Axle for Spring Brake Release: 1 for 4x2, 2 for 6x4 : SPRING BRAKE MODULATOR VALVE R-7 for 4x2, SR-7 with relay valve for 6x4/8x6
4722	DRAIN VALVE {Bendix DV-2} Automatic, with Heater, for Air Tank
4AZS	AIR BRAKE ABS {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control
4EDN	AIR DRYER {Bendix AD-9SI} with Heater, Includes Safety Valve
4GBM	BRAKE, PARKING Manual Push-Pull Pneumatic Parking Brake
4SPA	AIR COMPRESSOR {Cummins} 18.7 CFM
4VLE	AIR DRYER LOCATION Mounted Inside Engine Compartment, Right Side
4VLY	AIR TANK LOCATION (1) Mounted Inside & Below Left Rail, Back of Cab
4WZT	GVWR LIMITATION FOR BUS with Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 121 Requirements, for Conventional Bus
4XCJ	BRAKES, FRONT {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 23,000-lb Capacity

Code	Description
4XCK	BRAKES, REAR {Bendix Spicer ADB22X} Air Disc Type, Extended Service, Size 22.5", 26,000-lb Capacity per Axle
4XDW	BRAKE CHAMBERS, FRONT AXLE 18 SqIn, for Air Disc Brakes
4XEA	BRAKE CHAMBERS, REAR AXLE 18/24 SqIn Spring Brake, Double Diaphragm, for Air Disc Brakes
5710	STEERING COLUMN Tilting and Telescoping
5CAW	STEERING WHEEL 4-Spoke; 18" Dia., Black
5PRR	STEERING GEAR {TRW TAS66} Power
6901	PROPSHAFT GUARD
6DGA	DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2
7BMK	EXHAUST SYSTEM Horizontal Aftertreatment System, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe
7SCP	ENGINE EXHAUST BRAKE for Cummins ISB/B6.7/ISL/L9 Engine with Variable Vane Turbo Charger
7WBL	TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper
8000	ELECTRICAL SYSTEM 12-Volt, Standard Equipment Includes : HAZARD SWITCH Push On/Push Off, Located on Instrument Panel to Right of Steering Wheel : HEADLIGHT DIMMER SWITCH Integral with Turn Signal Lever : MISCELLANEOUS FEATURES Modular, Loom Protected, Grommets in all Applicable Body Openings, Assembled in Computer Assisted Fixture which Verifies Continuity and Correct Assembly Prior to Installation : PARKING LIGHT Integral with Front Turn Signal and Rear Tail Light : STARTER SWITCH Electric, Key Operated : TURN SIGNAL SWITCH Self-Cancelling with Lane Change Feature : TURN SIGNALS, FRONT Includes Reflectors and Auxiliary Side Turn Signals, Solid State Flashers; Flush Mounted : WINDSHIELD WIPER SWITCH 2-Speed with Wash and Intermittent Feature (5 Pre-Set Delays), Integral with Turn Signal Lever : WIRING, CHASSIS Color Coded and Continuously Numbered
8540	HORN, ELECTRIC (2) Trumpet Style
8GXB	ALTERNATOR {Leece-Neville AVI160P2003} Brush Type, 12 Volt, 240 Amp Capacity, Pad Mount, with Remote Sense
8MJU	BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 2850CCA Total, Top Threaded Stud
8RMH	BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted
8RPP	ANTENNA Shark Fin, Roof Mounted
8RRC	RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System
8TRM	COLLISION MITIGATION SYSTEM {Bendix Fusion 3.0} Adaptive Cruise Control, Stop & Drvr Go, Automatic Emergency Braking (AEB), with Pedestrian Collision Warning & Braking, Speed Sign Recognition with Overspeed Alert, Roadway Departure Alert & Braking, Lane Departure Warning
8TTK	BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail
8TTN	BATTERY BOX COVER Plastic, Front Cover for Frame Mounted Battery Box Compartment
8TYD	DATA RECORDER Omit Event Data Recorder Module
8WRB	HEADLIGHTS ON W/WIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On

Code	Description
8WTK	STARTING MOTOR {Delco Remy 38MT Type 300} 12 Volt, Less Thermal Over-Crank Protection
8WWJ	INDICATOR, LOW COOLANT LEVEL with Audible Alarm
8WXB	HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
8XAH	CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
8XJE	TURN SIGNALS, FRONT Dual Face, LED, Amber/Amber, Mounted on Top of Fender, Used with Standard Flush Mounted Front Turn Signal, Side Marker Lamps, Parking Lights and Reflectors
8XKC	HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled
8XPN	USB PORT One USB-A Port and One USB-C Port, Located in Instrument Panel
9AAB	LOGOS EXTERIOR Model Badges
9AAE	LOGOS EXTERIOR, ENGINE Badges
9HCW	GRILLE Molded in Black
9WAB	HOOD TILT ASSIST {EASY TILT} Mechanical
9WBW	FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes
10020	CHASSIS PAINT Full Chassis
10060	PAINT SCHEMATIC, PT-1 Single Color, Design 100
	Includes : PAINT SCHEMATIC ID LETTERS "NB"
10788	PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
10AGB	CONNECTED PLATFORM Includes Connectivity Module and Five Year Data Plan
10AHZ	ENTRANCE DR COVERAGE CREDIT Bus Entrance Door Service Contract Coverage Credit
10AJY	PROMOTIONAL CREDIT for Bendix Fusion 3.0
10UAV	VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle.
	Notes : CANNOT BE REGISTERED IN CA. For vehicles that will be registered in States other than CA.
10WHJ	SPECIAL ROUTING CONTROL To Bus Vehicle Modification Center
10WUE	MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension
11001	CLUTCH Omit Item (Clutch & Control)
12702	ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free
12EYJ	ENGINE, DIESEL {Cummins B6.7 260} EPA 2024, 260HP @ 2400 RPM, 660 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 260 Peak HP (Max), School Bus Only
12TSY	FAN DRIVE {Borg-Warner SA85} Viscous Type, Screw On
	Includes : FAN Nylon
12UGN	THROTTLE, HAND CONTROL Electronic
12VCE	AIR CLEANER Single Element, Fire Retardant Media
12VKM	EMISSION, CALENDAR YEAR {Cummins B6.7} EPA, OBD and GHG Certified for Calendar Year 2026

Code	Description
12VVN	CRUISE CONTROL Electronic
12WPV	OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines
12WSY	BLOCK HEATER, ENGINE {Phillips} 120V/750W, for Cummins ISB/B6.7 Engines Includes : BLOCK HEATER SOCKET Receptacle Type; Mounted in Center Through Front Bumper
12WVG	EPA IDLE COMPLIANCE Low NOx Idle Engine, Complies with EPA Clean Air Regulations; Includes "Certified Clean Idle" Decal on Hood
12WZE	CARB IDLE COMPLIANCE Does Not Comply with California Clean Air Idle Regulations
12XCC	RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler Includes : RADIATOR HOSES Premium, Rubber
12XCS	CARB EMISSION WARR COMPLIANCE Does Not Comply with CARB Emission Warranty
13BCY	TRANSMISSION, AUTOMATIC {Allison 3000 PTS} 6th Generation Controls, Close Ratio, 5-Speed with Overdrive, Less PTO Provision, Less Retarder, Includes Oil Level Sensor, with 80,000-lb GVW and GCW Max, School Bus
13WET	TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, Not for Use with Allison 1000 & 2000 Series Transmission
13WLP	TRANSMISSION OIL Synthetic; 29 thru 42 Pints
13WUM	ALLISON SPARE INPUT/OUTPUT for Pupil Transportation Series (PTS), Package Number 148
13WVW	NEUTRAL AT STOP OMIT
13WYU	SHIFT CONTROL PARAMETERS {Allison} 3000 or 4000 Series Transmissions, Performance Programming
14AWD	AXLE, REAR, SINGLE {Dana Spicer 21060S} Single Reduction, 21,000-lb Capacity, R Wheel Ends . Gear Ratio: 6.17
14TDV	SUSPENSION, REAR, AIR, SINGLE {International IROS} 21,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails
15LMN	FUEL/WATER SEPARATOR {Racor 400 Series,} 12 VDC Electric Heater, Includes Pre-Heater, with Primer Pump, Includes Water-in-Fuel Sensor
15LRE	LOCATION FUEL/WATER SEPARATOR Mounted Under Hood, Left Side, Above Front Axle
15SLL	FUEL TANK Top Draw, Steel, Rectangular, 100 US Gal (379L), Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle
15WEP	DEF TANK 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Right Rail, Behind 0 Bow
16010	COWL Flat Back
16563	HEATER SHUT-OFF VALVES (2) Ball Valve Type
16BAM	AIR CONDITIONER with Integral Heater and Defroster
16GEG	GAUGE CLUSTER Premium Level; English with English Electronic Speedometer Includes : GAUGE CLUSTER DISPLAY: Base Level (3" Monochromatic Display), Premium Level (5" LCD Color Display); Odometer, Voltmeter, Diagnostic Messages, Gear Indicator, Trip Odometer, Total Engine Hours, Trip Hours, MPG, Distance to Empty/Refill for : GAUGE CLUSTER Speedometer, Tachometer, Engine Coolant Temp, Fuel Gauge, DEF Gauge, Oil Pressure Gauge, Primary and Secondary Air Pressure or Auxiliary Air Pressure (if Air Equipped)

Code	Description
	: WARNING SYSTEM Low Fuel, Low DEF, Low Oil Pressure, High Engine Coolant Temp, Low Battery Voltage (Visual and Audible), Low Air Pressure, Primary and Secondary (if Air Equipped)
16HGH	GAUGE, OIL TEMP, AUTO TRANS for Allison Transmission
16HKT	IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
16HLJ	GAUGE, DEF FLUID LEVEL
16VKB	CAB INTERIOR TRIM Classic, for Day Cab
16VVJ	WINDSHIELD Three Piece, Bonded, with Shaded Band
16XJP	INSTRUMENT PANEL Wing Panel
27DUW	WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
28DUW	WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
47AGG	BODY, BUS Conventional; 78" Headroom, 32'8" Body Length, +9 Section Front, 72 Passenger, 276 WB
47AJB	BODY CERTIFICATION TAG Mylar Label
47AJC	BODY TAG, METAL Capacity to Include the Total Number of Passengers
47APR	HEADLINER, BODY Conventional; 25'11"-35'08" Body Length, Perforated Full Length with Sound Insulation Full Length
47APX	FASTENERS, HEADLINER Screws
47ARH	BOWS, ROOF 14 ga., One Piece Construction
	Includes : BOWS, ROOF Positioned Floor Line to Floor Line, Threaded Through Roof Strainers and Drip Rail
47ARP	LIGHT BARS Plastic
47ASG	SKIRT, BODY for Conventional, 14 1/2", 16ga
	Includes : SKIRT, BODY Extra Smooth Steel Supported by Floor Gussets
47AUR	TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
	Includes : TIE DOWNS, BODY with Formed Tab that Fits into Floor Structure to Prevent Turning
47AXT	RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths, Includes Snow Rail
	Includes : RUB RAILS Full Length, Primer Coated (Both Sides), Attached to Body without Cuts or Splices
47AYB	BODY, REAR Includes Emergency Door
47AZE	SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47AZL	FLOOR, BODY with Wheel Wells
47BAK	BUMPER, REAR Painted, 12" High, 3/16" Thick
47BAR	SUPPORTS, REAR BUMPER Bolted to Frame
47BBH	LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated

Code	Description
47BBZ	SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
47BDJ	COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port
47BKK	LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow On Front and Rear Cap
47BLD	STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish
47DAE	FASTENERS, REAR DOOR Lag Screws, Rear Door To Body
47DAJ	COVER, REAR DOOR INSIDE HANDLE Partial Coverage
47DBZ	GLASS GUARD Inside Back-up, In Lower Section of Rear Door
47DDE	HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
47DDH	HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover
47DDU	LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
47DEK	LOCK, REAR DOOR with Ignition Starter Interlock
47DEY	HANDLE, EXTERIOR, REAR Emergency Door; Yellow
47DNN	SWITCH, LOCATION Left of Driver; Includes Master Flasher, Amber Flasher, and 2 Position Door Control
47DXZ	PAINT, RUB RAIL Flange to Flange, Including Top Flange of Window Line Rub Rail
47DYL	DOOR, ENTRANCE, FRONT Air, Outward Opening, with Single Pane Glass
47EBD	LOCK, BATTERY COMPARTMENT Standard Location
47EBM	HOLD DOWN, BATTERY For Up To 3 Batteries
47EYH	COMPARTMENT, TOOLBOX, RT BPR 13" x 15" x 25.5", with Lock
47EYL	LOCK, ENTRANCE DOOR in External Release, with Key
47LAT	NOISE REDUCTION, ROOF BOW Conventional; Insulation, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47LAU	INSULATION,ROOF/SIDES/BULKHEAD 1.5"
47MBA	UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
	Includes : UNDERCOATING Performed Before and After Mounting on Chassis
47MJR	LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
47MNV	ARROW, RR DOOR, OUTSIDE Decal; Black .75" Stroke, Indicating Handle Direction
47MRU	LETTERS, E/E WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside
47MSA	STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective
47MTY	WIRING DIAGRAM Schematic, Electrical
	Includes : ACCESS PANEL for Wiring Diagram Schematic Located on Inside of Electrical Panel Door, Below Driver Window
47MVA	LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
47MVC	LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
47MZA	MONITOR, POST TRIP INSPECTION Omit

Code	Description
47NAB	PAINT COLOR, RUB RAILS 0001 Canyon Black
47NGW	SEAL, RUB RAILS Top Edge, All Rails
47NHL	LETTERS, E/E WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside
47NJA	PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow
47NJM	PAINT FLASHER BACKGRD 0001 Canyon Black
47NJS	PAINT COLOR, BUMPER Rear, 0001 Canyon Black
47NKM	PAINT COLOR, BODY INTERIOR 9384 Spring White
47NMG	OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door
47NTE	LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
47NTY	PAINT HOOD AND FENDER To Match Body Exterior
47NWH	STRIPING, ROOF HATCH, REAR {3M} Decal, Perimeter, 1" Yellow Fluorescent Diamond Grade
47NWJ	STRIPING, SEATLINE {3M} 2" Yellow Fluorescent Diamond Grade
47NWS	STRIPING, REAR END {3M} Yellow Fluorescent Diamond Grade, 1" Horizontal and 2" Vertical
47NWT	STRIPING, ROOF HATCH, FRONT {3M} Decal, Perimeter, 1" Yellow Fluorescent Diamond Grade
47NWU	STRIPING, E/E WINDOW, RIGHT {3M} (02) Perimeter, 1" Yellow Fluorescent Diamond Grade
47NXH	STRIPING, E/E WINDOW, LEFT {3M} (02) Perimeter, 1" Yellow Fluorescent Diamond Grade
47PBZ	HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
47PLX	LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door
47SBB	SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
47SPH	ALPHA/NUMERIC DECAL GUIDE Quantity 071-80
48ACN	SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing
48ANW	WINDOW, DRIVER Storm
48APL	WINDOW, STOPS 12" Opening, Only with 78" Headroom
48ARR	WINDOW, SASH (17) 27" Sections, 9"x 23" Opening
48ASL	WINDOW, SASH +9 SECTIONS (01) 9" x 32 1/4" Opening
48AUN	WINDOW, PASSENGER, TINT Conventional; 28% LIght, Laminated Glass, 78" Headroom, with 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
48BAH	WINDOW, E/E, LEFT (2) Vertical Hinge
48BDS	BARRIER, CRASH, AFT ENTRY DOOR 39", 2 Leg
48BJA	COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish
48BKP	WINDOW, E/E, RIGHT (2) Vertical Hinge
48CDJ	WINDOW, STORM, RIGHT, 27" (1) Section
48CYA	HEATER, STEPWELL with Fixed Angle Louver to Door Glass
48CYD	WINDOW, STORM, RIGHT, 36" (1) Section

Code	Description
48DPN	HAND RAIL, ENTRANCE DOOR, AFT 1" Dia, Gloss Black
48DPT	HAND RAIL, ENTRANCE DOOR, FWD 1" Dia, Gloss Black
48GRV	SEAT,39",WALL,CHLD,UCRA,RT {BTI Seating System} (02) High Back, with Child Restraint System and UCRA
48GRZ	SEAT,39",WALL,CHLD,UCRA,LT {BTI Seating System} (02) High Back, with Child Restraint System and UCRA
48HAG	WINDOW, ENTRANCE DOOR Storm, Tempered, Clear, with Single Piece Glass
48PAV	WHEEL POCKET COVER Plastic, ABS
48PAY	AISLE POSITION Center, for balanced seating
48PBD	FLOOR COVERING, COLOR Brown
48PHP	UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (23-24) Seats
48PJR	FLOOR COVERING, TRIM Aluminum
48PJZ	FLOOR COVERING, TYPE {Koroseal} All Body Lengths
48PKC	HOSE CLAMPS, HEATER HOSE Constant Torque for Heater System
48PKN	FAN, DEFOG FAR RIGHT (01) Black, Mounted Right Above Windshield, Forward Entrance Door, 2-Speed Switch in Panel
48PKR	FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
48PMD	HEATER, PASS, LT MIDSHIP 1ST 84,500 BTU Includes : AIR FILTER
48PMJ	HEATER, PASS, LT REAR 84,500 BTU Includes : AIR FILTER
48PNW	HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing
48PPP	HEATER CUT OFF, VALVE INSIDE Brass Ball, Inside Driver Area
48PPS	ROOF VENT, FRONT Static
48PVA	UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert
48PVK	UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Brown
48PWA	UPHOLSTERY, PASS SEATS, COLOR Brown, for Seats, Barriers and Head Bumpers
48PWR	UPHOLSTERY, DRIVER SEAT, TYPE Prevaill, 42 oz.
48PXP	UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.
48RAL	BARRIER, CRASH, AFT DRIVER 39", 1 Leg
48REP	PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier
48RET	PANEL, MODESTY, AFT ENTR DOOR Mounted Under Barrier
48RLX	CUSHION, SEAT 15" Depth
48RRA	UPHOLSTERY, SEAT, STITCHING Single

Code	Description
48RYW	SEAT, DRIVER {National 2000} Air Suspension, High Back with Integral Headrest, Isolated, with 2 Position Front Cushion Adjustment, 6 to 17 Degree Seat Back Adjustment, Mechanical Lumbar Support, Includes Additional Back Padding Includes : SEAT BELT, DRIVER Adjustable D-Loop Seat Belt, Single Locking Retractor
48SAD	SEAT,26",WALL,LT (01)
48SDS	SEAT,39",WALL,LT (09)
48SKL	SEAT,39",WALL,RT (10)
48USV	SEAT BACK, PASSENGER High Back
48UXH	AIR FOIL Mounted Top, Rear of Vehicle, Yellow
48UXM	ARM REST, DRIVER Left and Right
48UZN	ROOF HATCH, FRONT {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
48UZT	ROOF HATCH, REAR {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
48VVR	STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps
49000	BODY PLAN, APPROVED VARIATION None
49AMT	CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
49AMV	ALARM, BACKING {Ecco #850} 112 dB
49AMY	SWITCH, REAR DOOR BUZZER for Emergency Door
49APH	SWITCH, DOME LIGHTS, SPLIT Front and Rear Operated with Separate 2 Position Switch, Quantity of Lights Split Equally
49ATV	LIGHT, INDIC, WARNING LIGHTS Red and Amber Includes : LIGHTS, WARNING Indicator Located in Instrument Cluster
49AWG	SPEAKER, OUTSIDE Horn, PA, Mounted on Right Rail Under Step Well
49AWV	SPEAKERS AND WIRING (8) Flush Mounted In Light Bar
49BCM	FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Sequential Operation, Red Lights Activate after Ambers Lights with Door Open
49BCR	LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
49BLB	SAFETY TRIANGLE BREAKABLE SEAL
49BRV	MIRROR, CROSS VIEW, EXTERIOR (2) {Rosco Hawk-Eye} Black, Heated
49BSK	SWITCH, DOME LIGHT, REAR Separate, for Rear Row Dome Lights
49BSL	SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights
49BYT	LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red
49BZG	LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear
49CKT	FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only

Code	Description
49CLG	LIGHT, STROBE, GUARD Brush Guard; for Strobe Light 3" to 5" High
49CME	MONITOR, LIGHT SYSTEM with 16 LED or Incandescent Indicator Lights
49DBR	HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
49DDC	LIGHTS, CLUSTER {Truck Lite} LED; Amber Front and Red Rear
49DNB	MIRROR, REAR VIEW, EXTERIOR {Rosco AccuStyle} Black, Motorized Head, Heated, Breakaway Bracket
49EGB	MIRROR, INSIDE 10" x 30", Clear
49EKT	STOP ARM, FRONT Electric, Metal Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights
49EKZ	HIGH WIND GUARD, FRONT Stop Arm Mounted
49ENK	VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield
49ENY	VISOR, INTERIOR, DRIVER LEFT 6" X 27" for Driver's Window
49ESC	LIGHTS, DOME, DRIVER (1) LED, Rectangular, Mounted in Light Bar in Ceiling, with Separate Switch
49EUB	KIT, FIRST AID Metal; 24 Unit, Spec State
49EVL	SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel
49EWM	LIGHT, STROBE ECCO 6550C, Low Profile, Double Flash, 4.9" High
49GCH	LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws
49GED	SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/ Stanchion/Partition
49GHL	REFLECTORS, SIDE, INTERMEDIATE (2) Amber, 4", Adhesive Back
49GHN	REFLECTORS, REAR (2) 3", Red, Adhesive Back
49GHR	REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back
49GHV	REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
49GNJ	FUEL FILLER DOOR with Locking Latch
49GUB	CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts
49GUH	CERTIFICATE HOLDER (1) 9.375" x 6"; with Transparent Cover
49GUM	INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel
49GVC	MUD FLAPS, REAR WHEELS (2) Rubber
49GWS	CHAINS, REAR, AUTOMATIC Wiring Only, Routed with the Brake Lines
49JAC	DEF FILLER DOOR with Non-Locking Latch
49JBU	LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light
49JBW	LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
49JBZ	LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} 7" Round Amber LED, with Arrow
49JED	LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear

Code	Description
49JEJ	LIGHTS, DOME LED, Rectangular Recessed Type, Two Full Rows, for 29'08", 30'05", 31'02", 31'11", 32'08", 33'05" Body Lengths
49JEY	LOCATION, BODY FLUID KIT on Bulkhead
49JGE	CUTTER, SEAT BELT, LOCATION Mounted on Panel Left of Driver
49JGJ	FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle
49JGN	FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat
49JGV	KIT, BODY FLUID National Standard, Metal Box
49MUC	SIGN, DESTINATION, FRONT Omit
49MUD	SIGN, DESTINATION, REAR Omit
49NGG	LIGHTS, TAIL, LICENSE PLATE (2) {Sound Off/OptiLuxx} 4" Round LED, Red, Includes Stop & Light Window, Includes Mounting Gasket
49NGH	LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Flashing LED and (4) 7" Round Amber Flashing LED, 2 Front, 2 Rear Each Color
49PSY	LIGHTS, DIRECTIONAL, SIDE {Sound Off/OptiLuxx} (2) Slim-Line LED Armored, Amber, (1) Each Side First Section Aft Entrance Door
49SAA	SWITCH, INSTRUMENT PANEL LIGHTS; Rheostat
49UAP	STATE OF OPERATION Idaho
49ZNN	LIGHTS, MARKER, SIDE, INTERMED LED, Amber, Flush Mount, Intermediate, Centered, Required for Units 30 Foot or Longer
51ZZZ	BODY PLAN, NON-SPECIAL NEEDS for Bus Body Configurator, OMIT Body Plan
7382138131	(2) TIRE, FRONT 11R22.5 Load Range H FUEL MAX RSA (GOODYEAR), 497 rev/mile, 75 MPH, All-Position
7382138137	(4) TIRE, REAR 11R22.5 Load Range H FUEL MAX RTD (GOODYEAR), 495 rev/mile, 75 MPH, Drive
	Services Section:
40126	WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
40CYY	SRV CONTRACT, ENTRANCE DOOR {International} 3 Year/Unlimited Miles, Entrance Door Policy
49GVN	WARRANTY 5-Year, Limited

Financial Summary
2027 CE SCHOOL BUS (PB110)

(US DOLLAR)

Description		Price
Factory List Prices:		
Product Items	$283,109.00	
Service Items	$250.00	
Total Factory List Price Including Options:		$283,359.00
C-On Spot chains	$3,650.00	
L-Seon TH4 w/4 interior cameras installed	$5,100.00	
L-2 Way Radio ICOM F5121 installed	$1,370.00	
C-Winter Front-Yellow	$150.00	
L-2 additional keys	$75.00	
Total Preparation And Delivery:		$10,345.00
Freight Charge	$4,500.00	
Total Freight:		$4,500.00
Total Factory List Price Including Freight:		$298,204.00
Less Customer Allowance:		($134,175.47)
Total Vehicle Price:		$164,028.53
Total Sale Price:		$164,028.53
Total Per Vehicle Sales Price:		$164,028.53
Total For 2 Vehicle Sales:		$328,057.06
Net Sales Price:		$328,057.06

Please feel free to contact me regarding these specifications should your interests or needs change. I am confident you will be pleased with the quality and service of an IC Corporation vehicle.

This quote is good for 60 days.

West Bonner 2-CE71 w/std seats

Approved by Seller:

Official Title and Date

Authorized Signature

Accepted by Purchaser:

Firm or Business Name

Authorized Signature and Date

This proposal is not binding upon the seller without Seller's Authorized Signature

Official Title and Date

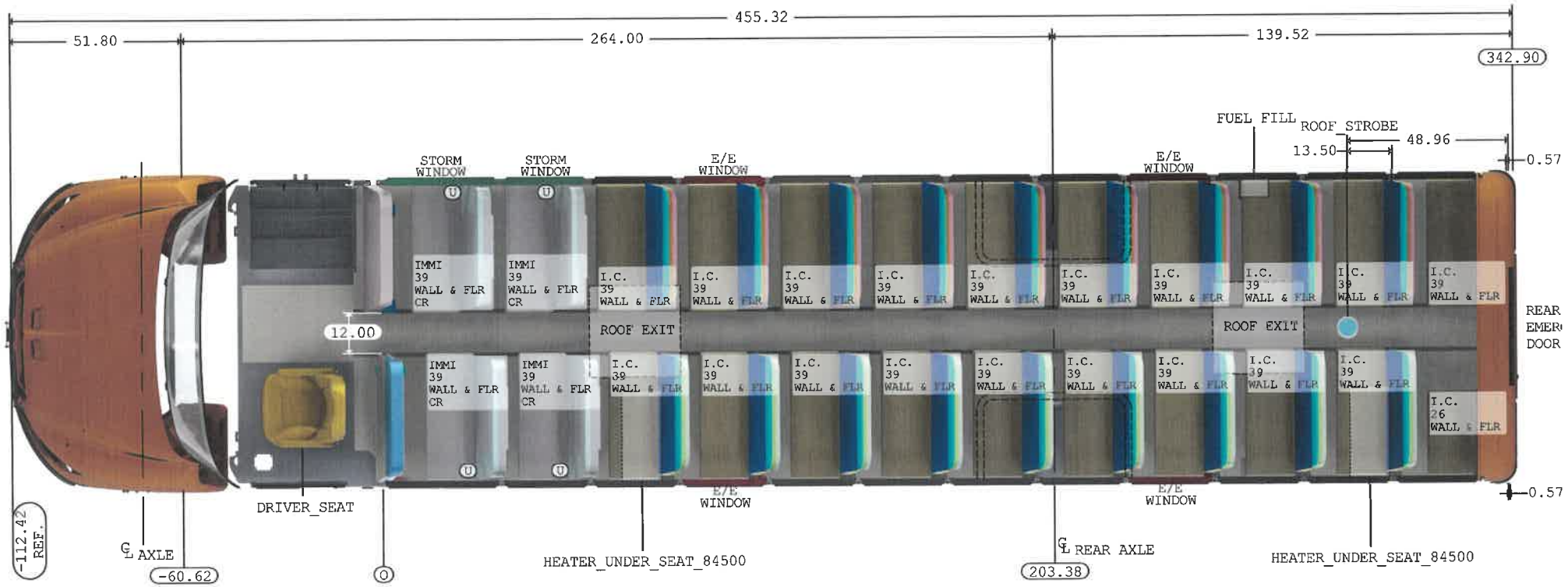
If you haven't added a planned maintenance service contract to your proposal yet, please get in touch with your local dealer, International or IC Bus Sales Representative to learn more about the benefits when ordering together with the vehicle.

International® Financial offers loans, a full line up of lease options, and can establish a line of credit for use towards the purchase of International and IC Bus vehicles. Ask your dealer, International® or IC Bus® Sales Representative about completing an International Financial credit application and any promotional offers that may be available. International Financial services are provided by Navistar Financial Corporation.

The TOPS FET Calculation is an estimate for reference purposes only. The seller is responsible for calculating and reporting/paying appropriate FET to the IRS.

The limited warranties applicable to the vehicles described here in are International Motors, LLC* standard printed warranties which are incorporated herein by reference and to which you have been provided a copy and hereby agree to their terms and conditions.

International Motors, LLC d/b/a International Motors USA LLC in Illinois and Ohio.



HIP-TO-KNEE SPACING (INCHES)+/-0.5"

SEATS	1	2	3	4	5	6	7	8	9	10	11	12
RIGHT	25.94	26.16	26.08	25.94	25.94	25.94	25.94	25.94	25.94	25.94	25.94	25.94
LEFT	25.56	25.78	25.70	25.56	25.56	25.56	25.56	25.56	25.56	25.56	25.56	25.56

DEALER/CUSTOMERS NOTES:
SPACING IS NOT BTI COMPATIBLE

Navistar Confidential and Proprietar

02-16-2026

Board of Trustee
Wednesday 18, 2026

Fire Alarm System upgrade in the PRLHS

The Replacement of the fire alarm system project at PRLHS will include full system replacement to include the addition of an automated voice system, per fire code compliance obligations. The system also includes automatic fire alarm monitoring connected to the fire department central monitoring system to ensure that emergency services are dispatched quickly and automatically in a fire emergency.
Please see attached system list.

The upgrade will start during the District spring break week, March 30, 2026 through April 3, 2026.

Total Cost quoted $190,099.00.

Thank You

Charity Hinshaw
Facilities Coordinator/Transportation Director

Joe Skvarla, Sales Manager
Joe.Skvarla@firepro-wa.com
1611 N. Molter Rd, Ste 202, Liberty Lake WA 99019
Cell (208) 626-8095 Office (509) 324-1844
WA-FIREPSL014CC, OR-158433, CA-1042527, ID-SC 20003, MT-346 FPC

Estimate

Project Name: Lamanna High School fire alarm system upgrade
Project Address: 596 Highway 57
Priest River, ID 83856-6529
Customer: West Bonner County School District
Date*: 12/11/2025
* Pricing good for 60 days; Net 30; taxes excl unless shown.

Attn: Charity Hinshaw
Phone:
Email: charityhinshaw@sd83.org

Systems	Pricing
Fire alarm system replacement budget pricing	$185,565.00
	**Total: $185,565.00
6.00% Sales Tax on Materials	Add: $ 4,534.00

** This pricing excludes any tarrifs imposed on goods from foreign countries by the US government. Any tariff cost will be passed onto the customer.

Notes

Per conversations with Fire Chief Jamie Painton, the fire alarm system will be required to have voice evacuation, smoke and/or heat detection, 1 manual pull station in the office, and be monitored by a central station alarm company.

Plans Dated:	NA
Addenda:	NA
Pages:	4

Scope of Work

Tasks Performed By:	Fire Pro	EC/Other	Notes:
Designed CAD drawings & as-builts	X		Anticipates no existing CAD's are available
Equipment Submittals	X		
AHJ Approvals	X		
Permits	X		
Purchase of wire	X		
Core Drilling, patch, paint		X	
Wire installation	X		Anticipate all open-wire install. No conduit.
Provide field devices	X		
Provide raceways, specialty boxes	X		No conduit included in this proposal.
Provide Knox Box		X	
120 VAC Connections		X	
Termination's, Programming, Pre-Testing, & AHJ Final Inspection:			
Head End, Controls, & Powers Supplies	X		
Field Device Trim	X		
Software Programming	X		
System Programming	X		
Equipment Startup and Pre-test	X		
System Commissioning	X		
Off-site Monitoring Coordination	X		1st year monitoring included
Annual Maintenance of FA System	TBD		
AHJ Final Inspection	X		
Fire Watch / Security Watch		X	
Prevailing Wage/Davis Bacon	No		
Fire Alarm Design			
	Plan/Spec	Design Build	
Fire Alarm Design		X	
Certification, Training, & Warranty:			
End-User Training:	X		
O & M Manuals	X		
Equipment Warranty	X		Standard one year parts & labor warranty

Acceptance of Proposal:

Acceptance of proposal: By its signature hereunder, customer acknowledges that the foregoing prices, specifications, supplemental information and conditions are satisfactory and accepted and will supersede any conflicting conditions in any P.O. issued by Customer

Customer

Print Name: _____ Date: _____

Signature: _____ P.O. # _____

NOTIFIER by Honeywell

FirePROtection SPECIALISTS, LLC

Lamanna High School fire alarm system upgrade
12/11/2025

Bill of Materials: Fire alarm system replacement budget pricing

Qty	Manufacturer	Part Number	Description NOTE: BP = Bulk Pack of 10 devices
			Fire Alarm Panel Components
1	Notifier	CA-1	CHASSIS, DVC, ONE ROW
1	Notifier	CMIC-1	CHASSIS WITH PAGING MICROPHONE WITH WELL; USED WITH CA-1
1	Notifier	DAA2-7525	DIGITAL AMPLIFIER 75W, 25V, 120 VAC
1	Notifier	DPA-1	DRESS PLATE, DVC, ONE ROW
1	Notifier	DVC-EM	DIGITAL VOICE COMMAND, EXTENDED MEMORY
1	Notifier	DVC-KD	DIGITAL VOICE COMMAND, KEYPAD
2	Notifier	BMP-1	BLANK MODULE DRESS PLATE; USED TO COVER ANNUNCIATOR POSITIONS. ALSO MOUNTS SOME OPTION MODULES.
1	Notifier	BP2-4	BATTERY DRESS PANEL FOR CAB-4 SERIES; FOR USE WITH THE NFS2-3030, NFS2-640, NCA-2, AND DVC SYSTEMS.
1	Notifier	CHS-4L	CHASSIS, LOW PROFILE, FOR MOUNTING THE AA-30, LDM. (ONLY NFS-3030/NFS-640)
1	Notifier	CHS-M3	MOUNTING CHASSIS, USED FOR CPU-3030, CPU2-3030, AND NCA-2.
2	Notifier	DP-1B	DRESS PANEL BLANK; COVERS UNUSED CABINET ROW(S), PAINTED BLACK. (ONLY NFS-3030/NFS-640)
1	Notifier	DP-DISP	DRESS PLATE, DISPLAY, BLACK. (ONLY NFS-3030/NFS-640)
1	Notifier	DR-D4	DOOR, LOCK & KEYS. ACCEPTS 4 CHASSIS, BLACK.
1	Notifier	SBB-D4	BACKBOX, 4 CHASSIS, BLACK.
1	Notifier	3030-CLSS-KIT-GW	CPU2-3030D + CLSS Gateway
1	Notifier	ACM-24AT	ONYX SERIES ACS ANNUNCIATOR;
1	Notifier	LCM-320	LOOP CONTROL MODULE. EACH LCM MAY BE EXPANDED TO TWO LOOPS BY ADDING A LEM-320. NFS2-3030 AND NFS-3030 ONLY.
1	Notifier	AMPS-24	ADDRESSABLE POWER SUPPLY, 120 VAC (NFS-3030/NFS2-3030).
1	Notifier	NFS-LBB	NFS LARGE BATTERY BACKBOX, HOUSES UP TO TWO 55 AH BATTERIES, BLACK.
2	Interstate	SLA1165	SLA1165 IB 12V 55ah SLA FLAG
1	SpaceAge	E120V-GT	SAE VECP-25 Hybrid Surge Protection Device
1	Space Age	SAE SSU00672 FDB	Fire Alarm Document Cabinet
			Field Devices
8	Notifier	SPSCWLED	SPEAKER STROBE LED WHITE CEILING
10	Notifier	SPSCWLED-BP10	SPEAKER STROBE LED WHITE CEILING BULK PACK W/10
1	Notifier	SPSWLED-BP10	SPEAKER STROBE LED WHITE WALL BULK PACK W/10
4	Notifier	SPSRKLED	SPKR/STRB LED RED WALL OUTDOOR
6	Notifier	DNR	INNOVAIRFLEX INTELLIGENT DUCT DETECTOR, NON-RELAY, DOES NOT INCLUDE HEAD.
6	Notifier	DST5	INNOVAIRFLEX SAMPLING TUBE, STEEL, 5' WITH HOLES
3	Notifier	FCM-1	ADDRESSABLE CONTROL MODULE WITH FLASHSCAN; CONFIGURED FOR ONE CLASS A OR CLASS B NAC.
1	Notifier	FDM-1	ADDRESSABLE DUAL MONITOR MODULE; WITH FLASHSCAN, TWO CLASS B CIRCUITS.
6	Notifier	FRM-1	ADDRESSABLE RELAY MODULE WITH FLASHSCAN; PROVIDES TWO FORM-C DRY CONTACTS
6	Notifier	RTS151KEY	REMOTE TEST STATION; WITH SWITCH, ALARM AND POWER LED'S, KEY RESET.
6	Notifier	FSP-951	INTELLIGENT ADDRESSABLE PHOTO DETECTOR; WITH FLASHSCAN; WHITE
12	Notifier	FSP-951-BP	INTELLIGENT ADDRESSABLE PHOTO DETECTOR; WITH FLASHSCAN; WHITE BULK PACK 10
6	Notifier	FSP-951R	REMOTE TEST CAPABLE INTELLIGENT PHOTO DETECTOR WITH FLASHSCAN; FOR USE WITH
14	Notifier	B300-6-BP	INTELLIGENT FLANGED MOUNTING BASE; 6" INCH; PACK OF 10; WHITE
1	Notifier	FST-951-BP	INTELLIGENT ADDRESSABLE 135 DEGREE THERMAL DETECTOR WITH FLASHSCAN; WHITE
4	Notifier	FM996-L8	FM-996, 12 VDC, 24 VAC/VDC, 120/250 VAC, SURFACE WALL MOUNT.
9	Notifier	STI9708	WIRE GUARD, WHITE, SPECTRALERT ADVANCE ® WALL MOUNT AVS
2	Notifier	OSE-SPW	EMITTER - STANDARD POWER, WIRED AT 24V DC. SAMES AS PART NO OSE-SPW-L8.
2	Notifier	OSI-90	IMAGER - 80º COVERAGE, 24V DC. SAME AS PART NO OSI-90-L8.
4	Notifier	OSID-WG	WIRE GUARD
3	Potter	PSN-106	PSN Series 10A Conventional Power Supply with Outputs, Red Enclosure
6	Interstate	SLA1075	SLA1075 IB 12V 8ah SLA 187
3	SpaceAge	E120V-GT	SAE VECP-25 Hybrid Surge Protection Device
1			Wire, backboxes, etc

Detailed Statement of Work

SUMMARY

This is a turnkey proposal for installing a complete new voice evacuation fire alarm system, with smoke/heat detection throughout the school, a manual pull station in the office, and central station monitoring. Includes demo of existing devices.

INCLUSIONS:
- Permit drawings
- Material pre-paid freight and handling to job site
- Warranty on material provided
- Complete submittal package to Authority Having Jurisdiction
- Fire Alarm System permit
- Testing/certification with local fire official
- Electronic submittals/O&M's
- Device trim/installation
- System cable/installation
- Interior conduit – cable to be run open air where code allows
- Device boxes

EXCLUSIONS:
- Patch and paint
- Any additional devices required during plan review or inspection
- State Sales Tax

PROPOSAL NOTES:

1. We will require Auto CAD electronic files provided to us in order to prepare shop drawings.
2. Allow three weeks for preparation of submittals and an additional week to obtain the fire alarm system permit.
3. Proposal based upon work hours of 7:00 AM to 3:30 PM, Monday through Friday.
4. Any additional devices required during plan review and inspections are excluded.
5. Any changes required by deferred submittals may change scope and cost of proposed fire alarm system.
6. Fire alarm equipment will be ordered when we have submittal approval and the fire alarm permit. We will invoice for the equipment when it ships from the factory and receive the factory invoice.

Schedule of Values:

STARTUP/SUBMITTALS/PERMIT - 30%
MATERIAL, INSTALLATION, PROGRAMMING - 90%
FINAL INSPECTION/O&M's, RECORD DRAWINGS - 100%

West Bonner County School District
Treasurer's Report

Month Ending Date 1/31/2026	BUDGET	YTD	% USED	SHOULD BE	(OVER) / UNDER
Beginning Balance	$0.00	$0.00	0.00%		
Local Revenue	$291,716.00	$169,206.74	58.00%		
State Revenue	$8,006,521.00	$4,376,465.40	54.66%		
TOTAL REVENUE	**$8,298,237.00**	**$4,545,672.14**	**54.78%**		
Transfers In	$2,100,000.00	$0.00	0.00%		
TOTAL REVENUE & TRANSFERS IN	**$10,398,237.00**	**$4,545,672.14**	**43.72%**		
EXPENSES					
Elementary Program	$2,105,335.00	$953,759.08	45.30%	58.33%	13.03%
Secondary Program	$1,771,106.00	$709,387.88	40.05%	58.33%	18.28%
Vocational Education	$349,910.00	$150,436.97	42.99%	58.33%	15.34%
Exceptional Child	$765,484.00	$239,357.61	31.27%	58.33%	27.06%
Exceptional Child 3-5	$94,412.00	$26,957.69	28.55%	58.33%	29.78%
Summer School	$18,300.00	$14,521.94	79.35%	58.33%	-21.02%
TOTAL INSTRUCTIONAL	**$5,104,547.00**	**$2,094,421.17**	**41.03%**	58.33%	**-17.30%**
Attend-Guide-Health	$272,319.00	$98,904.47	36.32%	58.33%	22.01%
Special Service	$202,796.00	$72,171.98	35.59%	58.33%	22.74%
Instructional Improvement	$140,914.00	$129,086.59	91.61%	58.33%	-33.27%
Educational Media	$176,386.00	$40,733.71	23.09%	58.33%	35.24%
Technology	$497,010.00	$266,886.63	53.70%	58.33%	4.63%
Board of Education	$12,278.00	$6,207.79	50.56%	58.33%	7.77%
Dist. Admin.	$275,024.00	$205,351.51	74.67%	58.33%	-16.33%
School Admin.	$652,807.00	$316,698.61	48.51%	58.33%	9.82%
Business Operations	$606,818.00	$357,737.45	58.95%	58.33%	-0.62%
Custodial	$1,176,411.00	$481,260.89	40.91%	58.33%	17.42%
Maintenance	$286,462.00	$140,640.52	49.10%	58.33%	9.24%
Grounds	$43,000.00	$58,482.97	136.01%	58.33%	-77.67%
Security Program	$0.00	$0.00	0.00%	58.33%	58.33%
Transportation	$780,165.00	$350,488.13	44.92%	58.33%	13.41%
PupilActivity Transp	$0.00	$0.00	0.00%	58.33%	58.33%
General Transp	$7,000.00	$7,741.00	110.59%	58.33%	-52.25%
Debt Services - Principle	$0.00	$0.00	0.00%	58.33%	58.33%
Debt Services - Interest	$0.00	$0.00	0.00%	58.33%	58.33%
Total Operations	**$5,129,390.00**	**$2,532,392.25**	**49.37%**	58.33%	**8.96%**
Transfers Out	$164,300.00	$0.00	0.00%	50.00%	50.00%
TOTAL EXPENDITURES	**$10,398,237.00**	**$4,626,813.42**	**44.50%**	**50.00%**	**5.50%**
Net Revenue & Expenditures	$0.00	-$81,141.28			

West Bonner County School District

Total Enrollment as of : **31-Jan-26**

Priest River Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	28	57	31	62	60	43	47	**328**
ADA	25.2	50.8	27.67	57.7	54.51	38.35	42.48	**296.71**
ADA Percentage	90.0%	89.1%	89.3%	93.1%	90.9%	89.2%	90.4%	**90.3%**

Idaho Hill Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	15	18	25	19	24	20	19	**140**
ADA	12.78	16.13	20.09	17.34	19.81	17.78	16.34	**120.27**
ADA Percentage	85.2%	89.6%	80.4%	91.3%	82.5%	88.9%	86.0%	**86.3%**

Priest Lake Elem	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Enrollment	6	7	3	7	6	7	7	**43**
ADA	5.38	6.44	2.81	6.25	5.56	6.31	5.81	**38.56**
ADA Percentage	89.7%	92.0%	93.7%	89.3%	92.7%	90.1%	83.0%	**90.1%**

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Total
Total Elementary	**49**	**82**	**59**	**88**	**90**	**70**	**73**	**511**
Total ADA	**43.36**	**73.37**	**50.57**	**81.29**	**79.88**	**62.44**	**64.63**	**455.54**
ADA Percentage	**88.5%**	**89.5%**	**85.7%**	**92.4%**	**88.8%**	**89.2%**	**88.5%**	**88.9%**

PRJH & PRLH	Seventh	Eighth	Nineth	Tenth	Eleventh	Twelfth	Total
Total Enrollment	55	71	72	73	70	45	**386**
ADA	47.75	61.5	61.19	63.25	61.72	42.41	**337.82**
ADA Percentage	86.8%	86.6%	85.0%	86.6%	88.2%	94.2%	**87.5%**

Expected Units

LOCATION	Calc Units
	45.52

47.32 Budgeted

-1.80 Variance

WEST BONNER COUNTY SCHOOL DISTRICT #83



Superintendent Report

Kim Spacek, Superintendent

February 2026

Board Meeting Date: Wednesday, February 18, 2026

Who should be recognized for their contribution to student growth and achievement?

- *Priest River Lamanna Jr/Sr High School - Battle of the Boarder was held the wee of January 26th through January 30th. Congratulations to the entire student body and staff for their school spirit throughout the week's events. After the basketball games on Friday, January 30th, held in Newport, the great news came over the public announcement that the Spartans were the winner. This was the first time the trophy will be in Priest River since 2023.*

What has the superintendent been working on this past month?

- *2024 Fiscal Audit - Kendra Salesky, Business Manager, continues to respond to request for documents and information. During January, the audit focused on district assets. The list was updated to current asests within the district.*
- *Forestry Building - Ginno Construction asked for a 'geotechnical survey' to better understand the terrain where the building's foundation would be laid. This delayed construction. A report was emailed on Friday, February 13, 2026. I anticipate construction taking place beginning Tuesday, February 17, 2026.*
- *Rural Alliance - School Convening - Tommy Hansen brought back a survey on culture from the Rural Alliance. The aim is to survey staff and students. The AdTeam will be discussing when to administer the survey.*
- *Job Descriptions - Several job descriptions are in the process of being updated. An outline for what is needed in the state of Idaho is attached to this report. My focus is on job descriptions for the following positions:*
  - *Superintendent*
  - *Operations Coordinator**
  - *Director of Operations*
  - *Maintenance/Grounds Supervisor**
  - *Maintenance/Grounds*
  - *Custodian/Grounds*

- *Counselor*
- *Career/College Counselor*

The asterisked (*) positions are the focus for this month. You will find a draft document attached to this report.

What tasks need focus for the upcoming month?

- *Board Policy 5100 - Hiring and Criteria - I will work with the AdTeam and Tracy Rusho, Human Resources Director/Special Services Administrative Assistant, updating the policy. Work on updating this Board Policy has not yet begun. It may be necessary to create a policy for hiring classified staff and extra curricular staff.*

- *District Office Repairs - Work on the District Office is to begin Monday, February 16, 2026. The District Office will be moved as soon as repairs are made. Being at the elementary school has given the office staff a greater understanding of what goes on in district schools and we look forward to getting back to normalcy in downtown Priest River!*

- *Rural Alliance - AI for Leadership and Productivity - The Rural Alliance offered participation in a workshop series through Seminar on the use of artificial intelligence. This training has provided background on my thoughts for updating Board Policy 3335 - Academic ~~Dishonesty~~ Integrity. Through ChatGPT, the workshops have focused on the following purposes for using artificial intelligence:*
  - *AI can help leadership nail down information.*
  - *ChatGPT is a tool and a point in the process.*
  - *AI can help assess student learning and we must think of it as a learning tool rather than a shortcut.*
  - *There a lot of tools available and ChatGPT is a 'foundation tool.'*
  - *AI is adaptable and you do not have to be an expert, just open to learning.*

  The key to its use is to understand the questions asked and the input it provides. There is always a human element in finalizing any work. The attached document assists in understanding its use in the STEER Protocol.

  S = situation
  T = task
  E = expectations
  E = emotion
  R = roles

Are there any other items of significance to report?

- *Teamwork - Friday, February 13, 2026, Tracy Rusho and I substitute as building administration at the junior-senior high school. This allowed both Vanessa Gaggettr and Tommy Hansen to attend the Region 1 Secondary Principals Meeting. Many other staff were absent. The building ran well considering all the number of staff absent.*
- *5-year Strategic Plan - The AdTeam has begun to discuss updating the district's strategic plan. The graphic attached to this report summarizes the State Board of Education has for areas students should develop competencies in throughout their educational experience into graduation from high school. The first area the AdTeam has discussed with their Building Leadership Teams was College and Career Readiness Competencies. These are Idaho created and Idaho driven and worth considering updating the plan.*
- *Threat Assessment - This is another project the AdTeam will by tackling over the next few months. Threat Assessments are to help the school system as identify supports for students when identified characteristics are a cause for concern. Janic Mitchell, Counselor, provided the attached information. I will be attending training by the Idaho Office of School Safety and Security on April 16, 2026, in Coeur d'Alene to learn more about implementing 'threat assessment' in Idaho.*

How many corrective actions have resulted in a Temporary Suspension this past month? This information is provided based upon Board Policy 3340 - Corrective Actions and Punishment. The chart below outlines actions taken since the last board meeting:

# of Temporary Suspensions	Reason for Action	Response
1	Attendance-Habitual Tardiness	1-day
1	Behavior-Aggressive	1-day
1	Disorderly Conduct	3-days
1	Fighting	1-day
1	Fighting	1.5-days
2	Fighting	3-days
1	Insubordination	3-days
3	Use of ATOD	3-days
2	Theft	3-days
1	Threat-Physical	5-days
1	Threat-Verbal	3-days
1	Truancy	1-day
1	Truancy	3=days
1	Violation - No Contact Order	3-days

How many Attendance Letters have been processed this month since the last board meeting?

Grade Band	*# of Students*
# of Students in Kindergarten through Grade 6	*0*
St# of Students in Grades 7 through Grade 12	*0*

How many Open Enrollment Applications have been processed since the last board meeting:

# of Students Entering the District through Open Enrollment	*# of Students Exiting the District through Open Enrollment*	*# of Students Changing Schools in the District through Open Enrollment*
0	*0*	*2*

How many Requests for Public Records have been processed? The chart below requests made and/or completed since the last board meeting:

Requestor	*Nature of Request*	*Date of Request*	*Date Request fulfilled*
KREM TV	*WBCSD#83/Brandon Durst Settlement*	*1-19-2026*	*1-19-2026*
Newsminer	*WBCSD#83/Brandon Durst Settlement*	*1-19-2026*	*1-19-2026*
James Kennedy	*Brandon Durst Salary & Benefits*	*1-26-2026*	*In Process*

Other Items of Interest

I read the following documents to keep up with current issues in the field of education: (Reading is done during each mealtime when at the house in Oldtown.)

- *This month, readings have included items that would be considered information to complete daily job tasks.*

Acronyms:

Education has terminology formed from the initial letters of other words and pronounced as a phrase of letters or word. (This list will expand as acronyms are used in this report.)

- *ASVAB = Armed Services Vocational Aptitude Battery*
- *CTE = Career Technical Education*
- *CTSO = Career Technical Student Organization*
- *IHSAA = Idaho High School Activities Association*
- *ICRMP = Idaho County Risk Management Program*
- *IRI = Idaho Reading Indicator*
- *ISEE = Idaho System of Educational Excellence*
- *MTSS = Multi-Tiered System of Supports*
- *PLC = Professional Learning Community*
- *STEAM = Science, Technology, Engineering, Arts, and Mathematics*
- *STEM = Science, Technology, Engineering, and Mathematics*
- *TAC = Technical Advisory Committee (CTE Program Requirement)*

WEST BONNER COUNTY SCHOOL DISTRICT #83

APPLE AWARD

IS AWARDED TO

Prist River Lamanna Jr / Sr High School

CONGRATULATIONS FOR

THEIR SCHOOL SPIRIT THROUGHOUT THE WEEK'S EVENTS IN BATTLE OF THE BORDER. THE TROPHY NOW RESIDES IN PRIEST RIVER!.

FEBRUARY 18, 2026

Margaret W Hall
Trustee, Zone 1

Rober Bauer
Trustee, Zone 2

Delbert Pound
Trustee, Zone 3

Ann Yount
Trustee, Zone 4

Kathy Nash
Trustee, Zone 5

WEST BONNER COUNTY SCHOOL DISTRICT #83

DICTIONARY OF OCCUPATIONAL TITLES

WHERE GRIT
MEETS GREATNESS
WEST BONNER COUNTY
SCHOOL DISTRICT #83

West Bonner School District #83
134 Main Street
Priest River ID 83856

WEST BONNER COUNTY SCHOOL DISTRICT #83

DICTIONARY OF OCCUPATIONAL TITLES

Purpose:

The Dictionary of Occupational Titles (DOT) for West Bonner County School District #83 was compiled through the 2007/08 School Year. It provides a means for identifying occupations related to educating students. These occupations are identified by title, purpose, and tasks. This DOT will be used as a reference in providing basic information as it relates to employing people in occupational positions within West Bonner County School District #83.

Kim Spacek
Superintendent
~~July 31, 2008~~

DRAFT

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DRAFT

Idaho Standards for Job Descriptions



APPENDIX A

A concise, usable checklist of the **elements a job description should include to meet Idaho law (Idaho Code & Administrative Rules) and workers' compensation needs.** ChatGPT checked the following sources:

- Idaho statutes
- Idaho administrative rules
- Industrial Commission (workers' comp) guidance
- state HR/classification guidance (J\stia)

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What to include (required / strongly recommended)

Each item below includes why it matters for Idaho compliance and actions to take.

1. Job title and classification
   - Why: Idaho law requires an "appropriate title" and that job classifications include duties and requirements. (Justia)
   - Do: Use a clear, consistent title and indicate the official classification or pay grade (if your organization uses one).
2. Purpose / job summary (1–3 sentences)
   - Why: Helps define the scope of duties and makes it easier to determine worker's-comp-related essential functions and accommodations. (Admin Rules Idaho)
3. Essential duties & responsibilities (clear, specific, prioritized)
   - Why: Idaho Admin. Rules require job descriptions to include authority, responsibilities, and duties of the classification; essential functions are critical for ADA accommodations and for workers' comp light-duty placements. (Legal Information Institute)
   - Do: Number items; indicate percent of time for major duties (e.g., "40% – classroom instruction").

4. Minimum qualifications and preferred qualifications
    - Why: Idaho Code asks that classifications list minimum training, skills, experience, etc. This supports hiring, classification, and legal defensibility. (Justia)
    - Do: Include education, certifications, years of experience, and any required licenses (and renewal requirements).
5. Supervision and reporting relationships
    - Why: Clarifies authority and chain of command (required in many state HR rules). (Legal Information Institute)
    - Do: State "Reports to:" and "Supervises (if any):".
6. Work schedule / hours / workplace location
    - Why: Important for FLSA overtime classification, workers' comp coverage questions (where/when work occurs), and Dual-employment/leave rules in state agencies. (Idaho Department of Labor)
7. FLSA / pay status and pay range or grade
    - Why: Employers must classify exempt/nonexempt for wage/hour laws; pay range increases transparency and helps meet state HR practices. (Baker Donelson)
8. Physical demands & essential function details
    - Why: Crucial for workers' compensation return-to-work planning, determining job compatibility with restrictions, and ADA accommodation analysis. ID worker's comp rules expect employers to document duties and physical demands. (Admin Rules Idaho)
    - Do: Use standard categories (standing, lifting — include weights, climbing, sitting, fine motor, vision/hearing requirements, etc.).
9. Work environment / hazards / safety requirements / PPE
    - Why: For workers' comp and OSHA safety planning; helps occupational health and light-duty planning. (Industrial Commission)

DRAFT

- Do: Note exposures (chemicals, heights), any safety certifications, and PPE required.

10. Essential competencies / skills / equipment used
    - Why: Shows what tools and software the employee must competently use for the position (helpful in classification and accommodation).
    - Do: List core skills (e.g., "proficient in SIS X, Microsoft 365").
11. Required checks, screening, and certifications
    - Why: State and district positions often require background checks, fingerprinting, TB tests, mandated reporting clearances, or teaching certificates. Include renewal/recertification intervals. (Idaho Small Business Administration)
12. Workers' compensation & reporting instructions (brief)
    - Why: Employers should note the obligation to report work injuries and where to report them; this links the job to the employer's WC procedures and helps injured workers identify how their duties impact claims. (Industrial Commission)
    - Do: A short line: "Report all workplace injuries to [HR or WC coordinator] immediately; see [internal link/process]."
13. ADA accommodation statement and at-will / equal employment opportunity statement
    - Why: Aligns with federal law and state hiring policies; shows commitment to nondiscrimination (helps when classifying positions and responding to accommodation requests).
    - Do: Include a short EEO and ADA accommodation sentence.
14. Performance evaluation / probationary period (if applicable)
    - Why: Idaho administrative rules for state classified positions include evaluation and probation guidance; include evaluation frequency or reference to policy. (Admin Rules Idaho)
15. Date prepared / last revised and who prepared it (on file)

DRAFT

- Why: Idaho Admin. Code requires job descriptions be current and on file. Keep revision history for audits. (Legal Information Institute)

16. Contact for questions
    - Why: Practical: who to ask about duties, accommodations, or WC reporting.

DRAFT

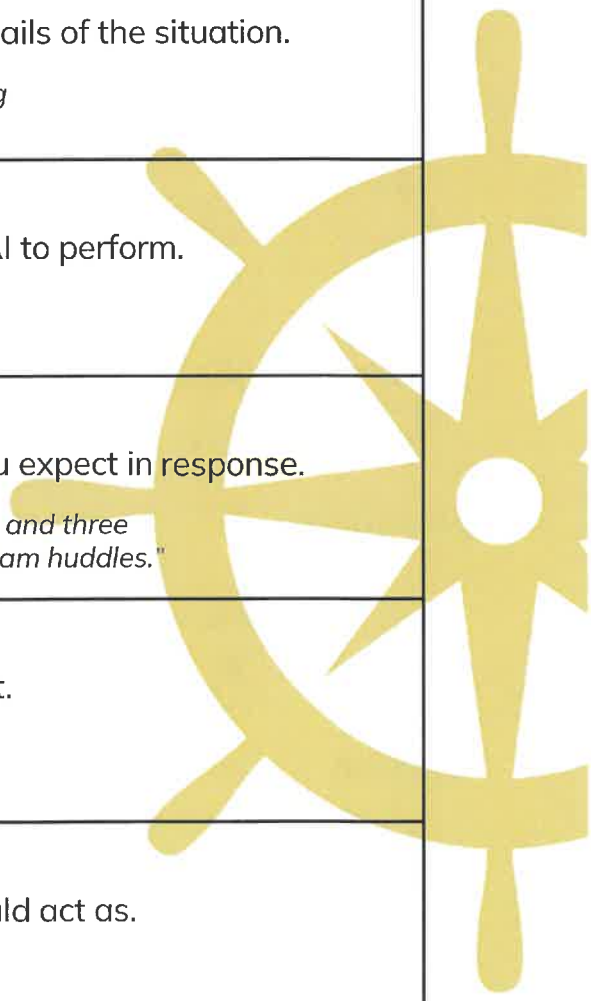
Guiding AI with Intention

How to STEER to the Best Results

Too often, AI tools like ChatGPT and Gemini produce generic, vague, or off-tone responses – not because they're bad tools, but because the prompts aren't specific enough. The STEER framework helps you prompt like a pro and dramatically improve the accuracy, tone, and usefulness of your AI output.

STEER helps you stay in command – and get what you actually need.

S	**SITUATION** Provide the context, background, and details of the situation. *"We're launching new priorities for the upcoming year and want to align staff around them."*
T	**TASK** Describe the specific task you want the AI to perform. *"Help me create a communications plan that builds buy-in and shares the priorities clearly."*
E	**EXPECTATIONS** Clarify the format, length, or structure you expect in response. *"Give me a bulleted comms plan, a launch email, and three sets of blurbs/talking points for newsletters or team huddles."*
E	**EMOTION** Set the tone, style, and feel of the content. *"The tone should be inspiring, grounded in our mission, and community-centered."*
R	**ROLES** Define the audience and who the AI should act as. *"Act as the executive director communicating to all staff across the organization."*



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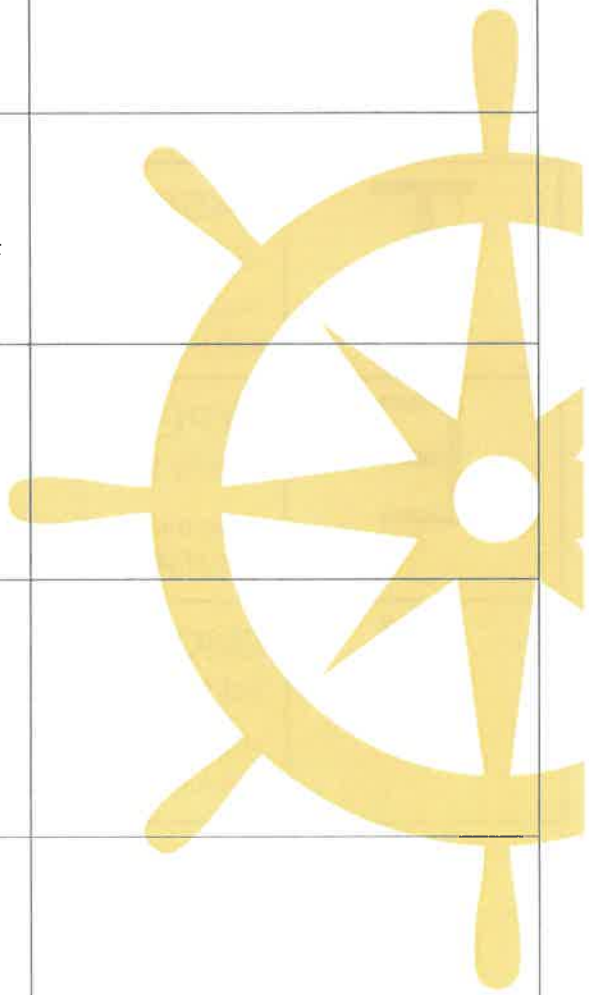
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Guiding AI with Intention

How to STEER to the Best Results

The STEER Method: Using AI to Guide Your Work
Purpose: Use these prompts to shape and refine AI outputs so they meet your needs.

STEER Step	Guiding Question *Examples*	Your Ideas
S **Situation**	What background or details will help AI understand the task? *"We're launching new priorities for the upcoming year and want to align staff around them."*	
T **Task**	What exactly do I need AI to create? *"Help me create a communications plan that builds buy-in and shares the priorities clearly."*	
E **Expectations**	How should the output be organized? *"Give me a bulleted comms plan, a launch email, and three sets of blurbs/talking points for newsletters or team huddles."*	
E **Emotion**	How can I refine or expand what AI gave me? *"The tone should be inspiring, grounded in our mission, and community-centered."*	
R **Roles**	Does this meet my needs, and is it accurate? *"Act as the ED communicating to all staff across the organization."*	



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The 3Ds

Guiding Questions for When to Use AI

Use the **3 Ds** to spot moments where AI can jumpstart your work—draft it, delegate it, or adapt it—so you spend less time starting from scratch and more time leading.

1

Could this task be faster or easier with a first draft?

- **Drafting a Parent Communication:** *Instead of staring at a blank page, use AI to generate the first draft of a parent newsletter or announcement.*
- **Outlining a PD Session:** *Provide AI with your topic, audience, and goals, and let it create a rough outline for a professional development workshop. You can adjust timing, activities, and content from there.*

2

Is this something I'd delegate if I had the capacity on my team?

- **Researching Best Practices:** Instead of spending hours searching, have AI pull together a summary of current research or case studies on a specific instructional strategy.
- **Creating Student Data Snapshots:** Provide AI with anonymized student performance data and ask it to create quick, digestible summaries by grade level or subject

3

Is this duplicating a version of something I've done before?

- **Reusing a Lesson Plan:** Provide AI with a past lesson and ask it to adapt it for a different grade level or to integrate a new standard.
- **Repurposing a Communication:** Take a message you sent to staff and have AI adapt it for families, adjusting the tone and level of detail.

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The 3Ds

Guiding Questions for When to Use AI

The 3Ds: Spotting Opportunities to Use AI Efficiently

Purpose: Use these prompts to identify when AI can draft, delegate, or adapt your work.

The 3Ds	Guiding Question *Examples*	Your Ideas
Draft It	Could this task be faster or easier with a first draft? • *Parent Comms* • *PD Outline*	
Delegate It	Is this something I'd delegate if I had the capacity on my team? • *Research* • *Data Snapshots*	
Adapt It	Am I duplicating a version of something I've done before? • Repurpose Comms • Reuse Lesson Plan	

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IDAHO STATE BOARD OF EDUCATION

COLLEGE AND CAREER READINESS COMPETENCIES

Each competency icon below links to its related performance level descriptors (Levels 1-6).



Additional links:

- Competencies Overview
- Full Competency Set
- Text Only Version

OVERVIEW

IDAHO COLLEGE AND CAREER READINESS COMPETENCIES

Idaho State Department of Education
Mastery Education

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

Created 07/20/2020

Idaho State Board of Education

College and Career Readiness Competencies



Idaho College and Career Readiness Competencies

IDAHO STATE DEPARTMENT OF EDUCATION AND IDAHO STATE BOARD OF EDUCATION

PURPOSE AND BACKGROUND

Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Approved in 2017 by the Idaho State Board of Education, the competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies. Subskills and performance level descriptors, identified through the work of the Idaho Mastery Education Network and the Idaho State Department of Education, support achieving the competencies and allow an opportunity to measure performance.

Competency Titles	Competency Sets for Classroom Use and Printing
1. Knowledge of Core Subjects 2. Critical Thinking/Creative Problem Solving 3. Oral/Written Communications 4. Teamwork/Collaboration 5. Digital Literacy 6. Leadership 7. Professionalism/Work Ethic 8. Career Exploration and Development 9. Citizenship/Civic Responsibility 10. Financial Literacy	Link to Competency Set: view by Competency with all Skills and Levels (in printable large format 17x11, PDF) Link to Competency Set: view by Level Bands [1-3], [2-4], [3-5], [4-6] (8.5x11, PDF) Link to Full Competency Set (single document PDF) Link to Text-only Accessible Competency Set (PDF)

KEY TERMS AND ORGANIZATION

COMPETENCIES: Competencies represent the knowledge, skills and attributes that help students persevere in life and ensure they are ready for college and careers. Specific, measurable, and transferable, competencies are experienced through learning opportunities in conjunction with Idaho Content Standards. Authentic work and performance provide evidence of advancing through the competencies. Understandably, some competencies will have more focus in some grade levels and specific courses of study.

SUBSKILLS: The competency subskills represent identified abilities, processes, and strategies that enable students to achieve the competencies.

PERFORMANCE LEVEL DESCRIPTORS: Written in positive, developmental and student friendly "I can" statements, the performance level descriptors represent specific and observable actions and behaviors that become more sophisticated with each subsequent level. Teachers would use the descriptors to create individual and relevant learning experiences, using their own examples. On a pathway towards mastery, moving at their own speed and independent of age or grade level, learners would progress through the levels. Learners may work at Level 1 in one competency, especially in their early years, and at Level 3 in a different competency, ideally work towards performing at Level 5, ready for college and careers. Level 6 represents postsecondary skills and experience. **Bold font** represents the growth language from the previous level.

Workforce Skills: Identified in Idaho code, the Workforce Skills help further organize the competencies. (See below, page 6)

The chart below shows how the different parts of the competencies are organized within a table to show Levels 1-6 Performance Level Descriptors for each subskill of each competency.

COMPETENCY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
SUBSKILL	**performance level descriptors** for each level of the subskill					
SUBSKILL	**performance level descriptors** for each level of the subskill					
SUBSKILL	**performance level descriptors** for each level of the subskill					

COMPETENCY CHART

The Competency Chart provides a view of all 10 competencies, their high-level competency descriptors, and their nested subskills.

	COMPETENCY	SUBSKILLS
1.0	**Knowledge of Core Subjects** *Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.*	1.1 Choose and apply learning strategies 1.2 Conduct inquiry 1.3 Evaluate central ideas and concepts 1.4 Apply knowledge and skills to relevant and authentic tasks
2.0	**Critical Thinking/Creative Problem Solving** *Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.*	2.1 Analyze issues in various contexts 2.2 Solve mathematical problems 2.3 Design test solutions 2.4 Construct evidence-based arguments
3.0	**Oral/Written Communications** *Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.*	3.1 Formulate and develop ideas 3.2 Engage in academic discussion 3.3 Prepare and finalize ideas in written formats 3.4 Create and deliver presentations
4.0	**Teamwork/Collaboration** *Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.*	4.1 Build collaborative relationships 4.2 Contribute to roles and responsibilities 4.3 Navigate interpersonal conflict
5.0	**Digital Literacy** *Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.*	5.1 Choose and evaluate online sources 5.2 Develop and apply knowledge of safety, privacy and fair use practices 5.3 Create and communicate in a digital environment

COMPETENCY CHART, CONTINUED

	COMPETENCY	SUBSKILLS
6.0	**Leadership** *Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.*	6.1 Organize a team to work effectively 6.2 Encourage, guide, and motivate others 6.3 Organize, prioritize, and delegate work 6.4 Reflect on learning and leadership
7.0	**Professionalism/Work Ethic** *Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.*	7.1 Build effective work habits 7.2 Communicate verbally and nonverbally 7.3 Demonstrate integrity and personal accountability 7.4 Practice self-reflection and personal growth strategies
8.0	**Career Exploration and Development** *Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.*	8.1 Identify, develop, and communicate strengths 8.2 Build support networks 8.3 Develop and educational and career pathway
9.0	**Citizenship/Civic Responsibility** *Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.*	9.1 Participate in community 9.2 Evaluate complex and relevant issues 9.3 Build civic knowledge 9.4 Improve my community
10.0	**Financial Literacy** *Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.*	10.1 Practice short-term and long-term personal budgeting 10.2Navigate financial tools, opportunities, and practices 10.3 Demonstrate effective decision-making involving risk and reward

IDAHO COMPETENCIES ORGANIZED BY WORKFORCE SKILLS AS FOUND IN IDAHO ADMINISTRATIVE CODE

(LINK TO IDAHO ADMINISTRATIVE CODE 08.21.03.140.01 WORKFORCE SKILLS)

Workforce Skills Categories

1. **Academic Skills** (i.e., reading, language arts and communication, mathematics, science, social studies)
2. **Self-Management Skills** (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement)
3. **Individual and Teamwork Skills** (i.e., personal initiative, working with others)
4. **Thinking/Information Skills** (i.e., reasoning, problem solving, acquiring and using information)

WORKFORCE CATEGORY 1: ACADEMIC SKILLS

COMPETENCY	SUBSKILLS
1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.	1.1 Choose and apply learning strategies 1.2 Conduct inquiry 1.3 Evaluate central ideas and concepts 1.4 Apply knowledge and skills to relevant and authentic tasks
3. Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.	3.1 Formulate and develop ideas 3.2 Engage in academic discussion 3.3 Prepare and finalize ideas in written formats 3.4 Create and deliver presentations
9. Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.	9.1 Participate in community 9.2 Evaluate complex and relevant issues 9.3 Build civic knowledge 9.4 Improve my community

WORKFORCE CATEGORY 2: SELF-MANAGEMENT SKILLS

COMPETENCY	SUBSKILLS
7. Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.	7.1 Build effective work habits 7.2 Communicate verbally and nonverbally 7.3 Demonstrate integrity and personal accountability 7.4 Practice self-reflection and personal growth strategies

WORKFORCE CATEGORY 3: INDIVIDUAL AND TEAMWORK SKILLS

COMPETENCY	SUBSKILLS
4. Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.	4.2 Build collaborative relationships 4.2 Contribute to roles and responsibilities 4.3 Navigate interpersonal conflict
6. Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	6.1 Organize a team to work effectively 6.2 Encourage, guide, and motivate others 6.3 Organize, prioritize, and delegate work 6.4 Reflect on learning and leadership
8. Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.	8.1 Identify, develop, and communicate strengths 8.2 Build support networks 8.3 Develop and educational and career pathway

WORKFORCE CATEGORY 4: THINKING/INFORMATION SKILLS

COMPETENCY	SUBSKILLS
2. Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	2.1 Analyze issues in various contexts 2.2 Solve mathematical problems 2.3 Design test solutions 2.4 Construct evidence-based arguments
5. Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.	5.1 Choose and evaluate online sources 5.2 Develop and apply knowledge of safety, privacy and fair use practices 5.3 Create and communicate in a digital environment
10. Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring	10.1 Practice short-term and long-term personal budgeting 10.2Navigate financial tools, opportunities, and practices 10.3 Demonstrate effective decision-making involving risk and reward

Idaho School Behavioral Threat Assessment Form

Only those with experience or training in conducting threat assessment should use these materials.

Threat assessment professionals are often cultivated from a diverse set of multidisciplinary backgrounds to include guidance counselors, school administrators, teachers, mental health professionals, law enforcement or school resource officers (SRO), and others.

A behavioral threat assessment is not a criminal investigation. Threat assessment teams should utilize a holistic and multidisciplinary approach while conducting a threat assessment and consider the unique circumstances of each case.

These threat assessment forms are meant to guide those conducting interviews as part of a larger threat assessment process. The information gathered on this form should not be used as a standalone when making decisions about case management, disciplinary action(s), or as part of any related criminal investigation.

For consistency and reliability, it is important to complete the behavioral threat assessment process for each individual. If a report identifies multiple individuals related to an event, incident, or concern, separate forms and assessments should be completed for each person of concern identified.

Idaho School Behavioral Threat Assessment: Phase 1

Threat Assessment Team			
Name:	**Position:**	**Phone #:**	**Email:**

Concerning Behavior Report

Concerning behaviors refers to communications or other behaviors that indicate an individual may pose a risk to the safety of school staff, other students, or themselves. The behavior may be expressed/communicated physically, verbally, visually, in writing, electronically, or through any other means; and is considered concerning regardless of whether it is observed by or communicated directly to a potential target or third party. The behavior need not arise to the level of a crime, and the behavior may or may not involve explicit threats of violence.

This process is designed for the assessment of concerning behaviors or threats of harm to oneself or others. Your school district should follow county or district policy and procedures when assessing suicidality in a student. If your policy dictates a specific suicide assessment process the team should supplement this form with their choice of a standard suicide assessment protocol. For more information regarding resources to assess suicidality in students, please refer to: https://suicideprevention.idaho.gov/.

Name of reporting person (if known):	**Date/Time reported:**
Affiliation of reporting person: ☐ Student ☐ Parent/Guardian ☐ Staff ☐ Other:	
Name & title of person receiving the report:	

Incident or Behavior of Concern:	
Name of person of concern:	**Date/Time of threat/behavior:**
Affiliation of person of concern:	**Status:**
Identification: ☐ Male ☐ Female ☐ Other Age: ***If student:*** Grade: School Program:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location behavior occurred, check all that apply: ☐ School Building or Grounds ☐ School Bus/Other Travel ☐ School-Sponsored Activity ☐ Digital communications such as text or post ☐ Other: _____	
Reported via Threat Reporting Application/law enforcement agency: Name of Application/agency Incident/case#:	
Summary of the incident: (What was reported? Include who said or did what to whom. Who else was present?)	

Emergency Operations/Notifications

Were the parents of the student of concern notified? ☐ Yes ☐ No

A. If not notified, discuss why not:

B. If notified:

Name of parent/guardian notified: _____

Date & time of notification: _____

Staff member name & title who completed notification: _____

Comments:

Were all potential targets notified? ☐ Yes ☐ No

A. If not notified, explain why not:

B. If notified:

Name(s) of potential targets notified: _____

Date & time of notification: _____

Staff member name & title who completed notification: _____

Comments:

Were parents/guardians of all potential targets notified? ☐ Yes ☐ No

A. If not notified, explain why not:

B. If notified:

Name of parent(s)/guardian(s) notified: _____

Date & time of notification: _____

Staff member name & title who completed notification: _____

Comments:

Were parents/guardians of all potential targets notified? ☐ Yes ☐ No

A. If not notified, explain why not:

B. If notified:

Name of parent(s)/guardian(s) notified: _____

Date & time of notification: _____

Staff member name & title who completed notification: _____

Comments:

Did this incident require law enforcement notification? ☐ Yes ☐ No

Was law enforcement notified (regardless of whether incident *required* notification)? ☐ Yes ☐ No

A. If incident required law enforcement notification, and notification was not made, explain why:

B. If law enforcement was notified for any reason:

Name & title of law enforcement official notified: _____

Name of law enforcement Agency _____

Date & time of notification: _____

Staff member name & title who completed notification: _____

Incident report number (if applicable) _____

Reason for notification, additional comments:

Did this incident require initiation of emergency operational procedures? ☐ Yes ☐ No

If yes, were emergency operational procedures initiated? ☐ Yes ☐ No

A. If emergency operational procedures were required, and not initiated, explain why:

B. If emergency operational procedures were initiated:

Date & time initiated: _____

Type of procedures initiated _____

Individuals notified: _____

Comments:

Interviews

When a concerning behavior is reported, obtain a specific account of the behavior by interviewing the person who elicited concern if appropriate to the circumstances. Interview the potential target(s), and other witnesses. Write the exact content of the concern by each party. Consider the context of the behavior or communication. **Interviews are opportunities for individuals to provide their perspective or additional context to observed behavior or communications. Interviews should focus on rapport building and should not be interrogative.**

Teacher/Staff Interview

Teacher/Staff Interview (teachers of student displaying concerning behavior)	
Name of Student of Concern:	**Location:**
Teacher/Staff Name:	**Date & Time:**

Use these questions as a guide to interview relevant teachers and staff. These questions are a starting point and should not be read verbatim; additional questions may be appropriate and helpful in understanding a student's behavior. Use open-ended questions and focus on rapport-building. Let the interviewee know that you are trying to gather clear and accurate information about the incident and other relevant behaviors, and that you want to give them an opportunity to provide their version of the events.

Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport; the steps outlined below should be followed in order.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 3: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is required of the teacher, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 4: Discuss expectations of confidentiality:*
  - *Explain what information can be shared in accordance with FERPA; and*
  - *Who has access to the responses from this interview?*

1. How do you know the student?

2. Describe the student's academic performance and participation. Are they able to meet the demands of the classroom?

3. Provide this student's attendance record in your class. How many days of class were they absent/partially absent or tardy? If they have a pattern of significant absences/tardiness, how long has this been going on?

4. To your knowledge, has the student ever asked for and possibly received any help with anything academically or otherwise?

5. Describe this student's behavior. Has their behavior changed over time? Changes in behavior can include positive or negative changes. If so, please describe this change.

6. Does the student have a known or suspected disability or developmental delay that may provide context to these behaviors?

Teacher/Staff Interview (teachers of student displaying concerning behavior)
7. If the student is given negative feedback or discipline, how do they respond?
8. Describe this student's interactions with their peers. Do they have difficulty with any peers in particular? Who? Do they have a close relationship with any of their peers? Who?
9. To your knowledge, has this student experienced any difficulties recently at school? Include academic, social, or personal difficulties. If so, please describe.
10. What do you know about the student's home environment? To your knowledge, has the student or their family experienced any difficulties in their home environment? If so, please describe.
11. Have you observed this student display any concerning behaviors or communications recently? This could include interests, comments, actions, notes, mannerisms, drawings, and class assignments. If so, please describe.
12. Has this student displayed any unusual or inappropriate interests that you are aware of? If so, please describe.
13. Is there any evidence they have acted violently or aggressively? (ex. animal abuse, punching walls, damaging property)
14. Has this student mentioned interest in, possessing, manufacturing, or having access to any weapons or components there of? Have they mentioned practicing/training with weapons? If so, please describe.
15. Has this student alluded to suicidal thoughts or self-harm? If so, please describe.
16. Have you had concerns for the student's mental health or well-being?
17. When this student encounters a problem, difficulty, or frustration how do they typically resolve it?
18. Have you observed what seems to work and not work for the student when coping? Please describe any observed or known coping skills or deficiencies.
19. Have you ever heard someone describe a concern they have about this student? If so, please describe.

Teacher/Staff Interview (teachers of student displaying concerning behavior)
20. Has this student described violent fantasies, violent role-play, or preparations to carry out violence? If so, please describe.
21. Please describe this student's greatest strengths/assets.
22. Does the student have a positive relationship with a teacher, staff member, or any other school-based adult?
23. Do you know if the student is active in any sports or activities
24. Is there anything else you would like us to know about this student?
25. Does anyone else have information about this student? Please include their name, relationship the student, and contact information when possible.

Person of Concern Interview

Person of Concern	
Name:	**Location:**
Interviewer(s) Name & Title:	**Date & Time:**

Use these questions as a guide to interview the person of concern and should not be read verbatim. These questions are a starting point, additional questions may be appropriate and helpful in understanding an individual's behavior. Use open-ended questions and focus on rapport-building. Let the interviewee know that you are trying to gather clear and accurate information about the incident, and that you want to give them an opportunity to provide their version of the events.

Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport; the steps outlined below should be followed in order.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Ask the student if there anyone they would like to join you today to help them feel more comfortable while you ask them these questions.*
- *Step 3: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 4: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is expected of the student, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 5: Discuss expectations of confidentiality.*
  - *Explain who has access to the responses from this interview.*

1. What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible).

2. Describe what you said and did during this incident.

3. Describe what you meant by those words or actions.

4. What were you hoping to accomplish by [making that statement/engaging in that behavior]?

5. How are you feeling now?

6. What are you planning to do now?

Person of Concern
7. What are some alternative ways we could work together to resolve this issue?
8. Do you ever think about hurting yourself or others? Note: If yes, continue conducting this behavioral threat assessment, and follow your school's policy for suicidality assessments, if applicable. If the student answered yes to the question above, ask additional open-ended questions to understand the circumstances surrounding these ideations and whether they have taken any steps toward advancing their intentions.
9. Do you have access to any weapons? Have you ever researched or practiced using weapons? (Reminder for interviewer: weapons are not limited to firearms and can include knives, chemicals, or explosives.) If the student has access to firearms, ask how and where they are stored. Is the subject able to access the firearms using a key or passcode?
10. Has anyone ever told you they were worried because of something you said or did? If yes, ask the student to describe that situation to provide context.
11. Have you ever been interested in violent topics? (This could include serial killers, school shooters, hate groups, mass attacks or other violence). If yes, ask the student to describe the interest to provide context.
12. When you encounter a problem, how do you typically solve it? When you become angry or frustrated, what do you typically do?
13. Are you experiencing any difficulties in your home environment? If so, please describe.
14. Who do you spend your free time with? What do you like to do together?
15. What are your hobbies or interests?
16. What are your goals for the future, what interests are you trying to pursue?

Person of Concern
17. Have you ever used, or do you currently use any illegal/prescription drugs or alcohol?
18. What else would be important for me to know about what is going on?
19. Who are the people that you think know you the best?
20. Will you show me your social media accounts/cell phone?

Witness Interview

Witness (person with relevant information) If more than one, complete additional forms.	
Witness Name:	**ID #:**
Affiliation: ☐ Administrator ☐ Teacher ☐ Staff ☐ Parent/ Guardian ☐ Other:_____	**Status:** ☐ Current ☐ Former | Grade (if student):
School:	**Building/Program:**
Emergency Contact:	**Relation to the person of concern**
Home Address:	**Phone:**
Interviewer(s) Name & Title:	**Location, Date, & Time:**

Use these questions as a guide to interview the person who observed the concerning behavior or incident and should not be asked verbatim. Ask questions as appropriate; some questions may not apply, and in some instances, additional questions may be warranted Try to use open-ended questions rather than leading questions. If the individual is a minor, record parent under emergency contact.

Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport; the steps outlined below should be followed in order.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Ask the witness if there is someone they would like to have present today to help them feel more comfortable while you ask them these questions. (Note: If the witness is an adult, you may choose not to ask this question.)*
- *Step 3: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 4: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is required of the witness, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 5: Discuss expectations of confidentiality.*
  - *Explain who has access to the responses from this interview.*

1. What happened when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible).
2. Please describe what they said and did in as much detail as you can remember.
3. What did you think they meant when they said or did that? Was this concerning to you?
4. How do you feel about what (subject) said or did?
5. Why do you think they (subject) said or did that? (Probe to find out if there is a precipitating event or history to this behavior.)

Witness (person with relevant information) If more than one, complete additional forms.
6. Do you have any safety concerns, if so, what can we do to help you feel safe? What do you think the person of concern will do now?
7. Has the person of concern's behavior changed over time? Changes in behavior can be positive or negative. If so, please describe this change.
8. Have you ever thought that they (the person of concern) were scary or that something they did worried you? Have you had to change any aspect of your daily routine because of the behavior of this person? If so, please describe.
9. Have you ever heard of them (the person of concern) using or talking about any weapons?
10. Are you aware of anything that has happened that has been particularly upsetting to them (the person of concern)?
11. Have you ever heard of them (the person of concern) talking about suicide or self-harm? If so, please describe.
12. When they (the person of concern) become angry, frustrated, or upset how do they usually react?
13. Have you ever heard about the person of concern talking about violent topics, violent acts, or violence in general?
14. Is there any evidence they have acted violently or aggressively? (ex. animal abuse, punching walls, damaging property)
15. Have you heard of them (the person of concern) planning for some sort of attack or incident? If so, please describe.
16. Who are the people who know them the best? Please include their name, relationship the student, and contact information when possible.
17. Is there anyone that they have an issue or had a negative interaction with? If so, include a narrative of the circumstances.
18. Is there anything else we should know about this situation or individual? If so, please describe.

Potential Target Interview

Potential Target *(person who might be target of threat or behavior)*

If more than one target, complete additional forms. If a group is targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals on this form.

Target Name:	**ID #:**
Affiliation: ☐ Administrator ☐ Teacher ☐ Staff ☐ Parent/ Guardian ☐ Other:_____	**Status:** ☐ Current ☐ Former | Grade (if student):
School:	**Building/Program:**
Emergency Contact:	**Relation to the person of concern**
Home Address:	**Phone:**
Interviewer(s) Name & Title:	**Location, Date, & Time:**

Use these questions as a guide to interview the person targeted by concerning behavior or threat and should not be asked verbatim. Ask questions as appropriate; some questions may not apply, and in some instances, additional questions may be warranted. Try to use open-ended questions rather than leading questions. If the target is a minor, record parent under emergency contact.

Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport; the steps outlined below should be followed in order.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Ask the student if there is someone they would like to join you today to help them feel more comfortable while you ask them these questions. (Note: If the target is an adult, you may choose not to ask this question.)*
-
- *Step 3: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 4: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is expected of the interviewee, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 5: Discuss expectations of confidentiality.*
  - *Explain who has access to the responses from this interview.*

1. What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible).

2. Describe what they said and did in as much detail as you can remember.

3. What did you think they meant when they said or did that? Was this concerning to you?

4. How do you feel about what (the person of concern) said or did?

5. Why do you think they (the person of concern) said or did that? (Probe to find out if there is a precipitating event or history to this behavior.)

Potential Target *(person who might be target of threat or behavior)* *If more than one target, complete additional forms. If a group is targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals on this form.*
6. What are you going to do now? What can we do to help you feel safe? (Ask questions to determine how target plans to respond to the subject and assist in planning asafe and non-provocative response.) What do you think they will do now?
7. Has the person of concern's behavior changed over time? Changes in behavior can be positive or negative. If so, please describe this change.
8. Have you ever thought that they (the person of concern) were scary or that something they did worried you? Have you had to change any aspect of your daily routine because of the behavior of this person? If so, please describe.
9. Have you ever heard of them (the person of concern) using or talking about any weapons?
10. Are you aware of anything that has happened that has been particularly upsetting to them (the person of concern)?
11. Have you ever heard of them (the person of concern) talking about suicide or self-harm? If so, please describe.
12. When they (the person of concern) become angry, frustrated or upset how do they usually react?
13. Have you ever heard about the person of concern talking about violent topics, violent acts, or violence in general?
14. Do you know if they have acted violently or aggressively? (ex. animal abuse, punching walls, striking something with a baseball bat)
15. Have you heard of them (the person of concern) planning for some sort of attack or incident? If so, please describe.
16. Who are the people who know them the best? Please include their name, relationship the student, and contact information when possible.
17. Is there anyone that they have an issue or had a negative interaction with? If so, include a narrative of the circumstances.
18. Is there anything else we should know about this situation or individual? If so, please describe.

Parent/Foster Parent/Legal Guardian Interview

Parent/Foster Parent/Legal Guardian *(of person displaying concerning behavior)*
(If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Parent/Foster Parent/Legal Guardian Name:	**ID #:**
Affiliation: ☐ Parent ☐ Step-Parent ☐ Legal Guardian ☐ Foster Parent Other:_____	**Phone:**
Custodial Parent:____Yes____No	**Cell Phone:**
Emergency Contact:	**Email:**
Home Address:	**Workplace:**
Interviewer(s) Name & Title:	**Location, Date & Time:**

Use these questions as a guide to interview the parent/foster parent/guardian of the person displaying concerning behavior and should not be asked verbatim. Askother questions as appropriate. Try to use open-ended questions rather than leading questions.

Prior asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport, and the steps outlined below should be followed in order.

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 3: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is required of the parent/guardian, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 4: Discuss expectations of confidentiality.*

1. Share what you know about the concerning behavior your child displayed.

2. Describe any concerns that you or anyone else has had about your child's behavior.

3. Does the student have a known or suspected disability or developmental delay that may provide context to these behaviors?

4. When you have had concerns about your child's behavior, how do you address those concerns? What is your child's response to this?

5. Describe your family structure (who lives in your home, are there any custody agreements, other relationships).

Parent/Foster Parent/Legal Guardian *(of person displaying concerning behavior)* *(If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.*
6. Describe any incidents that have been significant to your child in their life.
7. Describe any history of violence in your child's life (victim, perpetrator, witness).
8. Describe any traumatic events your child may have experienced in their lifetime (abuse/neglect/traumatic event).
9. Describe any recent events that your child may have been upset/angry about (precipitating events).
10. Have you ever heard your child talking about violent topics, violent acts, or violence in general?
11. Is there any evidence they have acted violently or aggressively? (ex. animal abuse, punching walls, damaging property)
12. Has your child's behavior made you or someone else afraid? If your child was angry at someone, do believe they would be capable of reacting violently? If so, please describe.
13. Has your child reported being bullied/harassed? If so, by whom? If not, have they reported having a hard time with anyone?
14. If your child is upset/worried/angry, who do they share their feelings with? How do they typically solve their problems?
15. Who does your child spend their free time with? What does your child enjoy in their free time? What hobbies/interests does your child have?
16. Has your child been exposed to drug or alcohol use? Has your child or their friends ever used drugs (illegal or prescription drugs to get high or alcohol? If so, what have they used and how frequently?

Parent/Foster Parent/Legal Guardian *(of person displaying concerning behavior)*
(If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

17. Has your child been diagnosed with a mental illness? If so, are they prescribed medication and are they taking it? Do they now attend, or have they attended therapy? If so, with who and when? Are you willing to sign a consent to release information so that they can speak with our school counselor/social worker/psychologist? (HIPAA requires students over the age of 14 to consentto the release of their mental health records).

18. Has your child ever been suicidal, or do you know if they have ever caused injury to themselves? If so, please describe.

19. Has your child ever been to court as a result of their behavior? If so, please describe the situation and outcome.

20. Do you have access to your child's bedroom? Does your child have a space that you are not allowed/able to go?

21. Have you ever searched your child's bedroom or other space occupied by them? If so, have you found any concerning items?

22. If your child does not allow you to enter their personal space, would you be willing to allow law enforcement to search your child's bedroom/personal space for weapons or other materials that might shed light on their current state of mind?

23. Does your child have access to any firearms or other weapons either in your home, or the home of friends or family? Or does someone in your household have weapons? Does your child have experience using weapons? Does your child show interest chemicals, explosives, incendiaries, or fire?

24. What strengths does your child have that would be important for us to know about (spirituality, positive relationships, hobbies/clubs/sports, helpful services/relationships)?

25. Do you monitor your child's social media accounts and internet browsing activity? Will you show them to us?

26. Is there anything else we should know about this situation or your child? If so, please describe.

Additional Interviewee

Additional Interviewee (relationship with subject, not involved in incident) *(If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.*	
Name:	**ID #:**
Affiliation: ☐ Administrator ☐ Teacher ☐ Staff ☐ Parent/ Guardian ☐ Other:_____	**Status:** ☐ Current ☐ Former | Grade (if student):
School:	**Building/Program:**
Emergency Contact:	**Relation to the subject of concern:**
Home Address:	**Phone:**
Interviewer(s) Name & Title:	**Location, Date &Time:**

Use these questions as a guide to interview the person targeted by the threat and should not be asked verbatim. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If this person is a minor, record parent under emergency contact.

Prior to asking the questions outlined below, initiate a role clarification to establish shared expectations and an understanding of the threat assessment process. Initiating role clarification can help build rapport, and the steps outlined below should be followed in order. (This step assumes the witness is a student, the interviewer may choose not to ask this question if the witness is an adult.)

- *Step 1: Provide an overview of the mission and goals of the behavioral threat assessment program.*
- *Step 2: Ask the student if there is someone they would like to join you today to help them feel more comfortable while you ask them these questions. (Note: If the additional interviewee is an adult, you may choose not to ask this question.)*
- *Step 3: Provide an overview of your role on the behavioral threat assessment team, and what you hope to accomplish during the interview.*
- *Step 4: Provide an overview of the interview process and behavioral threat assessment process:*
  - *Discuss the behavioral threat assessment and interview process,*
  - *Explain what is expected of the interviewee, and*
  - *Identify the roles of other individuals involved in the behavioral threat assessment process.*
- *Step 6: Discuss expectations of confidentiality.*
  - *Explain who has access to the responses from this interview.*

1. Describe how you know (the person of concern).

2. Do you know how they (the person of concern) like to spend their free time? If so, please describe.

3. Do you know who they (the person of concern) like to spend time with? If so, who.

4. Are you aware of anything that has happened that has been particularly upsetting to them (the person of concern)?

5. When they (the person of concern) become angry, frustrated, or upset how do they typically react?

Additional Interviewee (relationship with subject, not involved in incident) *(If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.*
6. Have you ever thought that they (the person of concern) were scary or that something they did worried you? Have you had to change any aspects of your daily routine because of the behavior of this person? If so, please describe.
7. Have you ever heard of them (the person of concern) using or talking about any weapons? Do you know if they practice or train with any weapons?
8. If they (the person of concern) were to become angry or frustrated, do you think they would be capable of violence? If so, please describe why you think this.
9. Have you ever heard of them (the person of concern) talking about suicide or self-harm? If so, please describe.
10. Have you ever heard of them having an interest in violent things? (This could include serial killers, school shooters, hate groups, mass attacks or other violence). If yes, ask the interviewee to describe the interest to provide context
11. Have you heard of them (the person of concern) planning for some sort of attack or incident? If so, please describe.
12. Has the person of concern's behavior changed significantly over time? Changes in behavior can be positive or negative. If so, please describe this change.
13. Who are the people who know them the best?
14. Is there anyone that they have an issue or had a negative interaction with? If so, include a narrative of the circumstances.
15. Is there anything else we should know about this situation or individual? If so, please describe.

Risk Level Classification

Risk Classification Level:
Consider the information you have collected regarding the individual's concerning behavior and communications. Use the information you have collected to determine if the risk associated with this behavior is low, moderate, high, or imminent, and determine appropriate responses to address the concerning behavior and mitigate risk.

	Classification Level	Suggested Response Guide
LOW	The reported concerning behavior has been investigated and assessed as benign. The individual or situation does not appear to pose a risk of violence or serious harm to self or others, and any **exhibited issues or concerns can be addressed using existing support structures.**	• Communicate information to school leadership • Notify appropriate school staff, to include the SRO • Contact parents/guardians of student of concern • Determine if school and/or community-based referrals are needed • Continue to monitor behavior through school counselor follow-up • Determine if a release of information is needed and obtain signatures when appropriate • Develop a management plan (Phase 3)
MODERATE	The individual or situation does not appear to pose a risk of violence or serious harm to self or others, at this time; however, the **behaviors exhibited indicate a need for intervention**. Examples of interventions that may be required include increased academic or behavioral supports, services intended to address the impact of stressors, mental health or drug abuse treatment, and mediation for student conflicts or bullying.	• Communicate information to school leadership • Notify appropriate school staff, to include the SRO • Contact parents/guardians of student of concern • Determine if school and/or community-based referrals are needed, and initiate appropriate referrals for the student of concern • Determine if a release of information is needed, and obtain signatures when appropriate • Assign a team member to monitor behavior and student response to interventions • Incidents at this level may require law enforcement notification if prohibited behaviors are present • Continue gathering more information (Phase 2) and develop a management plan (Phase 3)
HIGH	The individual or situation appears to **pose a risk of violence or serious harm to self or others**. The behaviors exhibited may indicate the student is considering a planned act of violence, has planned to harm self or others, or other concerning behaviors or communications that indicate an interest and/or intention to commit violence.	• Incidents at this level may require immediate law enforcement intervention or hospitalization • Communicate information to school leadership • Notify appropriate school staff, to include the SRO • Contact parents/guardians of student of concern • Provide direct supervision of the student until any immediate concerns are addressed • Follow district policies for notifying parents/guardians and potential victims • Initiate interventions to stabilize the situation as needed • Determine if a release of information is needed, and obtain signatures when appropriate • Assign a team member to monitor behavior and student response to interventions • Continue gathering more information (Phase 2) and develop a management plan (Phase 3)

	Classification Level	Suggested Response Guide
IMMINENT	The individual or situation appears to pose an ***immediate* risk of violence** toward self or others **that requires immediate containment and action to prevent violence from occurring**. The individual is known to have the present desire and capacity to conduct a violent act.	• Incidents at this level require immediate law enforcement intervention or hospitalization • Notify the SRO/law enforcement to address imminent risk • Initiate lock-down procedures, per policy, if appropriate • Communicate information to school leadership • Notify appropriate school staff • Contact parents/guardians of student of concern • Provide direct supervision of the student of student until parents/guardians assume custody and/or student is removed from campus • Follow district policies for notifying parents/guardians and potential victims • Initiate interventions to stabilize the situation as needed • Determine if a release of information is needed, and obtain signatures when appropriate • Assign a team member to monitor behavior and student response to the safety and intervention plan • Gather more information (Phase 2) and develop a management plan (Phase 3)

Date of Classification:		**Time of Classification:**		
Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Justification for classification level:				

***Phase III will need to be completed with every report. This will provide documentation of actions taken, even when a situation is determined to be a low risk. ***

Idaho School Behavioral Threat Assessment: Phase 2

Threat Assessment Team			
Name:	**Position:**	**Phone #:**	**Email:**

Additional Sources of Information

Additional Sources of Information *(All sources may not require review)*		
Sources of Information	**Was Information Reviews?**	**Relevant Findings** *(Use additional pages as needed)*
Prior threats/concerning behavior	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Other communications *(e.g., written assignments, journals, notes, drawings)*	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Prior disciplinary incidents	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Academic records	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Attendance records	☐ Reviewed ☐ Not Applicable ☐ Not Available	
School-issued devices (e.g., search history and use)	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Awards (e.g., academic, extra-curricular)	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Special education records (e.g., IEP review)	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Social media (Note: Schools should consult district legal representation and follow the school's policies and procedures for viewing, requesting, and inquiring social media accounts, including those that access them).	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Records from prior schools attended	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Records from outside agencies (e.g., social services or mental health)	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Law enforcement records (e.g., criminal history, contacts, firearm purchases, etc.)	☐ Reviewed ☐ Not Applicable ☐ Not Available	
Employment records	☐ Reviewed ☐ Not Applicable ☐ Not Available	

Additional Sources of Information *(All sources may not require review)*		
Sources of Information	**Was Information Reviews?**	**Relevant Findings** *(Use additional pages as needed)*
Other records	☐ Reviewed ☐ Not Applicable ☐ Not Available	

Additional Information Needed

Information Needed	Responsible Party	Due Date	Actual Completion Date

Key Observations

Key Observations

These items must be considered in the broader context of the situation and other known facts. Make sure that you have considered these items when developing your Case Plan. However, they should ***not*** be summed or used as ascore.

Observation:	Response:	Comments:
1. Does the subject have a known or suspected disability or developmental delay that may provide context to these behaviors?	☐ Yes ☐ No ☐ Don't know	
2. Subject takes responsibility (all or in part) for the concerning behavior or incident.	☐ Yes ☐ No ☐ Don't know	
3. Subject has explanation for behavior as benign (e.g., it was a joke, or behavior was taken out of context).	☐ Yes ☐ No ☐ Don't know	
4. Subject admits feeling angry toward target at time of incident.	☐ Yes ☐ No ☐ Don't know	
5. Subject denies intent to harm.	☐ Yes ☐ No ☐ Don't know	
6. Subject apologetic or willing to makeamends for behavior.	☐ Yes ☐ No ☐ Don't know	
7. Subject willing to resolve incident throughconflict resolution or some other means.	☐ Yes ☐ No ☐ Don't know	
8. Subject continues to feel angry towards the target.	☐ Yes ☐ No ☐ Don't know	
9. Subject elicited concern on more thanone occasion.	☐ Yes ☐ No ☐ Don't know	
10. Subject has specific plan for carrying out the act of violence	☐ Yes ☐ No ☐ Don't know	
11. Subject took steps to prepare for act of violence	☐ Yes ☐ No ☐ Don't know	

Key Observations

These items must be considered in the broader context of the situation and other known facts. Make sure that you have considered these items when developing your Case Plan. However, they should ***not*** be summed or used as ascore.

Observation:	Response:	Comments:
12. Subject has a known motive for engaging in the undesired behavior.	☐ Yes ☐ No ☐ Don't know	
13. Subject has prior grievance with target.	☐ Yes ☐ No ☐ Don't know	
14. Subject is suicidal (Supplement withsuicide assessment).	☐ Yes ☐ No ☐ Don't know	
15. Threat involves use of a firearm.	☐ Yes ☐ No ☐ Don't know	
16. Subject has possession of, or ready access to, a firearm.	☐ Yes ☐ No ☐ Don't know	
17. Subject has intended use and access to a weapon otherthan a firearm, such as a chemicals, explosives, incendiaries, knife, or club.	☐ Yes ☐ No ☐ Don't know	
18. Subject has or sought accomplices or audience for carrying out threat.	☐ Yes ☐ No ☐ Don't know	
19. Behavior or incident involves gang conflict or some other criminal act.	☐ Yes ☐ No ☐ Don't know	
20. Others have encouraged the subject to engage in the undesired behavior.	☐ Yes ☐ No ☐ Don't know	
21. Other relevant observations:		

Factors of Concern

Factors of Concern

This form should be used for intervention planning; here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are ***not*** summed or scored.

Observation:	Response:	Comments:
1. History of physical violence.	☐ Yes ☐ No ☐ Don't know	
2. History of criminal acts.	☐ Yes ☐ No ☐ Don't know	
3. Preoccupation with violence, violentindividuals, or groups that advocate violence.	☐ Yes ☐ No ☐ Don't know	
4. Preoccupation with mass shootings orinfamous violent incidents.	☐ Yes ☐ No ☐ Don't know	
5. History of intense anger or resentment.	☐ Yes ☐ No ☐ Don't know	
6. Has grievance or feels treated unfairly.	☐ Yes ☐ No ☐ Don't know	
7. Feels abused, harassed, or bullied.	☐ Yes ☐ No ☐ Don't know	
8. History of self-injury or suicide ideationor attempts.	☐ Yes ☐ No ☐ Don't know	
9. Has been seriously depressed.	☐ Yes ☐ No ☐ Don't know	
10. Experienced serious stressful events orconditions.	☐ Yes ☐ No ☐ Don't know	
11. Substance abuse history.	☐ Yes ☐ No ☐ Don't know	
12. History of serious mental illness(symptoms such as delusions or hallucinations).	☐ Yes ☐ No ☐ Don't know	
13. Special education services not meetingeducational needs.	☐ Yes ☐ No ☐ Don't know ☐ Not Relevant	
14. Non-compliance with mental/medicalhealth recommendations.	☐ Yes ☐ No ☐ Don't know ☐ Not Relevant	
15. Substantial decline in level of academicor psychosocial adjustment.	☐ Yes ☐ No ☐ Don't know ☐ Not Relevant	

Factors of Concern

This form should be used for intervention planning; here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are ***not*** summed or scored.

Observation:	Response:	Comments:
16. Lacks positive/trusting relationships with one or more school staff.	☐ Yes ☐ No ☐ Don't know	
17. Lacks supportive family.	☐ Yes ☐ No ☐ Don't know	
18. Lacks relationships with positive peers.	☐ Yes ☐ No ☐ Don't know	
19. Other factors that suggest need forintervention.	☐ Yes ☐ No ☐ Don't know	
20. Additional Notes:		

Protective Factors

Protective Factors

This is a form used for intervention planning. Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive characteristics that help to counter challenges. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are ***not*** summed or scored.

Observation:	Response:	Comments:
1. Parental involvement and monitoring	☐ Yes ☐ No ☐ Don't know	
2. Family support	☐ Yes ☐ No ☐ Don't know	
3. Coping skills (interpersonal skills)	☐ Yes ☐ No ☐ Don't know	
4. Peer support	☐ Yes ☐ No ☐ Don't know	
5. Academic achievement	☐ Yes ☐ No ☐ Don't know	
6. Positive view of school culture/climate	☐ Yes ☐ No ☐ Don't know	
7. Positive connection to school	☐ Yes ☐ No ☐ Don't know	
8. Positive connection to community	☐ Yes ☐ No ☐ Don't know	
9. Positive connection to faith community	☐ Yes ☐ No ☐ Don't know	
10. Accepts consequences for their behavior	☐ Yes ☐ No ☐ Don't know	
11. Connection with trusted adult (outside family)	☐ Yes ☐ No ☐ Don't know	
12. Is receiving appropriate level of treatment for any mental/medical health diagnosis	☐ Yes ☐ No ☐ Don't know	
13. Are their basic needs met (e.g., housing, food, etc.)	☐ Yes ☐ No ☐ Don't know	
14. Additional Notes:		

Risk Level Reclassification

Complete this section when a change in risk level classification occurs.

Date of Initial Classification:			**Date of New Classification:**	
New Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Reason for change:				

Date of New Classification:				
New Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Reason for change:				

Date of New Classification:				
New Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Reason for change:				

Date of New Classification:				
New Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Reason for change:				

Date of New Classification:				
New Classification Level:	☐ **Low**	☐ **Moderate**	☐ **High**	☐ **Imminent**
Reason for change:				

Idaho School Behavioral Threat Assessment: Phase 3

Threat Assessment Team			
Name:	**Position:**	**Phone #:**	**Email:**

Response to Threat or Concerning Behavior

This is a list of common actions taken in response to concerning behaviors. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal), school administrators should reference their code of conduct when making decisions regarding discipline for concerning behaviors.

	Response Taken:	Signature and Date:
☐	Increased contact/monitoring of subject	
☐	Reprimand or warning	
☐	Parent conference	
☐	Student apology	
☐	Contacted target of threat, including parent if target is a minor	
☐	Counseling (note number of meetings)	
☐	Conflict mediation	
☐	Schedule change	
☐	Transportation change	
☐	Referral for mental health assessment	
☐	Required compliance with recommended mental health services (as a result of assessment)	
☐	Referral for special education services (Child Find)	
☐	Review of Individualized Education Program (IEP) for students already receiving services	
☐	Change in school placement	
☐	Behavior Support Plan created or modified	
☐	In-school time out or suspension	
☐	Out-of-school suspension (number days)	
☐	Referral for expulsion	
☐	Other disciplinary action (provide details)	
☐	Services for target/witnesses	
☐	Law enforcement consulted	
☐	Legal actions (e.g., arrest, detentions, charges)	
☐	Removing or securing weapon(s)	
☐	Assistance to improve home life	
☐	Other (provide details)	

Case Plan

This section can be used to describe the plan for any case and should be completed when concerning behavior indicates that a plan of support is needed. Keep in mind ***that if a subject is suspended/expelled for concerning behavior, or moves out of the district, this does not eliminate the risk of an attack***. There will need to be a plan of support to determine if the subject is successfully receiving needed services (deescalating), or if they continue to pose a risk of harmful or unwanted behavior. Appropriate actions in response to the continuation of concerning behavior should be taken to intervene in possible attacks.

For each action to be taken in the plan, a person should be designated as responsible to complete it and how often.

Initial Case Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Revised or Revision of Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Notes regarding case revision:

Revised or Revision of Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Notes regarding case revision:

Revised or Revision of Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Notes regarding case revision:

Revised or Revision of Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Notes regarding case revision:

Revised or Revision of Plan				
Current Date:			**Date set for next review:**	
Risk Classification Level:	☐ Low	☐ Moderate	☐ High	☐ Imminent

Action Item	**Responsible Party (can include student)**	**Target Date**	**Actual Completion Date**
1.			
2.			
3.			
4.			

Notes regarding case revision:

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School Threat Assessment TOOLKIT

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NATIONAL CENTER FOR SCHOOL SAFETY

The National Center for School Safety (NCSS) is a Bureau of Justice Assistance-funded training and technical assistance center at the University of Michigan School of Public Health. As a multidisciplinary, multi-institutional center focused on improving school safety and preventing school violence, the NCSS team is composed of national leaders in criminal justice, education, social work, and public health with expertise in school safety research and practice. NCSS provides comprehensive and accessible support to Students, Teachers, and Officers Preventing (STOP) School Violence grantees and the school safety community nationwide to address today's school safety challenges. NCSS serves as the national training and technical assistance provider for the STOP School Violence Program.

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This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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Dewey Cornell, Ph.D. is a forensic clinical psychologist and Professor of Education in the School of Education and Human Development at the University of Virginia. He holds the Virgil Ward Chair in Education. Dr. Cornell is Director of the UVA Virginia Youth Violence Project. During his clinical and academic career, Dr. Cornell has worked with juvenile and adult violent offenders, testified in criminal proceedings and legislative hearings, and consulted on violence prevention efforts. He has authored more than 300 publications in psychology and education, including studies of juvenile homicide, school safety, bullying, and threat assessment. He is the principal author of the Comprehensive School Threat Assessment Guidelines, which is an evidence-based model of school threat assessment used in schools across the United States and Canada. He also led the development of the Authoritative School Climate Survey as a student and staff measure of school climate and safety conditions. His work has been funded by the U.S. Department of Education and U.S. Department of Justice.

Jennifer L. Maeng, Ph.D. is a Research Associate Professor in the University of Virginia's School of Education and Human Development. Her research focuses on the role contextual factors in the educational setting, such as school climate and safety, play in supporting effective teaching. Dr. Maeng is a former high school science teacher and is currently the principal investigator of the U.S. Department of Justice funded "Statewide implementation of school threat assessment in Florida" (GMS Award 2020-RF-CX-0002). Her work has been funded by agencies including the U.S. Department of Education, National Institute of Justice, National Science Foundation, and Virginia Department of Education and has been disseminated through Psychology in the Schools, Journal of School Violence, School Psychology Review, School Psychology Quarterly, and Teaching and Teacher Education.

DISCLOSURE

Dewey Cornell and Jennifer Maeng are the primary authors of this toolkit. The toolkit was created through an iterative process with multiple stages of external review and input from many sources. Cornell and Maeng acknowledge the contributions of their research team at the University of Virginia and the National Center for School Safety's staff at the University of Michigan.

In order to draw upon the knowledge of the field of school threat assessment, Cornell and Maeng recruited a cadre of 188 experts in school threat assessment (see Appendices for more about the experts). These experts represented different disciplines and occupations, including many prominent authorities who contributed to research, development, and training in school threat assessment. These experts were surveyed twice about priorities and best practices for the field of school threat assessment and were given the opportunity to review and comment on a draft of this toolkit.

Finally, the toolkit was reviewed by the Bureau of Justice Assistance of the U.S. Department of Justice. The contributions from all of these sources are gratefully acknowledged, but the opinions, findings, and conclusions in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice or the reviewing experts and colleagues. This toolkit identifies some examples of resources for schools to consider but does not endorse them. Other resources not found in this list also may be useful. Dr. Cornell discloses that he has a financial interest in school threat assessment training as principal developer of the Comprehensive School Threat Assessment Guidelines and director of a training business, School Threat Assessment Consultants, LLC.

RECOMMENDED CITATION

Cornell, D., & Maeng, J. (2024). *School Threat Assessment Toolkit.* National Center for School Safety.



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School Threat Assessment Toolkit
INTRODUCTION

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SCHOOL THREAT ASSESSMENT TOOLKIT

This toolkit is authored by University of Virginia professors Dewey Cornell and Jennifer Maeng, with input from school safety leaders, experts, government agencies, and the National Center for School Safety.

To access all three sections of the toolkit, as well as the introduction and appendices, visit our website at nc2s.org or visit the toolkit's web page directly.

FUNDING DISCLAIMER

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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INTRODUCTION

Using This Toolkit

This toolkit is intended to assist schools when using behavioral threat assessment (TA) and management as a part of a comprehensive approach to violence prevention. Elements of a comprehensive school safety plan can include anti-bullying programs, clear rules and consistent discipline, conflict resolution, mental health services, positive behavioral interventions and supports, restorative practices, social-emotional learning, and special education.

This toolkit provides technical assistance on the training, implementation, and evaluation of school TA teams to ensure that students' rights are protected and that the program is done with fidelity. It includes documents, forms, links to videos, and other resources.

Resource

To obtain a complete list of references and abstracts, visit the School Threat Assessment Literature Resources web page.

The principal authors of this document are Dewey Cornell and Jennifer Maeng, with the assistance and input of multiple parties, including the leadership and staff of the National Center for School Safety, surveys of 189 school threat assessment experts, reviewers for the U.S. Department of Justice and the U.S. Department of Education, and feedback from 50 threat assessment experts.

This toolkit is intended to provide action steps to implement threat assessment teams, identify challenges teams may face in protecting student rights and maintaining fidelity, and highlight important research findings. Action steps, challenges, key findings, and resources structure each section and offer different approaches for understanding and utilizing the information. These appear throughout the toolkit in color-coded call-outs. The color key is on the page 8.



This toolkit is organized into the following four sections:

Introduction:
Provides an overview of threat assessment and its history, as well as identifies the current need for threat assessment.

Section 1: How to Select and Train Your School Threat Assessment Team
Identifies appropriate team members and their roles, team training topics, and standards.

Section 2: How to Implement Threat Assessment at Your School
Describes general principles of threat assessment programs and identifies typical pathways to violence.

Section 3: Evaluating the Effectiveness of Your Threat Assessment Program
Explains general procedures and a scoring protocol that can be applied across threat assessment models.



Callout Box Color Key

Key Term		Defines important terms and concepts used throughout the toolkit.
Challenge		Identifies common challenges or barriers that might be faced when implementing threat assessment.
Resource		Shares resources that can be used when conducting threat assessments.
Research Finding		Highlights important threat assessment research findings.
Action Step		Identifies actions that schools will want to take when implementing threat assessment programs.

What is School Threat Assessment

Behavioral threat assessment is a form of violence risk assessment that is concerned with individuals who have threatened to harm someone. The concept of threat can be broadly construed to include both communications of intent to harm someone and behavior that raises reasonable concern that the individual is preparing to harm someone (such as someone acquiring a gun and making plans to attack a school without necessarily articulating a threat). However, a threatening statement can reflect an expression of anger or frustration that does not necessarily indicate intent to carry out the threat, hence the need to assess the threat and determine whether the individual poses a threat. Teams must always consider the context and circumstances of an individual's behavior without placing too much weight on one observation or concern.

The full process, often termed "behavioral threat assessment and management," involves three stages: (1) identifying an individual as threatening violence, (2) gathering information to assess the nature and seriousness of the threat, and (3) implementing interventions to reduce the risk that the threat will be carried out. In some cases, the interventions should be extended over time and require ongoing monitoring and evaluation of their effectiveness. These three stages are elaborated on in Section 2: Threat assessment programs also need to be regularly evaluated to ensure consistency, fairness, and equity. The evaluation of threat assessment programs will be elaborated on in Section 3.

Throughout the toolkit, the following key terms are used frequently. For additional key terms and their definitions, please refer to the glossary (Appendix 5).

Key Terms

Threat

Any communication or concerning behavior that conveys an intent to harm someone. Threats can be made directly to the target or indirectly to a third party. Threats can be explicit or implied. Threat assessment teams might investigate concerning behavior that suggests an individual is preparing to commit a violent act when an explicit threat has not been observed.

Individuals with the capability and intent to carry out a threat are described as posing a threat. Many threats are made without serious intent to harm someone physically but might be intended to express anger or cause a disruption.

Behavioral Threat Assessment and Management

A form of violence risk assessment that is concerned with individuals who have threatened to harm someone or pose a threat to harm someone. The behavioral threat assessment process encompasses identifying a threat, determining the seriousness of that threat, implementing interventions to reduce risk from the threat, and continuously assessing and monitoring the effectiveness of those interventions.

Adapting for Schools

For schools that choose to use threat assessment, it is most often carried out when a student has made a threat. However, threat assessment can also be used for adults, such as former students, parents, staff members, or other individuals. This toolkit will focus primarily on students.

> **Action Step**
>
> Every assessment should lead to some kind of intervention, whether it is a brief meeting or a comprehensive program, that is intended to help the student cope with whatever problem or concern underlies the threat.

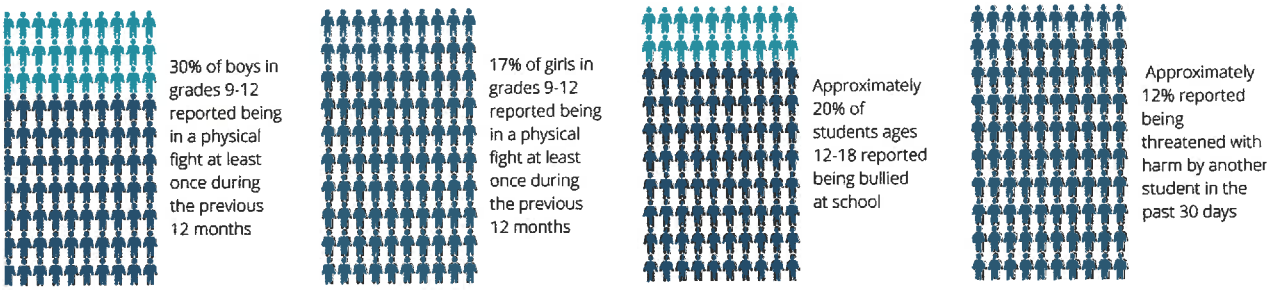
Threat assessment was developed for individuals who threaten to harm others and differs from suicide assessment, although in some cases, both are needed. There is a large amount of literature on suicide assessment that is not covered in this toolkit.[1-4] **Behavioral threat assessment must be adapted for use in school settings.** Threat assessment must be adapted for the context in which it is used. Originally, law enforcement used it to identify potential terrorists and assassins, and the business world used it to evaluate disgruntled employees. In schools, the population of concern is primarily children and adolescents who span a wide range of development.

Young people are developing their cognitive abilities and learning how to deal with their emotions and interact appropriately with others. They might engage in misbehavior involving threatening statements or behavior that does not pose a serious threat of violence. Accordingly, a school threat assessment typically is concerned with understanding why a student made a threat or engaged in threatening behavior and then identifying appropriate interventions that help address the underlying problem or concern that motivated the threat. For example, a student may be the target of bullying, upset over the end of a romantic relationship, or experiencing a mental health crisis. **School threat assessment teams are concerned with helping students who may be frustrated, angry, or distressed and in need of assistance to prevent an act of violence.**

Schools that use threat assessment should keep in mind that the primary goal is safety for everyone. The broader context is that educators want all students to be successful in school. Threat assessment should always be coordinated with the school's existing programs and services. This ensures that students with difficulties learning and behaving appropriately can receive needed support.

Children and youth are more impulsive and emotional than adults and engage in more frequent aggression. The results of a national survey on crime at school are in Figure 1 below.[5,6] Only a small portion of student threats come to the attention of school authorities, and most are not serious.

Figure 1: National Survey Results



There are at least three levels or forms of student aggression that need to be considered:

- ordinary student bantering and expressions of frustration that do not lead to physical attack
- physical fighting that does not lead to serious injury
- threats of violent attacks that could result in serious physical injury



Origins of School Threat Assessment

The shooting at Columbine High School in April 1999 was a watershed moment in the history of school safety in the United States. Although only one of a series of school attacks, the magnitude of this tragedy and subsequent media attention led to the mobilization of federal, state, and local agencies to search for prevention measures.[7]

The Federal Bureau of Investigation (FBI) held a conference in June 1999 that analyzed 18 completed or foiled school shootings.[8] **The FBI recommended the use of behavioral threat assessment as an alternative to criminal profiling.** Notably, the FBI also proposed that threat assessment could be a promising alternative to the use of zero-tolerance discipline. Concurrent with the FBI study, the U.S. Secret Service, in partnership with the U.S. Department of Education, conducted a study of school shootings called the Safe School Initiative. After examining records from 37 school shootings, the Safe School Initiative reached a similar conclusion that it was not possible to develop a useful profile or checklist of a homicidal student, because such characteristics could also be found in many students who were not violent.[9]

Challenge

Threat assessment is often confused with profiling. The FBI uses criminal profiling to identify the perpetrator of a crime by analyzing the crime, whereas threat assessment is concerned with a potential crime that has not occurred. **The intent of threat assessment is to objectively examine evidence and communications to evaluate a threat, and prevent violence** by connecting the person to appropriate resources.

For more information about threat assessment as an alternative to zero discipline, please see Appendix 2 in the full toolkit PDF.

Both the FBI and the Secret Service studies found that nearly all perpetrators had communicated or leaked their intentions through threats or warnings to others, most often to other students.[9–13] Over the next two decades, the concept of behavioral threat assessment evolved to include the identification, assessment, and management of persons who have communicated threats of violence or engaged in some form of threatening behavior.[14] In recent years, state governments have begun to encourage or require schools across the U.S. to use threat assessment to identify and assist students who threatened violence toward others in their schools.[15] By 2019-2020, sixty-four percent of all public schools reported having a threat assessment team.[16]

Key Terms

Leakage

An accidental or intentional communication that reveals intent to commit a violent act, such as making remarks that reveal hostility toward someone or plans of violence. Leakage might occur directly or indirectly and might not be a purposeful disclosure. Increasingly, leakage is observed in digital communications such as social media posts, texts, blogs, and emails.

Profiling

The practice of using a predetermined list of characteristics or signs to identify someone as likely to commit a crime or likely to have committed a specific crime.

For more information on profiling, see the glossary in Appendix 5.

Current Need for School Threat Assessment

According to a study by the Centers for Disease Control and Prevention, there have been at least 514 homicides of youth at school between 1994 and 2018.[17] **Although this total represents less than 2% of youth homicides in the United States, the traumatic impact of these homicides is far-reaching and affects millions of students, parents, and school personnel.** Additionally, concern about school violence has had a tremendous secondary impact in generating the public perception that schools are not safe. This perception has motivated the expenditure of billions of dollars on building security measures and the institution of school shooting drills nationwide.[18]

The cost and effort devoted to these reactive measures contrast with the nationwide shortage of funding for school counselors, school psychologists, and school social workers who work proactively to prevent violence.[19]

The use of school threat assessment can offer schools a prevention strategy that is far less expensive than the building security measures being undertaken after high-profile shootings.

Action Step

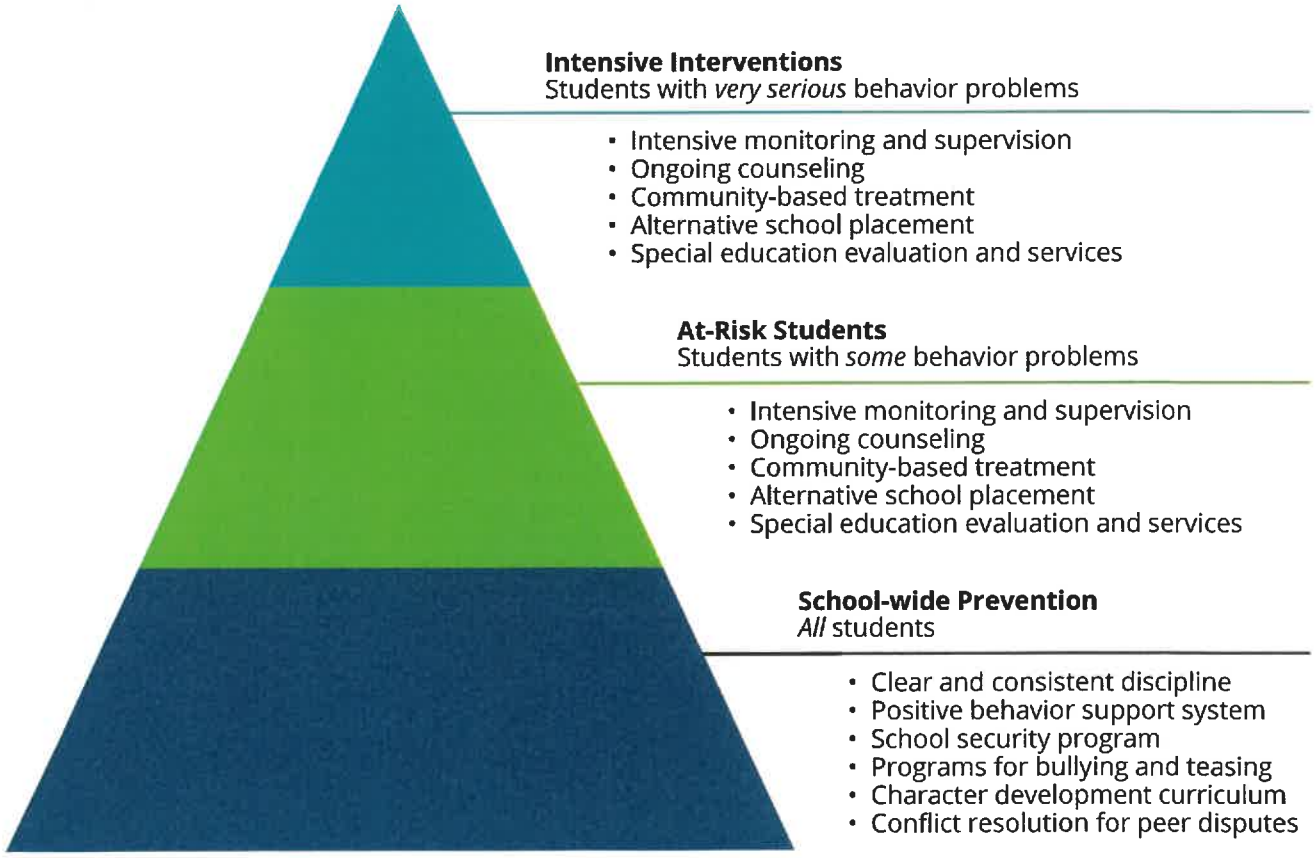
As more states require schools to use threat assessment teams, it is important that schools consider the definitions of threat assessment specific to their state or jurisdiction. Note that the term "threat assessment" might be used by emergency agencies to define vulnerabilities or sources of danger to organizations, communities, buildings, etc.

Threat assessment is a proactive strategy that, in conjunction with other evidence-based supports and services, can provide timely and effective intervention to students with a range of social-emotional and behavioral needs.

Threat assessment works best as part of a comprehensive approach to school safety. Many case studies have shown that threat assessments helped avert potentially violent events.[7,20] A threat assessment program can identify troubled or distressed students before their problems escalate into violence, either at school or in the community. The threat assessment process often helps reveal other concerns, such as bullying and harassment, substance use, or suicidality. Implementing supports to address these concerns can ease the stressors that led to the threat in the first place and can reduce negative behaviors that lead to poor performance in school.

Figure 2 below shows how threat assessment can fit into a multi-tiered system of supports. The text on the right of the diagram suggest interventions that can be put in place following a threat assessment depending on a student's particular context.

Figure 2: Threat Assessment as Part of a Comprehensive Approach to School Safety



Another harmful effect of school shootings has been the overreactions of school authorities to student misbehavior. Students who make threatening statements or post images of themselves holding weapons can arouse great concern by school authorities, who often invoke zero-tolerance policies to suspend or expel them regardless of the circumstances.[18,21,22]

Threat assessment can be an alternative to a zero-tolerance approach that relies on exclusionary discipline. School exclusion has been widely criticized in the educational field as an ineffective and often counter-productive disciplinary practice that fails to improve school safety and leads to higher rates of student failure and court involvement.[23,24] Whereas a zero-tolerance approach emphasizes the automatic administration of a punishment such as suspension or expulsion regardless of the circumstances or severity of the student's misbehavior, a threat assessment approach, when implemented correctly, considers the nature and circumstances of the student's misbehavior and makes markedly less use of school exclusion (for research on this topic, see Appendix 2 in the full toolkit PDF).[25]

Challenge:
Risk of Suspension

Suspended students are at risk for:

- falling behind in their classes
- feeling alienated and rejected
- continuing to misbehave and be suspended
- dropping out of school
- having juvenile court involvement

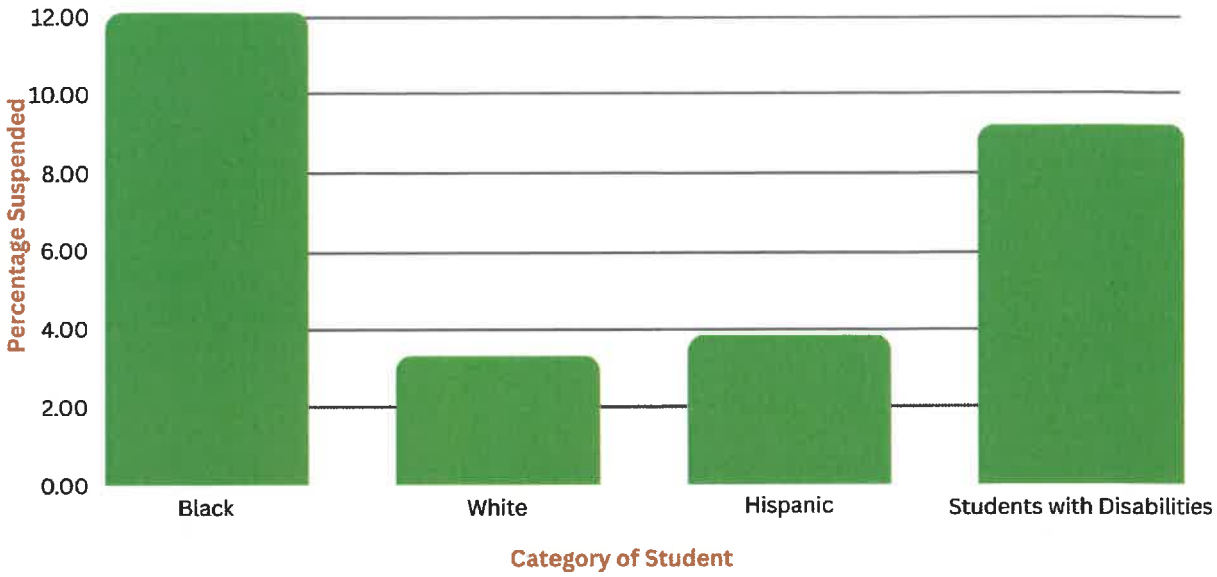
Although threat assessment teams typically do not make disciplinary decisions, they can provide information that informs disciplinary decisions. Supportive interventions are more effective in proactively addressing threats than disciplinary actions; severe disciplinary consequences should be used with caution because they promote disengagement from school and have the potential to escalate conflict.[26]

Research Finding: Threat Assessment and Exclusionary Discipline

Multiple studies have found that schools using threat assessment have lower suspension and expulsion rates than schools not using threat assessment.[6,27-31] The lower rates of school exclusion might be attributable in part to the emphasis in the training program on threat assessment as a non-punitive problem-solving approach to student threats and an alternative to zero tolerance. Several studies of threat assessment training have found that school personnel who participate in the program report decreased fears of school violence and reduced support for zero tolerance and school suspension.[28,32-34]

A major problem with school exclusion is its disproportionate application across racial and ethnic groups and students with disabilities.[24] The most recent national data available from the Office for Civil Rights of the U.S. Department of Education describe rates of in-school and out-of-school suspension for students by race/ethnicity (Figure 3).[35]

Figure 3: 2017-2018 Office of Civil Rights for the U.S. Department of Education Rates of Suspension by Race and Disability



School suspension is a prime contributor to the school-to-prison pipeline that disproportionately affects students of color and students with disabilities.[22] One important benefit of a threat assessment approach is that it leads school authorities to carefully consider the student's intentions and circumstances before making a disciplinary decision. Notably, several studies have found that racial and ethnic disparities are reduced or absent among students who have received a threat assessment.[36,37] There is also evidence that schools adopting threat assessment show a general decline in the use of school suspension and some reduction in racial disparities for all students (not limited to students receiving a threat assessment).[6,28,30] Although nearly all of this research has been conducted in Virginia, a statewide study in Florida and a study of three Colorado districts also found little or no disparities in disciplinary outcomes based on racial, ethnic, or disability status following a threat assessment.[30,38]

Comparison of Threat Assessment and Zero Tolerance

Threat Assessment

- Informs disciplinary process but does not determine it
- Concerned with preventing a future violent behavior
- Considers the context and content of student's behavior
- Multiple studies support it

Zero Tolerance

- Punitive and automatic form of discipline
- Concerned with administering consequences for past behavior
- Does not account for circumstances or seriousness of behavior
- Lacks scientific evidence of effectiveness

There is also a concern that students with disabilities are subject to higher rates of school exclusion than other students.[39,40] Although more research is needed, there are multiple studies finding that students with disabilities who receive a threat assessment are not subject to the disproportionate rates of school discipline found in studies of the larger school population. For example, one study specifically compared students receiving special education (SPED) services to students in general education programs and found that students in the SPED group were referred for a threat assessment at a higher rate but did not receive disproportionate disciplinary consequences compared to students in the special education group.[41] Other studies have found that students in special education are referred for threat assessments at a higher rate than students in general education but found that differences in school exclusion were small or statistically non-significant.[36] A high referral rate should not be considered problematic if it means that students with disabilities are being carefully evaluated in a threat assessment rather than being given disciplinary consequences. The Colorado study mentioned previously found no disparities in disciplinary outcomes based on disability status following a threat assessment.[42]



Challenge

Although unintended consequences are possible, teams should work to minimize the potential for biases or errors in judgment that could result in unfair outcomes for students of color or students with disabilities. The available research demonstrates that threat assessment does not lead to racial, ethnic, or disability-related disparities in school exclusion when teams follow evidence-based procedures. Although more research is needed (see the summary of research in Appendix 2 in the full toolkit PDF), the large disparities that are typically observed in general studies of school discipline are not observed in samples of students who have received a threat assessment.

Threat assessment research conducted in Colorado, Florida, and Virginia shows no statistically significant differences, or very small differences, between Black and White students, Hispanic and White students, and students with disabilities and students without disabilities. Some studies have found that students of color and students with disabilities are referred for threat assessment at a higher rate than other students. Although more research is needed to ensure that these students do not experience any harmful effects, higher referral rates are not necessarily problematic so long as the students are not receiving disproportionate rates of school exclusion.

Many programs designed to reduce harmful outcomes in at-risk students, such as court diversion programs, academic support programs, and reduced-price meal programs, might serve a disproportionate number of students of color or students with disabilities, similar to how more of those students may be referred for a threat assessment. Similar to those programs, the goal of threat assessment is to ensure that at-risk students are connected with services similar to the programs above.

National Center for School Safety

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School Threat Assessment TOOLKIT



Section 1

How to Select and Train Your School Threat Assessment Team

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SECTION 1 OBJECTIVE

Threat assessment can be one part of a comprehensive school safety plan. This section addresses what schools need to consider in deciding to use a threat assessment approach in an equitable way that protects student rights. This includes a review of existing safety practices and discipline policies, examination of staff resources, and administrative and school community support for threat assessment.

SCHOOL THREAT ASSESSMENT TOOLKIT

This toolkit is authored by University of Virginia professors Dewey Cornell and Jennifer Maeng, with input from school safety leaders, experts, government agencies, and the National Center for School Safety.

To access all three sections of the toolkit, as well as the introduction and appendices, visit our website at nc2s.org or visit the toolkit's web page directly.

FUNDING DISCLAIMER

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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Readiness for School Threat Assessment

Implementation of a threat assessment program requires a clear commitment and active leadership from a school system's central administration. It may be helpful to create a mission statement for the program to guide policy development and implementation.[43] Consider the following items to assess your school system's initial readiness for a threat assessment program:

- Your central administration supports the use of a threat assessment program.
- Your central administration can identify and allocate sufficient resources to support a threat assessment process, including supporting the identification of 3 or more staff members in each school to serve on teams, providing them with training, and allowing them to allocate work time to manage threat assessment cases and attend team meetings (as needed, but at least monthly).
- Your school system is prepared to allow teams to evaluate the seriousness of a student's threatening behavior and advise the school administration on disciplinary actions and supports needed, if any are indicated.
- Your central administration will develop and endorse policies guiding the establishment of threat assessment teams as reflected in the sections listed below.

Steps for Establishing School-Based Threat Assessment

The National Threat Assessment Center (NTAC) of the U.S. Secret Service published their seminal work *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence* in 2018, which serves as one possible framework for threat assessment programs. The NTAC identified eight key steps in establishing school-based threat assessment. The eight steps are presented below, augmented with recommendations based on the threat assessment literature and our cadre of experts. A checklist including these steps and relevant recommendations is included in the tools for this section, which be found on the previous page.

1. Establish a multidisciplinary threat assessment team

Establishing a multidisciplinary threat assessment team is a primary step in preparing your school to conduct threat assessments. Team composition may vary depending on the resources and unique needs of school districts. It is recommended that teams include representatives from school administration, mental health (e.g., counselor, psychologist, social worker), and law enforcement, as well as other areas (e.g., special education).

2. Define prohibited and concerning behaviors

Before implementing a threat assessment program, your school or school district should have policies defining prohibited behavior requiring immediate intervention, such as bullying and fighting, as well as behaviors that may not be indicative of violence, but merit intervention, such as a marked decline in academic performance or increased absenteeism. School policies should define the kinds of communications or behaviors that warrant referral to the threat assessment team.[44] Communications of intent to harm someone and concerning behaviors such as getting into a physical fight or bringing a lethal weapon to school warrant a threat assessment. Behaviors such as expressing admiration for persons who committed a mass shooting raise concern and merit inquiry that also might lead to a threat assessment.



3. Create a central reporting mechanism

Schools using threat assessment should establish one or more mechanisms for all members of the school community to report threatening or concerning behavior. Reports should be confidential to protect the identity of the reporter. There also may be a provision for anonymous reporting to encourage individuals who would not otherwise make a report.

Resource

For more information on anonymous reporting systems, check out the Getting Buy-In for Anonymous Reporting Systems webinar.

4. Determine the threshold for law enforcement intervention

Most threats can be handled by school personnel. However, schools using threat assessment should establish procedures and policies for involving law enforcement. A national group of experts recommended that there be a school resource officer (SRO) or law enforcement officer on each threat assessment team, especially for secondary schools. In addition, there may be state laws that determine when certain kinds of incidents must be reported to law enforcement. Law enforcement involvement in a threat assessment can range from consultation to direct action, such as investigation and arrest in the most serious cases. Schools can achieve greater collaboration and consistency in threat assessment practices if law enforcement officers are included in training.

5. Establish threat assessment procedures

Teams should have clearly defined procedures to guide their assessments. These procedures should lead teams to form a reasonably accurate understanding of the threat posed by the student or person of concern and to identify appropriate interventions. Having these procedures in place ensures that the threat assessment process can be evaluated to ensure that students' rights are being protected. Please see Section 2 for a discussion of record-keeping practices.

6. Develop risk management options

Once the team has completed their initial assessment of the student, they should develop risk management strategies that reduce the student's risk of violence rather than attempt to make a prediction of violence. Threat assessment teams should keep in mind that prevention does not require prediction. Teams can identify risk factors and appropriate strategies to reduce risk without making a prediction that labels a student as dangerous or likely to commit a violent act. Often, the most effective way to reduce risk is to address the problem or stressor(s) motivating the threat. Threat management should involve interventions and supports to help the student move on a more positive pathway. Threat assessment teams function more effectively as problem-solvers than fortune-tellers.

7. Create and promote safe school climates

A positive school climate can help prevent violence. A positive climate is characterized by mutual respect and trust and social and emotional support for students. Teachers and staff support diversity and encourage communication between faculty and students. They intervene in conflicts and work to stop bullying and harassment. Students feel comfortable seeking help from adults and share concerns about the well-being of their peers. This is a key piece of comprehensive school safety.

8. Conduct training for all stakeholders

As part of the threat assessment program, it is important to educate all stakeholders, including faculty and school staff, students, and parents. Each member of the school community should know about the threat assessment program and their role in reporting concerns and providing information relevant to a threat of violence.

Resource

For more information on creating and promoting safe school climates, check out Section 2 of the National Center for School Safety's Trauma-Informed Resilience-Oriented Schools Toolkit.

Team Membership

This section uses results from the survey of K-12 threat assessment experts and a literature review to examine the roles of school administrators, counselors, law enforcement officers, psychologists, social workers, teachers, and others who might be on a school team. It also includes a discussion of team membership recommendations for various threat assessment models.

Resource

The full survey results referenced in this section can be found in Appendix 3 in the full toolkit PDF.

There is substantial agreement that threat assessment is best accomplished via a team approach to draw on diverse perspectives and expertise and to facilitate prevention and intervention efforts.[9,10,43,45-47] Our experts, as well as several models, recommend a minimum of three team members:[8,9,26,43,45-48]

- **School administrator** is often a principal or assistant principal who may function as a team leader. This individual may be responsible for student discipline and safety and, in these roles, can coordinate threat assessment and disciplinary actions. The school administrator may be involved in an initial review of the seriousness of the case and bring in additional team members and resources as needed. The leader convenes and chairs regular team meetings.
- **School mental health professionals**, such as counselors, school psychologists, or school social workers, are staff who bring expertise in helping troubled students resolve personal problems and conflicts. They may be involved in an initial interview, as well as an assessment of mental health status and need for services. They may guide long-term follow-up and monitor the student's participation in the intervention plan and assess its effectiveness.
- **Law enforcement** or school security officer is, ideally, a school resource officer trained to work in schools. The officer can advise the team on relevant criminal law, conduct criminal investigations, contribute information from community sources and social media, and provide protective services in the most serious cases. More generally, the officer builds and reinforces positive school relationships.



Note that there is no expectation that teachers serve on a team, although this is an acceptable practice and is required in some states. Teachers are often less involved because they have instructional responsibilities, and threat assessment is regarded as a student support activity. Nevertheless, teachers should be asked to provide information and input in cases involving their students. A school staff member with expertise in special education can be a valuable member of the team, especially when cases involve students with special education needs. Teams will need to coordinate with special education teams or programs serving any student who receives a threat assessment.

Figures 4 and 5 present results from a survey of our K-12 threat assessment experts.[9,10] The team should have a designated leader and regular membership, although some models allow for a more flexible team composition.[10,46]

Figure 4: Who Should Be on a Threat Assessment Team?[49]

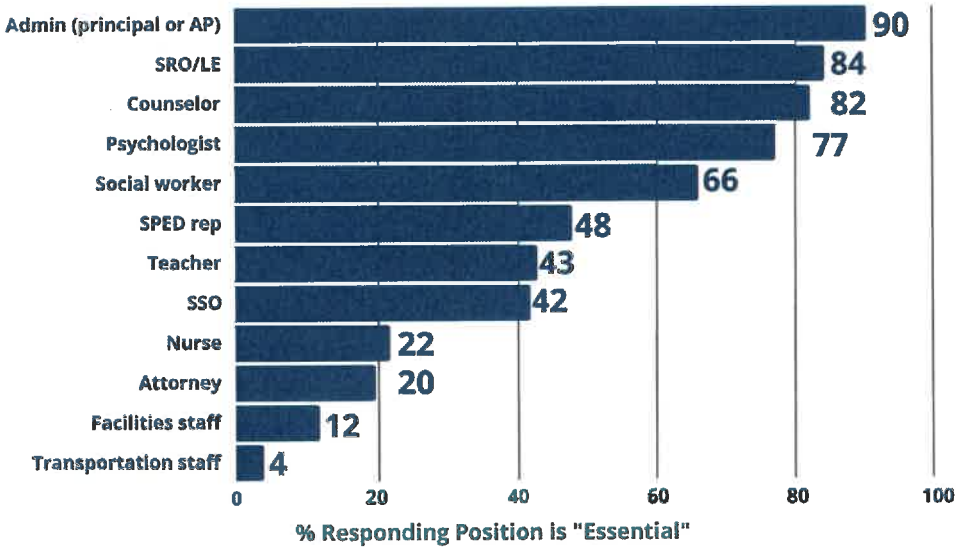
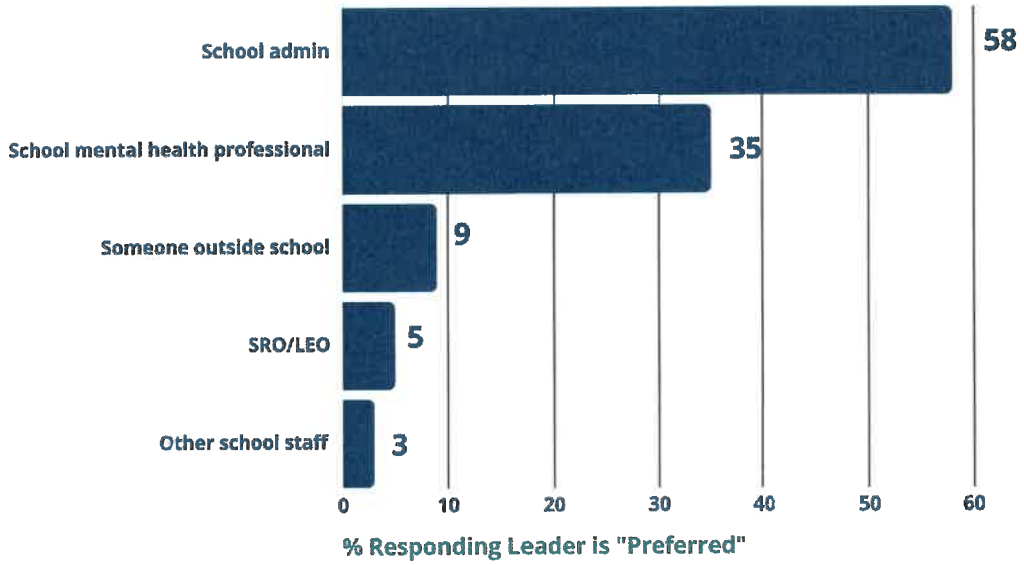


Figure 5: Who Should Lead the Threat Assessment Team?



Team members should train together with clearly defined roles and expectations. The Secret Service identified particular skills and training necessary for team participation, including a questioning mindset, strong interpersonal relationships within the school community, familiarity with child and adolescent growth and development, and discretion and training in information gathering and evaluation.[9,10]

Training

High-quality training is essential to the successful implementation of school threat assessment. A comprehensive training program includes specific training for the threat assessment team as well as educational programs for all members of the school community, such as students, parents, and all school staff.[10] For example, a statewide survey of threat assessment needs in Virginia schools found two primary needs: general education about threat assessment for the larger school community and case management training for team members.

Each member of a multi-disciplinary threat assessment team brings unique expertise and background to the table. However, the literature supports training team members collectively, so they have a common understanding of the threat assessment process.[9,10,43,45,46] Several studies have demonstrated that threat assessment training can produce similar knowledge gains and shared perspectives among administrative, mental health, and law enforcement disciplines.[34]



The National Association of School Psychologists recommends that all threat assessment teams have training on how bias and racism would affect perceptions of student behavior and lead to discriminatory judgments or actions.[50] To help assure fair treatment of students with disabilities, there should be training on topics such as common characteristics and behaviors associated with certain disabilities, when and how to make reasonable modifications for students with disabilities, and how disabilities can affect student interactions with others. In addition, threat assessment training should cover student rights and privacy laws (see Section 2 of the toolkit) and how student information should be protected and not used for purposes outside the threat assessment process.[51]

Table 1 presents a list of 37 training topics that were rated by at least 75% of the experts as either essential or high priority (highly desirable, but not essential). This list illustrates the extent and variety of topics covered in initial threat assessment training, but it should be recognized that the topics overlap and do not require equal amounts of time to cover.

Table 1: Training Topics

Training Topic	% of Experts Rating Topic as High Priority or Essential
Basic principles of threat assessment	99.2
Determining when to conduct a threat assessment	98.3
Risk factors and warning signs for violence	98.3
Determining the seriousness, level of concern, or risk level of a threat	97.5
Role of multidisciplinary team and team members	97.5
Sharing information about threats within the school	96.7
Long-term strategies for students who need follow-up monitoring or services	96.6
Record keeping and documentation	96.6
Definition of a threat or other concerning behavior(s) that would merit a threat assessment	95.8
Case exercises to practice threat assessment process	95.7
Education of staff about threat reporting	95
Role of law enforcement	95
Use of threat management to reduce risk of violence	94.9
Definition of behavioral threat assessment	94.1
Mental health services and supports	94.1
Role of social media	94.1
Suicide assessment	93.3
Biases that can affect the threat assessment process	92.5
Duty to Warn/Duty to Inform (e.g., Tarasoff duties)	92.5
Interviewing strategies	92.4

Training Topic	% of Experts Rating Topic as High Priority or Essential
Behavioral pathways leading to violence	91.6
Education of students about threat reporting	91.6
Application of the Family Educational Rights Privacy Act (FERPA) to threat assessment	90.8
Ways to deal with inconsistencies from different sources	88.2
Considerations for students in special education	87.4
Education of parents about threat reporting	85.8
Research on threat assessment	85.8
Case studies of averted shootings or attacks	84.9
Case studies of shootings	84
Differences between threat assessment and profiling	84
Case studies of threats that were not serious	82.4
Reducing use of school exclusion as a disciplinary response	82.4
Data on the prevalence of school violence	81.6
Threats by adults	79.8
Frequency/purpose of team meetings	78.2
Liability concerns	76.6
Research on school shootings	75.6
Note: N=119	

Challenge: Threat Assessment and Suicide

There is no consensus on how suicide fits in with school threat assessments. Although some experts believe that threats to self and others should be distinguished, many states require that threat assessment teams consider all students who have made threats. In addition, many students who committed mass shootings had suicidal motives and it is regarded as a factor that increases risk when a student has also threatened others. Consider your state laws and make sure that there are policies and protocols for how to assess and support threats to self with a systematic process.

Research Finding

More than 75% of our experts rated the following as essential training topics for threat assessment team members:

- Basic principles of threat assessment
- Definition of a threat or other concerning behavior that would merit assessment
- When to conduct a threat assessment and how to determine the seriousness of a threat
- Role of the multidisciplinary team and team members

Experts endorsed the use of case practice and tabletop exercises to practice the threat assessment process, both in initial and advanced training.

Training and practice standards need to be adapted to the different needs, circumstances, and resources of schools. This is especially important because schools vary in staffing patterns, and the availability of potential team members from mental health and law enforcement fields may differ across schools.



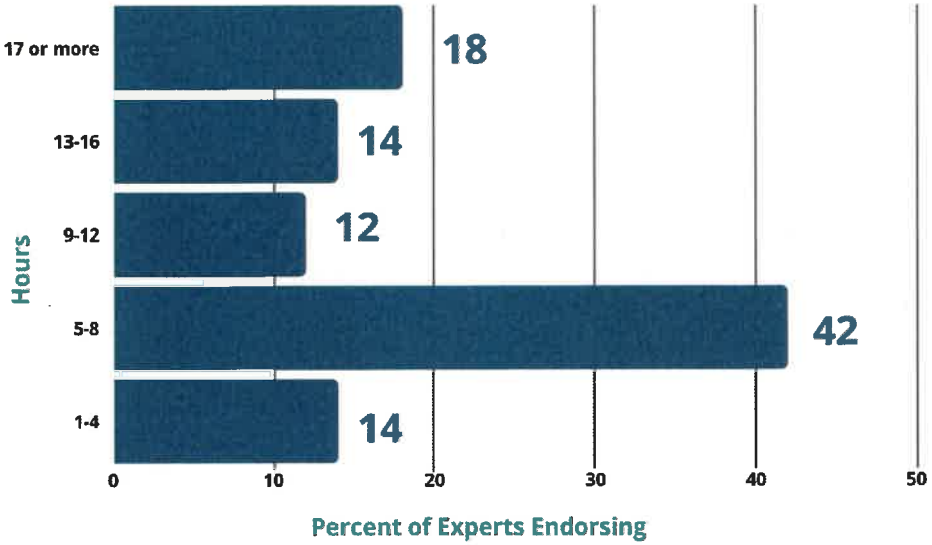
Questions to Ask When Selecting a Threat Assessment Training Program

Here are questions for school authorities to consider when selecting a threat assessment training program. These questions do not represent necessary or sufficient criteria but are intended to help educators make an informed decision. The selection of a training program must consider the context, needs, and resources of the school system, as well as program features. Therefore, these questions are intended as guidance rather than a prescription for making a selection.

- Who will provide the training and what are their credentials in the field of school threat assessment?
- How long is the training, and what topics are covered? Does the training cover the following topics?
  - Principles of threat assessment as an investigative and preventive process, including specific guidance on when to conduct a threat assessment and how to determine the seriousness of a threat
  - The role and functions of a multidisciplinary team
  - The role of law enforcement in threat assessment
  - The role of interventions and risk management options in reducing the risk of violence
  - Threat assessment records, information sharing, and FERPA
  - Protection of student rights, including equity of outcomes across students of different racial/ethnic groups and disability status
  - Case exercises that allow teams to practice using the model
- What is the evidence that the training program is effective in training school personnel, including the multiple disciplines that will be trained in your schools?
- What is the model of threat assessment covered in the training?
  - Is this model recognized in the field of school threat assessment?
  - Is there evidence the model has been field-tested and found to be safe and effective?
  - Does this model meet the Bureau of Justice Assistance and Department of Education standards for an evidence-based program?
- Does the program include a procedure or standards for evaluating the quality of implementation after training is completed?
- What is the impact of the program on student disciplinary outcomes?
- Does the program provide support or resources for the school to educate students, parents, and staff about threat reporting?

Figure 6 shows the amount of initial training threat assessment experts recommended. Our experts were asked how much training was needed for teams to begin conducting threat assessments. The largest number of experts (42%) endorsed five to eight hours of training, and 18% recommended seventeen or more hours. Beyond the initial training, the experts advised that effective, ongoing training was essential to maintaining a high-quality program.

Figure 6: Recommended Duration of Initial Training



How Should Training Be Evaluated

There are multiple ways to evaluate the quality of threat assessment training. The most common approach is to ask participants to evaluate their training experience with a series of post-training ratings. A more rigorous approach is to measure the participants' knowledge of threat assessment before and after training. Still more rigorous is to examine how well the participants retain their knowledge months after training, and how well they apply their knowledge in performance on mock cases. Ultimately, it is important to measure how well the team performs on cases conducted at their school. School districts should consider an annual review of each school's case data and examine how well the team followed its threat assessment procedures.

Resource

For more information on how to evaluate a threat assessment program, take the National Center for School Safety's Public Health Approach to Evaluating School Safety Initiatives self-paced training.

Education of School Community Members

Threat assessment cannot prevent violence if community members do not understand the need to report threats. Thus, it is essential that all members of the school community, including faculty, staff, administrators, law enforcement and security personnel, students, and parents understand the goals of threat assessment, as well as how and when to report concerning information.

The NTAC's threat assessment guide suggested some common training goals for all stakeholders, including:[10]

- Knowing that the school has a threat assessment team process
- Understanding the basic idea of a threat assessment
- Knowing how to report information to the team
- Learning what kind of information should be reported
- Understanding the difference between "snitching" and seeking help for a problem
- Learning ways they can support a safe school climate

Research Findings on Training Effects

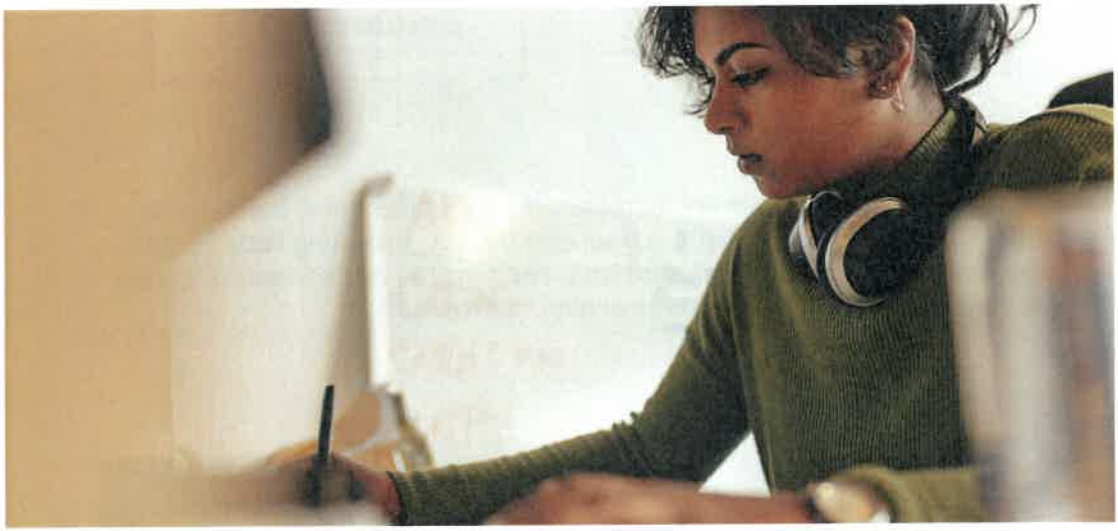
Studies have shown the following training effects:

- Decreased fears of school violence
- Reduced support for a zero tolerance approach
- Increased knowledge of threat assessment principles and ability to classify threats
- Improved confidence in the school's organizational structure and feelings of safety

Free Online Educational Programs on School Threat Assessment

There are free online educational programs that schools can use to educate their community about threat assessment; alternatively, schools can create their own videos. Here are some examples, listed in alphabetical order, focusing on different aspects of school safety relevant to threat assessment:[8]

- Contra Costa County, California, Office of Education
- Educator's School Safety Network
- Ohio School Threat Assessment Training videos
- Pennsylvania K-12 Threat Assessment Training and Technical Assistance Network
- Readiness and Emergency Management (REMS) Technical Assistance Center Threat Assessment Training
- School District of Lee County, Florida
- Texas School Safety Center Threat Assessment toolkit
- University of Virginia, Youth Violence Project
- Virginia Department of Criminal Justice Services Threat Assessment video
- Wisconsin Department of Justice, Office of School Safety



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School Threat Assessment TOOLKIT



Section 2

How to Implement Threat Assessment in Your School

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Implementation Tools

- Sample Threat Assessment and Management Forms
- Assessment Tools List
- FAQs about Threat Assessment and FERPA

SECTION 2 OBJECTIVE

This section summarizes some fundamental concepts of school threat assessment and typical pathways to violence.

SCHOOL THREAT ASSESSMENT TOOLKIT

This toolkit is authored by University of Virginia professors Dewey Cornell and Jennifer Maeng, with input from school safety leaders, experts, government agencies, and the National Center for School Safety.

To access all three sections of the toolkit, as well as the introduction and appendices, visit our website at nc2s.org or visit the toolkit's web page directly.

FUNDING DISCLAIMER

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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Basic Principles of School Threat Assessment

Over the past twenty years, several key publications on school-based threat assessment practices have offered general principles and outlined specific procedures for application. The following fundamental concepts, drawn from work by the National Threat Assessment Center (2018, 2019, 2021), input from our experts, and other resources, should guide a school-based threat assessment process:[10,11,52]

Recognize that school shootings are not random or spontaneous.
Almost all school shootings studied by the National Threat Assessment Center (NTAC) were acts of targeted violence, meaning that the attacker planned and intended to harm a particular target, group, or organization. Studies of school shootings found that most attackers developed plans and prepared to carry out their attacks over a period of days, weeks, or months. Students do not "snap"; their attack is preceded by a period of planning during which they often share their thoughts and intentions with others. As a result, it is possible to identify and intervene to prevent this kind of violence. It is also important to recognize that threat assessment can be a useful way to prevent less severe forms of violence, such as bullying and fighting, that are preceded by threatening statements or behavior. Students who receive a threat assessment should not be seen as at risk for a school shooting.

Consider the context.
A threat assessment team must always consider the context in which the threat occurs. A threatening statement can have different meanings depending on the context. The team should account for the situation, setting, and target of the threat. The context of a threat will greatly influence whether the threat is serious or not serious and what actions should be taken.

Maintain an investigative mindset.
Teams must approach threat assessment with a critical mindset, avoiding quick conclusions or assumptions and seeking to gather information to corroborate and confirm hypotheses. Team members should be willing to question one another and discuss what they know to reach the most reasonable and defensible conclusions.

Focus on facts and behaviors, not traits or profiles.
There is no reliable profile of a violent student or traits that are specific to someone who commits a violent act. **Teams must be careful not to speculate or draw inferences about a "kind of person" who commits a violent attack. Instead, an assessment should be focused on objective facts and behaviors that indicate an individual is planning or preparing to carry out a threat.**

Use information from all possible sources.
Teams must not rely on a single source of information. They must take a systematic approach to information gathering. The student has relationships with people both within and outside the school system who may have information to share. Teams should consider gathering information from multiple sources, such as parents, classmates, teachers, counselors, mental health providers, coaches, and others. There may be valuable information available from other organizations, such as social service or law enforcement agencies.

Making a threat is not the same as posing a threat.
Any student can make a threat, but relatively few will engage in the planning and preparation necessary to carry it out. Threat assessment must go beyond the simple facts of what a student said or did to understand whether the student poses a threat, which means that the student has the intent, capability, and means to carry out the threat. Keep in mind that it is important to consider observable facts and behaviors rather than the perceived traits of a student when considering the seriousness of a threatening statement.

For more information:

- The FBI's initial report on school shootings recommended a threat assessment approach rather than a profiling approach and a subsequent report provided guidance on preventing targeted attacks in general.[8,43]
- Reports by the U.S. Secret Service (two with the U.S. Department of Education) described findings from their studies of school shootings and recommended the use of threat assessment.[8-11,52]

Challenge: Context Matters

A student says, "I'm gonna kill you!" Consider how context changes the significance of this threatening statement:

A. The student is playing chess with a friend and expects to win.
B. A football player is lined up to rush the quarterback.
C. A six-year old boy with Down's Syndrome is upset with his teacher.
D. A 4th grader is about to fight a classmate.
E. A middle school girl is angry with a friend for revealing a secret.
F. A high school student is brandishing a knife at a teacher.
G. A student is reported to have borrowed a handgun from a classmate.

Pathways to Violence

There is no single profile, checklist, or set of characteristics that indicates whether a student will carry out a violent act.[8] School authorities should be leery of claims that violence can be predicted with a formula or rating system.[53] Instead, school teams should be aware that there are many different behavioral pathways to violence. Research on juvenile homicide identified three common patterns of youth violence that are useful in recognizing the variety of backgrounds, motives, and risk factors leading to violence.[54-57] It is important to note that not all youth can be distinctly classified into one of these pathways. Youth on any given pathway may not demonstrate every common characteristic listed on that pathway. In short, this is a guide for teams to recognize different patterns of risk factors leading to violence and to help guide appropriate interventions to address the underlying contributing factors to targeted violence.

Studies of juvenile homicide occurring in any setting labeled the three groups as (1) antisocial, (2) conflict, and (3) psychotic.[58] Studies of juveniles who committed homicides at school used a similar categorization: (1) psychopathic, (2) traumatized, and (3) psychotic.[59] A more elaborate classification using six groups has some further distinctions.[54] Regardless of the number of categories, the relevance of threat assessment is to recognize that there are multiple pathways leading to violence and that no single profile is feasible. Instead, school teams should examine each case holistically to identify whether a youth is moving down a behavioral pathway toward violence and to respond with interventions and supports to prevent violence. These groups do not directly map onto special education categories, and there should be no implication that students identified with a disability would necessarily be more dangerous or threatening than other students.

The **antisocial or psychopathic group** consists of youth who have a childhood history of behavior problems, dishonesty, and defiance of authority. Their behavior includes many of the symptoms associated with the diagnoses of conduct disorder used for youth and antisocial personality disorder used for persons after the age 18. Typically, these youth show little empathy or concern for others, and lack remorse for the harm they cause others. They have narcissistic feelings of superiority and grandiosity and a desire to bully or dominate others that can include cruel or sadistic behavior. They most often engage in violent crime for predatory, goal-directed purposes such as acquiring money, drugs, or power. In many cases, they act in concert with other youth as part of a gang.

Most of the youth in this group commit multiple delinquent acts that escalate into serious violent crimes such as robbery and forcible rape. In the case of school shootings, a subgroup of these youth carry out an attack in a grandiose pursuit of infamy and to exert sadistic power over others without regard for the consequences of their actions. The antisocial/psychopathic group is the largest group of violent juvenile offenders and will come to the attention of school authorities most often for fighting and bullying others, but they are less prominent among the narrow group who committed mass attacks at their school.[54-57] Threat assessment teams working with students in this group should make use of evidence-based programs and practices for supporting and intervening with behaviors associated with conduct disorder.[60]

Resource

There are a few clearinghouses that rate evidence-based interventions and programs. To review these clearinghouses, visit

- What Works Clearinghouse
- Crime Solutions Clearinghouse

Challenge

Some of the behaviors listed may also describe some students with certain kinds of disabilities. Students in some disability categories may show characteristics such as impulsivity and low frustration tolerance that could lead to them making threatening statements. A threat assessment process can be a useful tool to help staff avoid overreacting to these behaviors by carefully examining the reason for the behavior and the role of the student's disability in it.

The **conflict or traumatized group** consists of youth who commit a violent act because of a conflict or dispute that is highly stressful and emotionally overwhelming. These youth typically do not have a history of serious misbehavior in school and lack the features of conduct disorder observed in the antisocial group. They may be attention-seeking and eager for peer acceptance that is denied to them by their tormentors. They might have a history of parental mistreatment or abuse and/or peer conflicts involving harassment or bullying. Their violent attacks are motivated by revenge and retaliation (as well as other factors).

These cases are prominent in school shootings in which the student attacker was a victim of severe and persistent bullying. Other cases involve youth charged with parental homicide in the home. However, it should be stressed that most youth who are victims of bullying or abusive treatment at home do not commit acts of homicide. Such cases involve dire circumstances in which other factors are often present, especially the youth's perception that their feelings of distress and humiliation are unbearable and that there are no other options available. Research on childhood trauma can be a helpful resource on this topic, although it must be emphasized that individuals with trauma histories alone should not be regarded as potentially violent.[61,62] Threat assessment teams seeing students in this group should make use of evidence-based programs for symptoms and behaviors associated with trauma, victimization, and depression.[63]



Resource

The National Center for School Safety has a number of resources on trauma-informed care. Visit these links to learn more about a trauma-informed approach:

- Trauma-Informed, Resilience-Oriented Schools Toolkit
- Trauma-Informed, Resilience-Oriented Classrooms Self-Paced Training
- Trauma-Informed, Resilience-Oriented Leadership and Crisis Navigation Self-Paced Training
- Trauma-Informed Practices: Prevention and De-Escalating Disruptive Behavior On-Demand Webinar
- Trauma-Informed Practices Across School Settings On-Demand Webinar

The third group, **psychotic**, is the smallest but fuels the misconception that persons with mental illness are especially violent. In the small number of cases in which a person with mental illness commits a violent attack, the person's violent act might be motivated by delusional thinking, such as a paranoid belief that someone is out to get them or a grandiose belief they are on some kind of noble mission. They may experience auditory hallucinations in the form of voices that urge them to commit a violent attack. These cases are usually diagnosed with a severe mental disorder such as schizophrenia or bipolar disorder with psychotic features (i.e., delusions and/or hallucinations). However, in many cases, the full extent of the person's mental illness was not evident to persons around them because signs and symptoms of psychosis (such as talking back to auditory hallucinations) were overlooked or minimized. Threat assessment teams working with these youth will make referrals for psychotherapeutic and psychiatric treatment.

Challenge:
Disrespectful and Defiant Behavior

A common concern in school discipline is determining when disrespectful and defiant behavior is more serious and should result in a referral to the school office, or, in some cases to the threat assessment team. The student's behavior must always be examined in the student's environmental and developmental context.

Key Term

Serious Misbehavior

Although schools may have slight variations in how behavior is classified, serious misbehavior typically includes behaviors such as fighting, carrying weapons, and selling drugs in school.

Steps Toward Violence

The classifications in the section above are most helpful in alerting teams to the variety of backgrounds observed in youth who commit violent acts and to avoid adherence to stereotypes. There is room for considerable variation around the antisocial, conflict, and psychotic themes. Yet, in the days or weeks preceding an attack, the three pathways can show convergence around typical behaviors that demonstrate planning and preparation for violence. There are at least five steps toward violence that can be distinguished, although they are not strictly sequential or mutually exclusive. All five steps need not be present, but are generally considered to be indicators of increased risk for violence.

1. Grievance

While grievances are not always present, a study released by NTAC in 2019 identified a grievance as one of the most common motives for targeted violence among K-12 perpetrators.[11] One of the most notable first steps leading to an attack can be a perceived grievance that triggers intense disappointment accompanied by frustration and anger. The grievance is a serious injury to the self-esteem of the student such as an episode of bullying, break-up of a romantic relationship, a failing grade, or loss of an opportunity with a sports team or other activity. In one school shooting case, a student was removed from a leadership position on the school debate team.[66] In all cases, the student's perception of the event as severe and life-changing is more important than the objective magnitude of the grievance. The student's mental state may influence them to perceive the event as much more distressing than would others in a similar situation.

2. Rumination

When a student is unable to cope with the disappointment of a grievance, they may begin to ruminate or think excessively about it. They consider different ways to respond, and thoughts of violence can arise. In today's society, students are exposed to many examples on social media in which other persons with a grievance commit acts of violence directed at themselves or others. The student may fantasize about various ways to carry out a violent attack and how it would affect others and restore their sense of pride or self-esteem. At this stage, students may share their feelings and ruminations with others, and in several school shooting cases, their peers encouraged their thoughts of violence. The key development here is the conclusion that violence alone can resolve the grievance.[44]

3. Planning

At some point, the distressed individual may begin to gather information on how to carry out a violent attack. They may use the Internet to study prior shootings, investigate different kinds of weapons, and develop plans for how to carry out an attack at their school. At any of these stages, but especially the planning stage, the student might reach out to peers for advice or assistance, such as how to obtain a weapon. The student also might invite collaboration on an attack.[52]

4. Preparation

The student crosses into the stage of preparation by taking action to obtain a weapon or other materials needed for the attack. The student might practice using the weapon, examine the site for the attack, or write a manifesto explaining the rationale for the attack. There are many ways that an individual planning an attack will exhibit warning behaviors that leak their intentions.[67] Persons who know the student might observe "leakage" that could range from veiled threats and ominous statements about an impending event to explicit posts on social media that reveal their intentions. For this reason, it is especially important that schools foster a community of help-seeking and support so that students are willing to report a classmate's

Research on Pathway Models

For more detailed analysis of pathway models and related practical advice on threat investigation, see work by Calhoun and Weston (2003, 2021).[44,64] Other excellent resources are the case studies of school shootings and averted shootings undertaken by the U.S. Secret Service.[11,43,52,65] These descriptive studies make it clear that there is no uniform sequence that applies to all cases, but that many youth can be diverted from an identifiable behavioral pathway to violence.

concerning behavior.[68] Schools should have multiple means of receiving reports, such as tip lines or anonymous reporting systems, and should educate students on the difference between seeking help and snitching.[69,70]

5. Attack

When the student begins the attack, there is little or no time for prevention. However, threat assessment teams who had been aware of a student's threats have in some cases been able to intercept a student just prior to an attack. In such cases, the student had announced their intentions on social media, flashed a weapon, warned friends, or in some other way signaled that an attack was imminent.[20,71,72] This stage could be further divided into a "breach" when the individual has initiated the attack but still might be stopped, depending on the nature and quality of security measures in place.[44] In these circumstances, there is no time for further assessment and the team must move directly to a crisis response such as notifying law enforcement and securing the school.



Key Term

Leakage

An accidental or intentional communication that reveals intent to commit a violent act, such as making remarks that reveal hostility toward someone or plans of violence. Leakage might occur in direct or indirect ways and might not be a purposeful disclosure. Increasingly, leakage is observed in digital communications such as social media posts, texts, blogs, and emails.

Resource

Check out the National Center for School Safety's Physical Security Measures Overview to learn more about potential physical security measures to use in your school.

Key Terms

Identification

Identification occurs when someone has a concern about a threat of violence and makes a report that is transmitted to the threat assessment team. These reports may be based on behaviors listed in the pathways to violence earlier in this section.

Assessment

The process of gathering information to evaluate the seriousness of a threat.

Intervention

The team's response to the threat can range from quickly resolving a threat that is not serious to safety planning and protective actions for a very serious threat.

Evaluation

The process of collecting data on the threat assessment process and outcomes to ensure fidelity, equity, and protection of student rights.

Research on Pathway Models

In their study of 35 school attacks, the U.S. Secret Service observed that all but two of the students exhibited concerning behaviors at school prior to their attack.[11] About three-quarters (26) displayed them online. These concerning behaviors ranged in severity, but some of the most serious included threats to harm someone, violent acts, bringing weapons to school, and suicidal statements. They described these behaviors as "objectively concerning" or "prohibited" behaviors that would merit immediate attention. Other behaviors, described as "lower-level concerning behaviors", raised concern but would not require an immediate safety response. Some examples are a depressed or angry mood, peer conflicts, and interest in violent topics. The Secret Service stressed that teams should look for a constellation of lower-level behaviors rather than a single behavior.

There are some important caveats about the use of concerning behaviors or warning sign checklists to initiate a threat assessment.[8,53] **Many students with no plans to commit an attack will display one or more concerning behaviors, and teams must be careful not to profile a student as dangerous.** Research has consistently failed to find an individual profile or set of risk factors that can accurately predict someone will commit a violent act.[73] When concerning behaviors such as a depressed mood or peer conflict come to the attention of a threat assessment team, any inquiry or intervention should be based on the student's needs reflected in the behavior itself. In these cases, often a referral to counseling is more appropriate than a full threat assessment unless a broader constellation of behaviors indicates an intent to harm someone.

Three Stages of School Threat Assessment

Knowing the pathways to violence is an important first step for threat assessment teams to recognize concerning behavior. In order for teams to complete a threat assessment following a concern or report, they need to move through three stages: identification, assessment, and intervention. A key fourth piece is evaluation, monitoring, and accountability. Teams should be monitoring throughout the stages to ensure fidelity to the program and equitable outcomes. Section 3 discusses evaluating your threat assessment program.

Identification occurs when someone has a concern about a threat of violence and makes a report that is transmitted to the threat assessment team. Assessment refers to the process of gathering information to evaluate the seriousness of a threat. Intervention involves the team's response to the threat, which can range from quickly resolving a threat that is not serious to safety planning and protective actions for a very serious threat.

Stage 1: Identification

The first stage of the threat assessment process is the identification of a concerning situation. Threats can come in many forms; they can be oral, written, or transmitted electronically. There might be threatening gestures, drawings, or photos. Threats might be communicated directly to an intended target or indirectly to someone else. In short, any behavior or communication that raises concern that a person has an intent to harm someone should be considered a threat.

Challenge

There may be situations where there is no apparent threat, but a student seems withdrawn, distressed, or preoccupied in some way that is concerning. These students might be referred to a school counselor for inquiry but not a threat assessment.

A threat assessment cannot be conducted if threats are not reported. All members of the school community should know how to report a concerning situation or statement. Reporters are not expected to determine whether a threat is credible, but simply to report observations that raise their concern, so that the threat assessment team can investigate. It is essential that schools encourage threat reporting and provide their community with both confidential and anonymous ways to report threats.



Key Terms

Confidential Report

A confidential threat report is one in which authorities know the identity of the person reporting the threat, but agree to keep it secret from the public.

Anonymous Report

An anonymous report is one in which no one knows the identity of the person reporting the threat.

Confidential reporting is preferred over anonymous reporting because the credibility of the reporter can be considered and because the team can more readily communicate with the reporter to ask questions and gather more information than in the case of an anonymous report. Anonymous reports are usually in the form of a single report with limited information, although it is possible to arrange a system that allows back-and-forth communication with an anonymous source. The advantage of anonymous reporting is that some reporters are reluctant to reveal their identity and more willing to report if no one knows who they are.

Resource

For information about anonymous reporting systems, visit these resources:

- Getting Buy-In for Anonymous Reporting Systems On-Demand Webinar
- A Quick Guide to Information Sharing During Threat Reporting and Assessment

Challenge:
Who Should Determine the Credibility of a Threat?

There is some debate about whether teachers should be trained to distinguish between credible threats and other characteristics. Although threat assessment teams should be responsible for the determination of threats as credible, it is helpful for teachers to understand and appreciate that every threat is not considered credible and serious. Individual teachers may take a zero tolerance approach mindset towards threats, which the use of a multi-disciplinary threat assessment team can avert.

Table 2: Reporting Resources by State

State	Program
Colorado	Safe2Tell-Colorado
Florida	Fortify Florida
Georgia	1-877-SAY-STOP
Idaho	See Tell Now!
Illinois	School Violence Tipline
Indiana	See Something, Say Something Indiana
Kansas	1-877-626-8203
Kentucky	S.T.O.P Tipline
Louisiana	Say It Here
Maryland	Safe Schools
Michigan	OK2SAY
Mississippi	Stay Safe Hotline
Missouri	Courage2Report
Nebraska	Safe2HelpNE
Nevada	SafeVoice
North Carolina	Say Something
Ohio	SaferOH
Oklahoma	Oklahoma School Security Tipline
Oregon	Safe Oregon
Pennsylvania	Safe2Say Something
Tennessee	SafeTN
Texas	iWatchTexas
Utah	SafeUT
Vermont	Safe4VT
West Virginia	Safe Schools Helpline
Wisconsin	Speak Up, Speak Out
Wyoming	Safe2Tell- Wyoming
Available for all	Say Something- Sandy Hook Promise

Note: These resources are provided for informational purposes. This toolkit does not endorse or recommend any specific program or product.

For more information about tip lines, see these recent publications, funded by a grant from the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice:

- Tip Lines for School Safety: A National Portrait of Tip Line Use
- School Tip Line Toolkit: A Blueprint for Implementation and Sustainability



Educating Students, Parents, and Staff

A student who plans to harm someone may communicate their intentions to a third party, which is a behavior called leakage.[74] Leakage might occur in direct or indirect ways and might not be a purposeful disclosure. Increasingly, leakage is observed in digital communications such as social media posts, texts, blogs, and emails. The success of a threat assessment approach rests on the willingness of members of the school community to recognize and report leakage.

Schools can encourage threat reporting by educating their students, parents, and staff about the threat assessment process and the importance of threat reporting. One study of school shootings found that in the majority (81%) of cases, another person was aware of what a student was thinking or planning.[9] Reporters should understand that they are not expected to make an assessment of the seriousness of a threat since that is the job of the threat assessment team.

Research has found various reasons why students (and others) are reluctant to report threats.[11,43,68,70,75,76] Studies of school shootings found that students failed to report threats because they did not think the person making the threat was serious or did not believe the person would carry out the threatened act of violence.[6,44,68] Other reasons include that the student feared retaliation or did not want to be labeled a snitch. This is one reason for the use of anonymous reporting systems.

Research has found that students are more willing to report threats of violence when they trust the adults at school and believe the adults care about them and have their best interests in mind.[43,68,77] Explanations of how the threat assessment team responds to threats might be helpful in allaying concerns about reporting a threat. Threat assessment teams should evaluate their school climate and consider ways to encourage threat reporting.

Action Step

Building a positive school climate is a key step to a successful threat assessment program. Threat assessments can only be done if concerns are reported. Students should be taught to be upstanders – persons who stand up for something – rather than bystanders – persons who stand by passively and let something happen. Schools must transform bystanders into upstanders. This can be accomplished by staff efforts to create a culture of mutual respect and shared responsibility in which students, staff, families, and others feel that reports are wanted and that something positive will be done about them.

Threat reporting should extend beyond students to include parents and school staff, who also might observe or learn secondhand about a situation that is concerning and merits reporting. Please see Section 1 of this toolkit for resources on online threat assessment education programs for students, parents, and teachers, which encourage threat reporting.

Stage 2: Assessment

Once a threat has been reported, the team begins the assessment phase by gathering information from multiple sources to determine the seriousness of the threat. Threats occur on a continuum of severity. Different models of threat assessment categorize threats differently, but in general, the first decision is to determine whether a threat exists (i.e., Did the person communicate a threat or engage in threatening behavior?). There are multiple situations where a threat might be reported, but upon investigation, it is not a threat. For example, a reported threat might be an unsubstantiated rumor or a false report. Another example is that a student who posts a photo of himself holding a firearm might be proudly displaying a hunting rifle but not threatening to harm anyone. Suppose the threat assessment team has concerns because a situation seems ambiguous. In that case, it is safest to gather further information until the team is more confident that a threat is present.

Schools using threat assessment must distinguish between a threat assessment and a crisis response. If a threat report indicates that a student attack is imminent (e.g., a student threatening violence has brought a gun to school or is on the way to school with a gun), there is no time for a threat assessment. Rather, the school must implement its crisis response plan, which will likely involve contacting law enforcement and engaging in a building security procedure such as a lockdown. Threat assessments are not used in emergency situations; they are intended to prevent an emergency from arising.

Although there is no set time frame for completing a threat assessment, they should be conducted promptly and efficiently after a report, both in order to assure safety and to mitigate disruption to the student and other affected individuals. Students should not be excluded from school for lengthy periods while an assessment is being conducted. If a student with a disability is being assessed, the team should take into consideration the student's disability and confer with the Individualized Education Plan (IEP) team as appropriate.

If the team determines a threat occurred, then the second decision is whether the threat is legitimate and serious, meaning that the person has serious intent to harm someone. Many threats are not serious expressions of intent to harm someone, such as jokes or figures of speech. Other threats might be expressions of anger or frustration, or efforts to intimidate someone (sometimes called "howling") without a genuine intent to commit a violent act.[64] Threat assessment teams are most concerned with identifying the small percentage of threats that represent leakage by someone who is planning or preparing to carry out a violent attack.



Threat assessment authorities recommend that teams should follow systematic procedures to gather all information to understand the student's thinking, behavior, and circumstances. There is no uniform order for gathering information. Much will depend on the nature of the threat and the availability of persons who could be interviewed. If the threat is conveyed on a website or social media communication, it is best to examine that information first. If the threat is a statement or behavior that someone observed, it might be best to begin with the observer and perhaps any collaborating witnesses. This will allow the team to interview the student of concern with more information that will make it easier to assess the student's candor.

Potential sources of information include:

- Interviews with the student who made the threat
- Interviews with involved parties (e.g., persons who have been threatened or witnessed threatening behavior)
- Interviews with parents
- Interviews with teachers and other school staff who know the students
- If the student has a disability, the student's IEP/504 Plan and consultation with the associated team
- Relevant academic, disciplinary, law enforcement, and other records
- Materials in the student's locker and/or desk
- Interviews or records from professionals outside the school such as a therapist or counselor
- Interviews with others with whom the student has a relationship, such as peers
- The student's social media communications and internet activity

Challenge: Determining the Need for a Threat Assessment

Here are some examples of situations where the need for a threat assessment is harder to determine, but other interventions might be appropriate:

- A student tells a group of classmates that he is going to be a serial killer for Halloween. A rumor spreads that the student is planning to kill people on Halloween. Upon interview with the student and witnesses to the original statement, it is clear that the student was only talking about a Halloween costume and expressed no threat to kill anyone. The threat assessment team may need to deal with the spread of rumors that could arouse anxiety in the school community.
- A student writes an essay with a gruesome, violent scene from a war. There is no explicit or implied threat to others. The student explains that he was describing a video game he likes to play. A counselor might talk with him about his interest in violence and whether he has thoughts of harming others, but his essay and interest in video games is not by itself sufficient to merit a threat assessment. Situations like this must be carefully considered since there are circumstances where additional information suggests a threat assessment is needed. For example, if the student has been bullied, has recently acquired a weapon, or has spoken with classmates about his interest in school shootings.
- A student becomes angry at a teacher for telling him to stop talking and pay attention in class. He uses profanity and storms out of the room. Upon interview, the student describes frustration with the teacher and embarrassment at being called out in class but expresses no intention of harming the teacher. There is no other incident or report of the student threatening to harm the teacher. The student might be disciplined and referred for counseling, but this incident alone, in the absence of other concerning behavior, does not merit a threat assessment.

Keep in mind that with any scenario, there could be additional facts or context that would change the assessment and lead to a threat assessment. These stories are all intended to illustrate a point, but they are not complete accounts that represent all the information that a team would consider in making a decision.

The potential sources of information are vast, and teams must decide how much time and effort to devote to gathering information based on the nature and seriousness of the threat. It is not realistic to expect teams to gather every available piece of information for all reports of threats. Different threat assessment models offer different guidance on how much information to collect and how to make decisions.

Interviews with parents (or other primary caregivers) are especially important. Parents should be regarded as partners in the threat assessment process because their knowledge and cooperation can be critical to its success.[50] It is important to emphasize from the outset the common interests of parents and the team to keep everyone safe and to help their child to be successful. Although a threat assessment should be initiated as soon as possible to prevent potential violence, parents should be notified promptly when a threat assessment is being conducted with their child. Parents have essential background information and perspective on their child's development and current levels of stress and concern that can help the team assess the seriousness of a threat and formulate an appropriate response to manage the threat and reduce the risk of violence. Parents are often critical to the success of any action or intervention in response to a threat. The team might devise a safety plan that extends beyond the immediate situation and could involve services and supports as well as protective security measures. A safety plan will often require parental collaboration and supervision to be maximally effective.

Resource

All assessment tools must be used carefully, with attention to their reliability and validity for the purpose for which they are being used. Because threat assessment is a relatively new field, all tools must be used with caution and it is important to evaluate their use with students across racial, ethnic, cultural, and disability groups. Use this list of assessment tools to get started.

Resource

For information on documenting threats, review these sample threat assessment and management forms.

Stage 3: Intervention

There are three goals for this phase of the threat assessment process:

1. Contain the situation and supervise the student to prevent a possible violent act
2. Protect and support potential targets
3. Provide support and guidance to help the student deal with underlying problems that precipitated the threat[9,10]

A threat assessment is the beginning of a management process.[10,43,67] Once an assessment has been completed, the team uses the information to determine whether the student is at risk of harming someone and develops a plan to mitigate that threat. The plan should be individualized to the student and include recommendations regarding supportive resources, a time frame for check-ins, and specific indicators for discontinuing monitoring. Law enforcement should be immediately notified if it is determined that a student is planning a violent act. If the student is found to have the motive

and capability of carrying out the threat, the team will want to take a number of protective actions to prevent violence. The specific actions are based on the nature and circumstances of the threat, but some typical actions include:

1. Increase monitoring or supervision of the student to keep the student and others safe.
2. Support and counsel the student, to de-escalate the situation and reduce risk.
3. Notify law enforcement, if not already involved.
4. Search the student, backpack, locker, vehicle, home, etc. for weapons, if appropriate.
5. Warn and counsel any intended target, including notification of parents, if applicable.
6. Notify relevant school staff.

Temporary removal from school may be an appropriate protective action. This is not a zero tolerance practice; decisions about school removal should be based on the seriousness of the situation and the need to maintain safety. Ideally, a safety plan would allow the student to return to school soon or continue in an alternative setting. However, it should be noted that removal from school may not be an adequate safety measure if there is not appropriate supervision and removal of lethal means. Thus, it may be best for the student to remain in a closely supervised setting (at school or elsewhere) or in the custody of parents who are willing and able to provide supervision appropriate to the situation.

In addition to protective actions, there may be need to address general concern among students, parents, or staff about a threat incident. Threat assessment teams must consider the impact of the case on the school community.

There are many different kinds of interventions that a team might use depending on the student's needs and the nature and circumstances of the threat. Figure 7, on the following page, provides a list of interventions suggested by various authorities.[3] Teams might use some variation of these responses or devise their own.

Resource

To learn how to plan a communications strategy and handle incorrect information sharing, see our School Safety Communications Planning Guide.



Figure 7: Intervention Type List

Supportive Interventions	Prospective Actions	Law Enforcement Actions
• Academic supports • Counseling • Apology or restorative action • Anger management • Social-emotional learning program • Anti-bullying interventions • Mental health services (in school or community) • Revision to IEP/504 plan • Behavior plan • Conflict mediation • Social skills support • Mentoring/Advising program • Support for threatened individuals • Alternatives to suspension	• Warning targeted individuals • Notifying parents of targeted individuals • Increased monitoring or supervision • No-contact agreement • Transportation change • Suspension in or outside of school • Alerting school staff • Alerting law enforcement • Searching for weapons • Schedule change • Evaluation for psychiatric hospitalization • Expulsion or school transfer	• Review of law enforcement records • Court-ordered searches • Court-ordered protective order • Court-ordered restraining order • Arrest and/or detention • Law enforcement investigation • Law enforcement monitoring • Diversion program • Court-ordered removal of firearms • Charges filed • Consultation with school staff on safety measures

Common Features of Existing Threat Assessment Programs

Threat assessment models typically include procedures for investigating a threat, determining the seriousness or risk level of a threat, and then acting in response to the threat.[45,78-80] Some threat assessment publications more narrowly describe a particular instrument that can be used to classify the risk level of a threat.[81] Finally, an increasing number of states are publishing guidelines or protocols specifically for their schools, often drawing upon other models.[46,82-84]

Resource

To see how threat assessment operates with other programs and interventions as part of a comprehensive school safety program, visit the Integrating Threat Assessment with Selected Programs and Interventions tool.

The United States Secret Service and the FBI reports on threat assessment serve as a framework for many models that have similar principles and recommendations. Our review of the threat assessment literature reveals some common features of threat assessment programs. Threat assessment functions best when it operates in a positive school climate that addresses common problems such as bullying and harassment and when students perceive that the adults in their school are trustworthy, fair, and supportive. Threat assessment publications consistently note the need for a school climate that encourages and facilitates threat reporting.

Threat assessment models also consistently emphasize the importance of gathering information from multiple sources to make well-informed, fact-based decisions. There should be fair and impartial investigations of threat reports with minimal speculation and inference. Threat assessment models often encourage reliance on observable behaviors that indicate planning or preparation to commit an attack rather than efforts to infer dangerousness from indirect indicators such as personality traits and personal interests. Finally, threat assessment is generally regarded as a multi-disciplinary team effort that will draw upon the multiple perspectives and capabilities of individuals in different occupational fields. Decisions should come from the group's review and analysis of all the available information rather than rest on the shoulders of a single individual.

Features

Comprehensiveness

There is wide variation in the comprehensiveness and specificity of threat assessment models. For example, one study by Pennsylvania State University researchers examined the content of 12 school threat assessment publications.[85] They identified components of each model, such as whether there was a definition of threat assessment, a description of the roles of team members, procedures for conducting a threat assessment, and interventions or responses to the threat. The number of components in a model ranged from 8 to 86, with a mean of 39 components. School authorities may need to determine procedures and practices that are not specified in a particular model.

Research Support

A basic question for educators to ask is "What happens after the model is implemented in our schools?" Most threat assessment models are based at least in part on the case study research by the U.S. Secret Service.[8,10,43] Case studies of school shootings shed light on the characteristics of students who committed school attacks and suggest what might have stopped them. Case studies of averted school shootings tell us what stopped a shooting from occurring.[20] These are valuable studies that contribute to the development of threat assessment procedures and strategies.

However, case studies are a form of research that does not replace the need for direct study of a threat assessment model or process. Despite the widespread use of threat assessment and the proliferation of threat assessment models, few empirical studies test the effectiveness or outcomes of a particular threat assessment model. One exception is the body of research conducted with the Comprehensive School Threat Assessment Guidelines (CSTAG), which was developed at the University of Virginia. The CSTAG literature includes two field tests and six controlled studies.[25,27-31,86,87] In addition, there are studies of the training process and the reliability and validity of team decisions.[34,86,88] Another exception is the German NETWASS model, which has studies of training and implementation.[79,89] There is a clear need for more empirical studies of different school threat assessment models and practices. For more information, see the summary of studies in Appendix 2 in the full toolkit PDF.

Challenge

Although complete objectivity in the social sciences is not possible, threat assessment should be as objective as possible. The focus on observable behaviors and a multi-disciplinary team help provide a balanced approach. Evaluation of threat assessment outcomes can also help teams understand and correct any bias in implementation.

Selected Threat Assessment Programs*

This toolkit identifies example resources and programs for schools to consider. It does not endorse any particular model of threat assessment. Other resources not found on this list may also be useful.

Comprehensive School Threat Assessment Guidelines (CSTAG): This model was developed in 2001 by a research team at the University of Virginia with the goal of integrating recommendations from FBI and Secret Service studies of school shootings with practical advice obtained from educators working in Virginia public schools.[45] The original manual, including a five-step decision tree and standard forms, was published in 2006, with updated guidelines released in 2018.[45] This model is designed to help school-based multi-disciplinary teams gather information to determine whether a student's threat can be readily resolved as a transient threat that is not serious or will require more extensive assessment and intervention as a serious, substantive threat. Teams take a problem-solving approach to help students resolve the problem or conflict underlying the threat rather than a punitive, zero-tolerance approach. There is a body of peer-reviewed research supporting training, implementation, and outcomes for this model.

* Dr. Cornell discloses that he is the primary developer of the Comprehensive School Threat Assessment Guidelines.

FBI: In 2000, the FBI published a seminal report on school shootings, *The school shooter: A threat assessment perspective,* which recommended a threat assessment approach rather than a profiling approach.[8] In this publication, the FBI proposed a four-pronged approach to assessment, which involves gathering information about the individual student as well as family, school, and social influences. In 2017, the FBI published a practical guide for threat assessment and management, *Making prevention a reality: Identifying, assessing and managing the threat of targeted attacks.*[43]

National Threat Assessment Center (NTAC): The United States Secret Service has a National Threat Assessment Center that has published a series of reports on school shootings and threat assessment. This guide to creating a model, sometimes referred to as the federal model or Secret Service model, was described in *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence*, released in 2018. The NTAC identified eight key steps in establishing school-based threat assessment, summarized in Section 1 of this toolkit. They further recommended organizing information gathering around 13 key themes. The National Threat Assessment Center has also released an updated study of school shootings and a report on averted shootings.[36,37]

NETWorks Against School Shootings (NETWASS): Developed between 2009 and 2013 by a research team at Freie Universität Berlin (Germany), this model emphasizes early intervention with students experiencing a psychosocial crisis. Threats and leaking behavior are seen as indicators the student might be on a pathway to violence. The foundation of the program is the creation of a school-based organizational structure for crisis intervention by educating staff to (1) recognize a student in crisis, (2) assess accompanying warning behaviors, and (3) implement appropriate supportive measures. Although not well-known in the U.S., this model has research support and offers a different perspective on threat assessment with its emphasis on training all school staff in identifying and helping students in a psychosocial crisis.[11,12]

Salem-Keizer Cascade Model (SK Cascade Model): In 2000, John Van Dreal, working in the Salem-Keizer (WA) School District, led the development of a threat assessment protocol in coordination with local law enforcement and mental health agencies. The Salem-Keizer Cascade model consists of standardized assessment protocols and safety planning procedures to provide an immediate and systematic response to a student posing a threat to others. The process is overseen and administered by a collaborative team of schools, law enforcement, mental health providers, the judiciary, and juvenile corrections. The goals of the program include (1) identifying and assessing threats to determine the level of concern and action needed, (2) coordinating resources to produce an effective response to the threat, and (3) maintaining a sense of psychological safety among all school

members, thus creating a supportive learning environment.[80] Two threat assessment teams are used; one is in the individual school (Level 1) and the other is based in the community (Level 2). If a Level 2 assessment is requested, it is conducted primarily at the school site by an investigative team with members from the school staff and the larger community as appropriate.

Violence Threat Risk Assessment (VTRA): J. Kevin Cameron established the North American Center for Threat Assessment and Trauma Response (NACTATR) in Canada in 1999 and began the development of the Violence Threat Risk Assessment (VTRA). This model focuses on the interdependence of micro and macro environments. At stage one of this model, the team conducts a micro-assessment to determine whether the threatening individual poses a risk to carry out the threat, followed by a macro-assessment concerned with historical and foundational risk enhancers such as the level of anxiety or tension in the social environment. Assessment proceeds through three stages:

1. Data collection and immediate risk-reducing interventions by a site-specific VTRA team and the local police.
2. Specialized risk evaluation completed by VTRA team members or partners to assess overall functioning of the threatener and to identify interventions to stabilize and maintain the student's cognitive, emotional, and behavioral well-being.
3. Comprehensive intervention, review, and follow-up during which a long-term multi-disciplinary intervention plan is developed, monitored, and revised as needed.



Table 3: Quick Guide to Primary Resources for Selected Threat Assessment Models

Model	Related Publications
CSTAG	Cornell, D.G. (2018). *Comprehensive school threat assessment guidelines: Intervention and support to prevent violence.* Charlottesville, VA: School Threat Assessment Consultants LLC
FBI	O'Toole, M.E. (2000). *The school shooter: A threat assessment perspective.* Quantico, VA: National Center for the Analysis of Violent Crime, Federal Bureau of Investigation
NTAC	National Threat Assessment Center (2018). *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted violence.* U.S. Secret Service, Department of Homeland Security
NETWASS	Leuschner, V., Bondu, R., Schroer-Hippel, M., Panno, J., Neumetzler, K., Fisch, S., School, J., & Scheithauer, H. (2011). Prevention of homicidal violence in schools in Germany: The Berlin leaking Project and the Networks Against School Shootings Project (NETWASS). *New Directions for Youth Development, 2011 (129)*
STAS	Van Dreal, J. (Ed.) (2016). *Assessing student threats: Implementing the Salem-Keizer-System,* (2nd ed.). Rowman and Littlefield Publishers
VTRA	Cameron, K. (2018). *Violent threat risk assessment (VTRA) protocol: A community based approach* (10th ed.). North American Center for Threat Assessment and Trauma Response

State Guidance on Threat Assessment

Several states have legislation related to threat assessment, and many have published threat assessment guidelines or protocols specifically for their schools, often drawing upon NTAC guidance. Others require that their school staff members be trained in a particular model. Table 4 features a list of states with information about their threat assessment resources and/or guidelines.

Disclaimer: The list in Table 4 is intended as a starting point for readers to learn about threat assessment in different states and is not intended as an endorsement of a particular model. Additionally, this list may not be up to date since state practices and policies may change.

Resource

Remember that your state may have specific guidance on threat assessment. See Appendix 4 in the full toolkit PDF for recent state guidance.

Table 4: List of Threat Assessment Resources by State

State	Threat Assessment Efforts	Contact Agency or Organization
Alabama	Use of a threat assessment approach is recommended	Office of the Governor
Alaska	No threat assessment information found	Alaska Department of Education and Early Development
Arizona	Links to threat assessment trainings, forms, and online education program	Arizona Department of Education
Arkansas	Links to threat assessment trainings	Arkansas Center for School Safety
California	Threat assessment mentioned as part of comprehensive planning	California Department of Education
Colorado	Colorado Threat Assessment and Management Protocol	Colorado School Safety Resource Center (CTAMP)
Connecticut	Links to threat assessment resources	Connecticut Department of School Safety and Security
Delaware	Links to threat assessment resources	Delaware Department of Education
Florida	Links to standardized, statewide threat assessment protocol	Florida Department of Education- Office of Safe Schools
Georgia	Link to resource about targeted school violence	Georgia Department of Education
Hawaii	No threat assessment information found	Hawaii State Department of Education
Idaho	Provides 8-hour training based on current research in the field as well as links to resources	Idaho Office of School Safety and Field Security
Illinois	Links to threat assessment resources	Illinois School and Campus Safety Resource Center
Iowa	Provides threat assessment training for staff	Iowa Department of Education
Kansas	General school safety site with links to external threat assessment resources	Kansas Safe and Secure Schools Unit
Kentucky	Each school must have a threat assessment team	Kentucky Center for Safe Schools

State	Threat Assessment Efforts	Contact Agency or Organization
Louisiana	Links to threat assessment resources	Louisiana Center for Safe Schools
Maine	Link to threat assessment resources and videos	Maine School Safety Center
Maryland	Mandated model policy for the establishment of threat assessment teams in each school district	Maryland Center for School Safety
Massachusetts	Section on threat assessment; report on school safety	Massachusetts Department of Elementary and Secondary Education
Michigan	No threat assessment information found	Michigan Department of Education
Minnesota	Trainings are available through the Minnesota School Safety Center.	Minnesota School Safety Center
Mississippi	Link to threat assessment resources on school safety page	Mississippi Department of Education- Division of School Safety
Missouri	Provides behavioral risk assessment training and links to threat assessment resources	Missouri School Boards' Association Center for Education Safety
Montana	School safety and emergency preparedness plans including references to threat assessment	Montana Office of Public Instruction
Nebraska	Provides threat assessment training for schools	Nebraska School Safety- Nebraska DOE
Nevada	Threat assessment resources	Nevada Department of Education- School Safety
New Hampshire	School Safety Preparedness Task Force Report, which recommends use of a threat assessment task force	New Hampshire Department of Education
New Jersey	Threat assessment training available	New Jersey Department of Education- Office of School Preparedness and Emergency Planning
New Mexico	Safe school plan guidance with link to threat assessment resource	New Mexico Public Education Department- Safe Schools
New York	Links to threat assessment resources	The New York State Center for School Safety
North Carolina	Schools are mandated to establish threat assessment teams; addressed in school safety resource guide	North Carolina Center for Safer Schools

State	Threat Assessment Efforts	Contact Agency or Organization
North Dakota	General school safety guidance, no specific mention of threat assessment	North Dakota Department of Public Instruction- School Safety and Security
Ohio	Ohio School Threat Assessment Training provides free threat assessment training for all public schools	Ohio Office of the Attorney General
Oklahoma	Oklahoma Behavioral Threat Assessment with link to online training modules	Oklahoma State Department of Education-School Safety and Security
Oregon	Schools are required to have multi-disciplinary student safety assessment systems to assess students who threaten violence	Oregon School Safety and Prevention System
Pennsylvania	Threat assessment is mandated	Pennsylvania Commission on Crime and Delinquency
Rhode Island	Threat assessment guidance trainings mentioned on Department of Education website	Rhode Island Department of Education
South Carolina	School-based Behavioral Threat Assessment and Management: Best Practices Guide for South Carolina K-12 schools	South Carolina Department of Education
South Dakota	Threat assessment training available	South Dakota Department of Education
Tennessee	Guidance on the SAVE Act, including links to threat assessment resources	Tennessee Department of Education
Texas	School threat assessment teams are mandated; Model Policies and Procedures to Establish and Train on Threat Assessment	Texas School Safety Center
Utah	School Safety Center promotes the use of threat assessment	Utah State Board of Education School
Vermont	Threat assessment training available as well as link to threat assessment resources, including publications and videos	Vermont School Safety Center
Virginia	School threat assessment teams are mandated; Threat Assessment and Management in Virginia Public Schools: Model Policies, Procedures, and Guidelines	Virginia Department of Criminal Justice Services
Washington	School threat assessment programs are mandated; web page gives links to district policies, procedures, and area threat assessment coordinators	Washington State Office of Superintendent of Public Instruction
West Virginia	Sample protocols for threat assessments	West Virginia Department of Education

Wisconsin	School threat assessment teams are recommended with guidance in the Wisconsin School Threat Assessment Protocol	Wisconsin Department of Justice
Wyoming	General health and safety web page	Wyoming Department of Education
Washington, DC	School Emergency Response Plan and Management Guide with section on threat assessment	District of Columbia Public Schools- Student Safety

Student Rights

This section describes how threat assessments can be conducted in a manner that protects student rights. Although a legal analysis of all relevant rights is beyond the scope of this toolkit, some key topics are reviewed, including the right to due process, compliance with the Family Educational Rights and Privacy Act (FERPA), the First Amendment right to free speech, and the rights of students with disabilities to a free appropriate public education (FAPE). The interpretations of federal and state law presented here are consistent with the documents cited in this section; however, laws and regulations are complex, subject to change, and might be applied differently across jurisdictions. School authorities are advised to rely on their legal counsel when implementing threat assessment.

Due Process

The 14th Amendment of the U.S. Constitution states in section 1: "No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." The due process clause in this amendment is the basis for many court rulings that limit government authority. Most relevant to schools is that they must follow due process in educational practices such as disciplining students. The U.S. Constitution does not guarantee public education for all students, but individual states typically provide some right to public education for their youth, and since education is considered a valuable property, the due process requirement is applicable.[90] School law around due process is complex, but some general points can be noted.[91]

In the area of school discipline, a suspension or removal from school of 10 days or more is generally considered so substantial as to require due process.[91] This requirement is widely recognized for special education, where there are specific due process requirements, but due process might also be applied to students not receiving special education services. One implication is that a student is entitled to a fair hearing in which they can present their side of the case, either to deny or lessen what they have been accused of doing. The extent and formality of the hearing depends on the circumstances and the seriousness of the disciplinary consequences. However, schools are allowed to suspend a student immediately when necessary to protect others and preserve order in the school.[91] In these cases, it is sufficient that the principal has reviewed the

Action Step

Threat assessment teams should ensure they are giving students due process. Teams should make every effort to interview students who have been reported as making a threat to allow them to explain themselves. Teams should also use standardized procedures to ensure fairness and impartiality.

infraction with the student and given the student an opportunity to present their version of the facts.

Although the court cases on due process have not specifically addressed threat assessment, and threat assessment is not a disciplinary process, it seems wise and reasonable for threat assessment teams to interview a student reported to have made a threat and to give that student an opportunity to explain themselves. However, there may be cases when it is not possible to interview the student (e.g., the student is not available or cannot be located), and this should not stop the team from gathering information from other sources and taking any actions that seem appropriate to maintain immediate safety.

Due process requires that school discipline be fair and impartial, so it seems reasonable to expect that threat assessment procedures would also be fair and impartial.[91] Schools can demonstrate fairness and impartiality by using standardized procedures consistently for each student and by doing a diligent job of gathering information and making decisions based on facts. Schools can also conduct reviews of their threat assessment programs to make sure that student outcomes are equitable across demographic groups defined by race, ethnicity, disability status, and other characteristics. Suggestions for evaluating threat assessment programs are found in Section 3.

Student Records

Schools using threat assessment should maintain high-quality records in order to document and ensure the protection of student privacy and due process rights. An FBI report on the general practice of threat assessment emphasizes the need for teams to establish consistent documentation practices and procedures. Standardized practices are helpful for two basic reasons.[43] One is that standardized practices can help improve the quality of threat assessments so that the team looks carefully at the facts of each case and does not overlook any steps in their process of assessment and intervention. Second, standardized practices can help assure fairness and equity in conducting threat assessments so that all students receive the same review and treatment.

Any use of forms or templates should be standardized across cases. Case files should be kept confidential and stored securely, with access limited to those with a legitimate need for the information. It is good practice to include who is entitled to view and share assessment records. A formal report might acknowledge that decisions were made based on information known to the team at the time of the assessment and that any change in circumstances or additional information could change team recommendations.



Challenge

Good records are necessary to protect student privacy rights. There are important concerns about the protection of student records and adherence to FERPA. Threat assessment policies should include information on who is able to view and share threat assessment records.

Action Step

Documentation of each threat assessment case should include:

- What, when, where, how, and from whom information was gathered
- A complete report of the threat, including date, time, target, and witnesses
- Preservation of evidence (e.g., copies of emails, screenshots of texts)
- Decisions made by team, including reference to the supporting data
- Interventions taken (such as safety measures, support services, and recommendations to parents)
- Time frame and specific plans for re-evaluation

Documentation of threat assessment team activities serves multiple purposes, including:

- Aiding in the identification of trends and patterns
- Maintaining the quality and consistency of threat assessment practices
- Providing evidence of the scope of the assessment
- Providing evidence that established procedures and privacy protections were followed for each case
- Guiding future training and practice needs
- Guiding long-term management of cases
- Improving continuity of interventions with students who may present more than once
- Protecting against liability

Temporary removal from school may be an appropriate protective action. This is not a zero-tolerance practice; decisions about school removal should be based on the seriousness of the situation and the need to maintain safety. Ideally, a safety plan would allow the student to return to school soon or continue in an alternative setting. However, it should be noted that removal from school may not be an adequate safety measure if there is no appropriate supervision and removal of lethal means. Thus, it may be best for the student to remain in a closely supervised setting (at school or elsewhere) or in the custody of parents who are willing and able to provide supervision appropriate to the situation.

In addition to protective actions, there may be a need to address general concerns among students, parents, or staff about a threat incident. Threat assessment teams must consider the impact of the case on the school community.

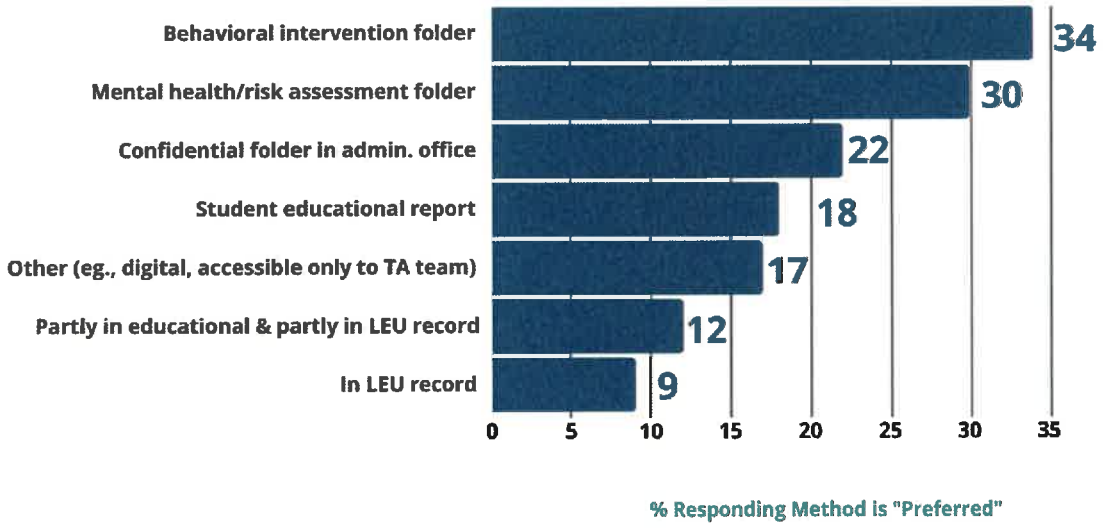
Challenge

Liability is an important consideration that can have a huge impact on practitioner decisions. The concept of liability is a legal means of encouraging best practices, which is the best way to protect student rights. Liability is minimized when a team follows recognized practice standards and makes reasonable decisions consistent with those standards. It is essential that teams keep records that are sufficient to document the assessment they conducted, what they concluded, and what actions they took in response.

There is no single established practice for maintaining threat assessment records. Schools have multiple options but must always comply with federal and state restrictions. If threat assessment records are placed in the student's educational record, they are subject to FERPA restrictions. However, FERPA allows schools to store threat assessment records outside of the educational record as law enforcement unit records, which are not subject to FERPA restrictions. When the national cadre of experts was polled about record-keeping (see Appendix 3 for full survey results), the most preferred practice was a behavioral intervention folder separate from the student's educational record (34%) or a confidential mental health/risk assessment folder (30%). Not recommended by most experts was to keep the threat assessment record in a school professional's individual records (85% not recommended), exclusively in a law enforcement unit record (82% not recommended), or exclusively in a student educational record (70% not recommended). There is an ongoing need to establish best practices for record-keeping and information sharing.

Ideally, the record system can be used to generate a database of threat assessment cases and outcomes. Such a system can be used to evaluate threat assessment trends, program fidelity, and equity of outcomes across student groups for each school and district.

Figure 8: How Should TA Records Be Maintained?



Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy rights of students and their parents by regulating access to the student's education records. FERPA applies to all educational institutions (primarily public schools) that receive federal funding from the Department of Education. The statute is found under 20 USC § 1232(g) and the supporting regulations are found under 34 C.F.R. Part 99. FERPA gives parents the right to review their child's education records, request changes to those records, and control what information in the records can be disclosed to others outside of school authorities. FERPA also transfers parent control of the records to the student when the student turns 18 or enters college.

The student's education record is broadly defined to include written records of the student's academic performance, disciplinary actions, health conditions, and parent information. Personally Identifiable Information (PII) refers to any information that reasonably identifies the student, such as name,

address, date of birth, and social security number. In most circumstances, school authorities must have parental consent to disclose any information about a student that includes PII. However, with parental consent, school authorities can disclose any information in the student's record.

Threat assessment teams must operate within FERPA's legal framework (as well as any state privacy laws). There are three ways that FERPA is relevant to the threat assessment process:

1. Access to Education Records

Members of the threat assessment team generally have access to a student's education records as part of their assessment process. They will want to review a student's academic history, discipline record, and information about mental health conditions and disability-related needs. If threat assessment team members are also part of the school's staff, then they are already authorized to have access to student education records. However, some threat assessment teams include law enforcement officers or community-based mental health service providers who are not school employees.

In these situations, there should be a memorandum of understanding (MOU) that places clear limits on their access to education records. Information from student records should be relevant to the threat assessment process, and it must be used only for threat assessment purposes (including interventions or services that are indicated by the threat assessment). For example, a school resource officer serving on a threat assessment team cannot use information from student education records for purposes beyond the scope of the threat assessment.

2. Creation of Education Records

A school may choose to place information gained from a threat assessment in the student's education record. This information might include threat assessment forms, reports, interviews, or other documents created or obtained in the course of a threat assessment. Once the information is in the student's education record, it becomes subject to FERPA protections. School staff members can maintain personal notes of their observations or their work that are not part of the education record if the notes are used solely by the staff member and not shared with others. For example, a school counselor might have session notes from a counseling session or interview with a student that are maintained in the counselor's files; if these notes are used only by the counselor and not shared with others, they are not considered part of the student's education record. These notes are still subject to the counselor's professional standards or any school district policy or regulations apart from FERPA.

FERPA allows schools to maintain threat assessment information outside of the student's education record in a separate record maintained by a "law enforcement unit". The term "law enforcement unit" could refer to records held by a school resource officer but could also include any individual in the school designated to maintain records related to physical safety or security. These records are maintained by the school and should not be confused with records maintained by a law enforcement agency outside of a school. There are advantages and disadvantages of using a law enforcement unit to maintain threat assessment records. The advantage of a law enforcement unit record is that this information can be freely shared and is not restricted by FERPA, but the corresponding disadvantage is that student privacy of this information is not protected by FERPA.

3. Sharing Information from Education Records

Sharing educational records should always be done to protect the health and safety of others. Threat assessment teams often want to share information with persons who have an interest in the threatening situation, such as the identified target(s) of the threat. If the target is a juvenile, the team would want to share information with the parents as well. FERPA regulations provide some guidance on information sharing:

School authorities can disclose any information in the student's record if they have parental consent (or consent of the student if the student is 18 or older). Threat assessment teams should strive to develop a collaborative relationship with parents and seek their agreement to share information for specific purposes (e.g., facilitating community-based mental health services for their child or reassuring the parents of a targeted student that an incident has been resolved). However, FERPA allows school authorities to reveal personally identifying information, such as a student's name, without parental consent if there is a health or safety emergency.

It is important to recognize that a student's education record does not include all information about a student known to the school. There are sources of information that are not considered part of the student's education record. Notably, the personal observations of school staff (e.g., information a teacher or counselor gains in talking to a student or observing a student) is not part of the education record. However, if personal observations are included in the student's education record, they are protected by FERPA. A common example might be a teacher who observes an argument between two students. The teacher might contact the parents of the two students to share information about the argument and discuss appropriate responses. These conversations could take place without revealing information from either student's education records.

Some school threat assessment teams might include members who are not employees of their school district, such as law enforcement officers and community-based mental health professionals. Information from educational records that is relevant to the threat assessment team can be shared with these team members when it is clear that it serves a legitimate educational interest, such as maintaining safety and order in the school.[50] When outside members serve on teams, it is advisable for threat assessment team members to sign an agreement that such information can only be used for threat assessment purposes and cannot be redisclosed outside of the team.[50,92]

Resource

For additional FERPA resources, refer to the U.S. Department of Education's Balancing Student Privacy and School Safety: A Guide to the Family Education Rights and Privacy Act for Elementary and Secondary Schools.

Also see: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) and A Quick Guide to Information Sharing During Threat Reporting & Assessment.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

HIPAA is a federal law designed to protect sensitive patient health information from being disclosed without patient consent or knowledge. HIPAA restricts protected health information (i.e., demographic information created by a healthcare provider relating to the past, present, or future physical or mental health or condition of an individual) from being shared without individual authorization except in the case of a permitted disclosure. Healthcare providers include those "who electronically transmit health information in connection with certain transactions. These transactions include claims, benefit eligibility inquiries, referral authorization requests, and other transactions for which HHS has established standards under the HIPAA Transactions Rule."

Threat assessment teams must operate within HIPAA's legal framework when they are seeking healthcare records; however, HIPAA permits disclosures by healthcare providers who submit electronic records under HIPAA's privacy rule in the case of a serious threat to health or safety. Covered entities may disclose protected health information that they believe is necessary to prevent or lessen a serious and imminent threat to a person or the public when such disclosure is made to someone they believe can prevent or lessen the threat (including the target of the threat) would most likely include a serious threat to health and safety.[93]

School authorities are advised to consult their legal counsel and review the federal government's "Joint Guidance on the Application of FERPA and HIPAA to Student Health Records." In general, HIPAA does not apply to schools because schools are not HIPAA covered entities.[94] If schools collect student health information that is contained in student education records, that information is covered by FERPA and is exempt from HIPAA. Even if the school employs a third-party healthcare provider to work with students, the resulting records qualify as education records subject to FERPA rather than HIPAA. One exception might be if a school has an on-site health clinic that maintains separate records that are not placed in the student's education record.

Resource

To learn more about HIPPA, visit the CDC's HIPPA resource page.

Resource

For a comparison of state laws, see the "Mental Health Professionals' Duty to Warn" brief by the National Conference of State Legislatures.

Duty to Warn

In many states, mental health service providers have a legal duty to protect third parties from violence if the provider has knowledge that they have been threatened. The extent of this duty and the circumstances under which it applies vary according to state laws. School districts must examine their state laws and regulations for guidance.

The duty to warn statutes generally do not apply to teachers or administrators but might apply to school counselors, nurses, psychologists, or social workers depending on the state. Even if there is no state law determining whether school authorities must warn a potential victim, there is always the possibility of a civil lawsuit by an injured party. In these circumstances, the judge or jury would decide what the school threat assessment team should have done and whether they are liable for any injury to the victim.

The concept of a duty to warn is based on the widely cited Tarasoff case, which involved a college student who was threatened and later murdered by a disappointed suitor. This case established the idea that mental health professionals have a duty to warn potential victims who have been threatened by their client, or in some circumstances, a broader duty to take reasonable steps to protect the potential victim from harm. Examples of actions taken to protect someone could include notifying law enforcement, seeking civil commitment or involuntary hospitalization, or providing mental health services or other interventions intended to defuse the threat and reduce the risk of violence.

Research Findings

An important case addressing mental health and the law, Tarasoff v. Regents of the University of California, 1974 and 1976, reflects the general principle that confidentiality is secondary to safety.

A University of California student who was infatuated with Tatiana Tarasoff told his therapist that he wanted to kill her for spurning his advances. The therapist told the campus police but did not warn Tarasoff. After the student killed Tarasoff, her family sued the University, the police department, and the therapist. The therapist was found liable for failing to warn Tarasoff. The California Supreme Court first asserted that the therapist had a "duty to warn" potential threat victims and later articulated a "duty to protect" that included other actions that a mental health professional might take beyond a warning to protect a potential victim of client violence. Over the years, cases in other states have addressed different circumstances in which a Tarasoff duty would or would not apply.[95] Threat assessment team members should be aware of the Tarasoff duties to warn and protect in their state.

For more information on Tarasoff duties, refer to The Tarasoff Rule: The Implications of Interstate Variation and Gaps in Professional Training.[96]

Reservations about Warning a Threatened Party

Sometimes school authorities are concerned about revealing the identity of a student who has made a threat. These concerns might be based on the belief that the student's identity is protected by FERPA or the fear that such a disclosure would lead to a negative reaction by the threatened individual or the individual's parents. Each of these concerns must be weighed against the greater need to protect a potential victim.

If there is an immediate risk to the health or safety of any student, defined as a reasonable belief that an "articulable and significant threat" to a student(s) health or safety exists, FERPA allows the threat assessment team to disclose the student's identity without parent consent. The law restricts this disclosure only to individuals who need the information to protect involved students.[97] Schools should document the need for this disclosure and to whom the information was given. Such information can be shared with law enforcement and emergency professionals when there are genuine health or safety concerns for the student or others. Once the threat is resolved and there is no longer an immediate safety risk, the team must follow regular FERPA guidance regarding release of any further information.

Sometimes, school authorities are concerned that revealing the name of a student could disturb the warned individual or parents and perhaps instigate a retaliative act of aggression. In these cases, the team should consider the negative consequences of not warning the individual or parents. The most obvious negative consequence is that the unwarned individual will be at increased risk of harm, but another is that the individual or parents could become aware of the threat from other sources and carry out the anticipated act of aggression anyway.

By not warning the threatened party, the team loses the opportunity to communicate with them and attempt to prevent the retaliative act. The failure to warn could also arouse anger toward school authorities and jeopardize their ability to work collaboratively to resolve the threat.

In the case of threats that are judged not to be serious, threat assessment teams may want to notify the threatened individual and parents even though a warning is not needed for safety reasons, and is not legally required. A threat notification can be distinguished from a threat warning. A notification involves informing the individual about a threat incident to clarify what has occurred. The purpose of a notification is to defuse potential rumors or exaggerated reports that could inflame the situation and maintain credibility and alliance with the threatened individual and parents.

Action Step

School district personnel and educators should refer to their school attorneys for additional legal guidance.

Action Step

Part of the function of the threat assessment team is to manage the impact of the threat on individuals who have been threatened, as well as the general school community, to mitigate the impact of a threat on the well-being and security of others. Threat assessment teams should routinely assess the impact of a warning on threatened individuals and their parents, and provide support and reassurance to lessen fear, anger, or other negative responses.

Free Speech

The First Amendment of the U.S. Constitution states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." The Supreme Court affirmed in Tinker v Des Moines (1969) that students have free speech rights with the ruling that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, the right to free speech is not completely uncontrolled, as students sometimes think. Schools can regulate the speech of their students under certain conditions which are spelled out in various court rulings.[91] School districts will want to consult their legal counsel for specific court rulings as well as state laws that apply to them. The most important principle, however, is that schools must determine whether a statement or expression (such as clothing, artwork, or music) is disruptive to learning or the learning environment. In a recent decision, the Supreme Court ruled that schools cannot discipline students for off-campus speech unless it "materially disrupts classwork or involved substantial disorder or invasion of the rights of others."[98]

An important distinction is that public schools represent the government and must regulate speech within the limits of the First Amendment, while private schools do not have the same Constitutional limits on their ability to restrict student speech.

Threats represent a complicated form of speech that is not protected by the First Amendment if they are considered "true threats." A true threat is "a statement which, in the entire context and under all the circumstances, a reasonable person would foresee would be interpreted by those to whom the statement is communicated as a serious expression of intent to inflict bodily harm upon that person." (290 F.3d at 1077). Furthermore, "It is not necessary that the defendant intend to, or be able to carry out his threat; the only intent requirement for a true threat is that the defendant intentionally or

knowingly communicate the threat." (290 F.3d at 1075). A threat which is merely exaggeration used to attract attention is not considered a true threat. From a threat assessment perspective, a threat that is obviously a joke would not be a true threat, although it might be subject to disciplinary action if it was disruptive to the school environment or was hurtful to the recipient (e.g., verbal bullying or harassment).

Challenge

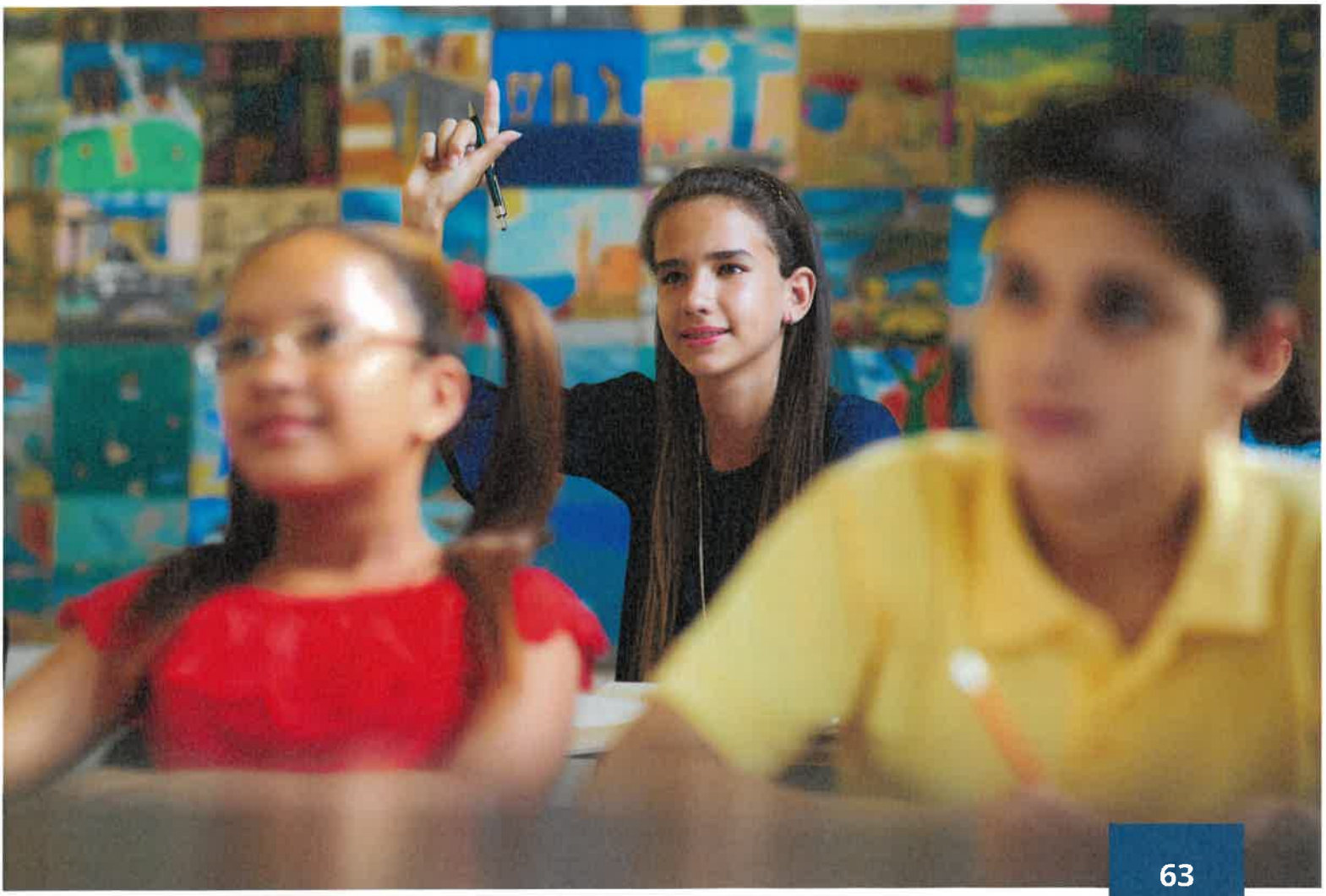
There are some categories of speech that are not protected by the First Amendment. School authorities should be aware that these categories exist and could be a basis for action. Speech that is not protected, or is less strongly protected, by the First Amendment include obscenity, child pornography, fraud, speech that violates intellectual property laws, and speech that is integral to illegal conduct, or incites imminent unlawful action.

Resource

For more information on threat assessment and FERPA, see the FAQs about Threat Assessment and FERPA tool.

Resources: Free Speech

- What Does Free Speech Mean?
- The First Amendment in Schools
- Speech on Campus
- Threats of Violence Against Individuals



Students with Disabilities

Free and Appropriate Public Education (FAPE)

Students with disabilities are entitled to a Free and Appropriate Public Education (FAPE) comparable to the education of students without disabilities. There are complex legal and procedural protections of these students under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Titles II and III of the Americans with Disabilities Act (ADA). Some key elements of these laws and regulations will be reviewed here. Districts are encouraged to rely on their legal counsel for interpretation of relevant federal and state laws and regulations that apply to their students. In every case, school authorities will have to consider the unique facts specific to the student and the circumstances of the threat.

Under IDEA, schools must provide FAPE to all students between ages 3 and 21 who need special education services due to a disability. The existence of a disability and the determination of services are documented in an Individualized Education Program (IEP). The IEP must be carefully considered when evaluating a student who has been referred for a threat assessment. The first priority for the school is to assess risk and take any immediate safety precautions, but it is also important to consider the possible role of the student's disability. The student's special education status and related history of services can be relevant to understanding the threat situation and planning a response to reduce risk. NASP (2020) recommends that an expert in special education, such as a school psychologist, serve on the threat assessment team. Although threat assessment teams cannot modify a student's IEP, it is appropriate for the threat assessment team to provide information to the special education staff who are working with the student. In some cases, a revision of the student's IEP might be warranted.

Titles II and III of the ADA

Titles II and III of the ADA present a legal definition of a threat assessment that is applied when a district wants to remove a student with a disability from school because of safety concerns. "In determining whether an individual poses a direct threat to the health or safety of others, a public entity must make an individualized assessment, based on objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk" (CFR § 35.139b).

In conducting a threat assessment of a student with a disability, threat assessment teams will want to document that their assessment was consistent with this regulation, showing that it was based on objective evidence (such as observations of student behaviors and statements) and that it ascertained with reasonable accuracy the nature, duration, and severity of the risk. The team will want to consider whether any interventions or services might reduce the risk as an alternative to removing the student from school. The documentation of the threat assessment should include relevant information about the student's disability and the basis for determining that the student posed a serious risk of harming someone, justifying any proposed interventions such as a change in school placement.

Challenge: Context Matters

Threat assessment teams should be mindful to conduct threat assessments appropriately to ensure that the rights of students with disabilities are protected. Conducting a proper threat assessment is the best way to protect both student rights and potential victims.

Manifestation Determinations

If the response to a threat by students receiving special education services involves a change in school placement, the school will need to conduct a manifestation determination review (MDR; 34 CFR § 300.530 (e)). The threshold for a change in school placement is reached when a student has been suspended for more than ten days. If a student has been suspended for fewer than ten days, but the total for the school year is going to exceed ten days, then an MDR is needed. An MDR is a process of reviewing all relevant information regarding the relationship between a student's disability and the behavior prompting disciplinary action. The MDR is conducted by the student's IEP team, including the parent. There are two questions considered by the MDR:

1. Was the behavior caused by, or directly and substantially related to, the student's disability?
2. Was the behavior a direct result of the school's failure to implement the IEP?

If the answer to either question is "yes", the behavior is regarded as a manifestation of the student's disability, and the school is not permitted to make the change in placement without parental permission. Moreover, the school must take immediate steps to amend the IEP and provide appropriate services for the student. If the answer to both questions is "no", the school is permitted to make the change in placement without parental permission. In cases where there is no change in placement, the school is not obligated to conduct an MDR, but it is good practice to review the student's IEP, and when appropriate, the threat assessment team might make recommendations for the IEP team to consider. It is noteworthy that threat assessments typically do not lead to suspension out of school.[36,38,49]

Interim Alternative Placements

Safety is the top priority when it comes to student threats of violence. Under special circumstances, federal law allows schools to place a student with a disability in an interim alternative educational setting (IAES) for up to 45 school days even if the student's behavior was judged to be a manifestation of the student's disability (34 CFR § 300.530 (g)). According to IDEA, a student can be placed in an IAES if one of the following special circumstances applies:

1. The student carried a dangerous weapon to school or possessed a weapon at school (including school premises or at a school function). A dangerous weapon is defined in the U.S. criminal code as one that is readily capable of causing death or serious bodily injury, excluding a pocketknife with a blade of less than 2.5 inches.
2. The student knowingly possessed or used illegal drugs, or sold or solicited sale of a controlled substance, while at school, on school premises, or at a school function.
3. The student inflicted serious bodily injury on another person while at school, on school premises, or at a school function. Serious bodily injury is defined in the U.S. criminal code as involving in a substantial risk of death, extreme physical pain, extended or obvious disfigurement, or extended loss or impairment of the function of a bodily member, organ, or mental faculty.

In practice, there are few occasions to pursue an IAES. A student who qualifies for an IAES might be removed from school by the judicial system due to being arrested and placed in juvenile detention.

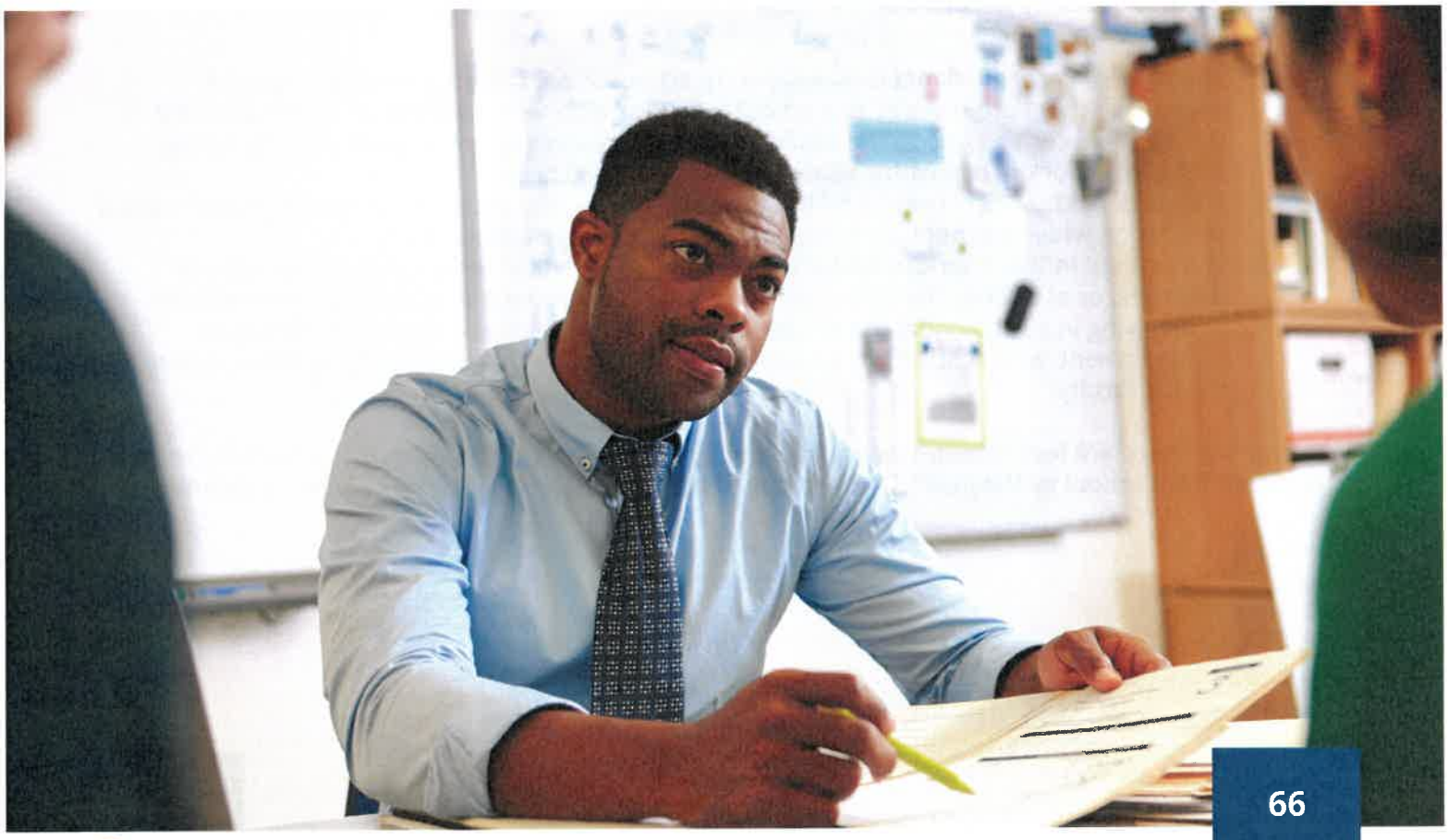
Honig Injunctions

If school authorities are sufficiently concerned that allowing a student to remain in school is going to result in injury to others, the school can seek a court order to change the student's placement. This court order is called a Honig injunction after a noted case, Honig v Doe, 559 IDELR 231 (U.S. 1988). A Honig injunction might be used in an extremely serious situation where there is not enough time to pursue other remedies such as an IAES.

Although there is much attention to the legal complexities of removing a student from school, it should be emphasized that threat assessment is not focused on school removal. School removal is a last resort when other efforts have been tried or ruled out. Furthermore, school removal can be counterproductive since the threat assessment team may lose the opportunity to monitor and support the student. Some notable school shootings (e.g., in Red Lake, Minnesota; Parkland, Florida; and Springfield, Oregon) were committed by students who had been suspended or expelled from school. The goal of a threat assessment is to prevent violence, and prevention is best accomplished by helping the distressed student and resolving the problem or conflict that underlies the threat. A randomized controlled study found that students who received a threat assessment were substantially more likely to receive counseling and less likely to be given a long-term suspension or transferred to a different school than students who made threats in schools not using a threat assessment approach.[86]

Challenge: School Removal

School removal should only be used as a last resort when other interventions have been tried or ruled out. It may result in the lost opportunity to monitor and support the student.



National Center for School Safety

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School Threat Assessment TOOLKIT



Section 3

Evaluating the Effectiveness of Your Threat Assessment Program

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SECTION 3 OBJECTIVE

This section describes steps for evaluating the effectiveness of a threat assessment program, including topics such as implementation fidelity and the impact of threat assessment on students.

SCHOOL THREAT ASSESSMENT TOOLKIT

This toolkit is authored by University of Virginia professors Dewey Cornell and Jennifer Maeng, with input from school safety leaders, experts, government agencies, and the National Center for School Safety.

To access all three sections of the toolkit, as well as the introduction and appendices, visit our website at nc2s.org or visit the toolkit's web page directly.

FUNDING DISCLAIMER

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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What is an Effective Program?

Fundamentally, a threat assessment program is effective if it keeps everyone safe. However, safety is more than the absence of school shootings, which are statistically rare and will never occur in most schools.[99] School safety includes both physical and psychological safety.[100] Physical safety is concerned with physical acts of violence like fighting and assault, while psychological or social-emotional safety is concerned with problems such as verbal bullying and harassment. School threat assessment teams should consider multiple indicators of physical and psychological safety and focus on prevention and mitigation efforts such as lowering rates of fighting and bullying and making use of multi-tiered systems of supports and interventions.

School threat assessment aims to help students resolve problems and to support social-emotional and academic learning needs that might be identified in the threat assessment process. Therefore, an additional measure of effectiveness is to examine the services and supports provided to these students and the relevant outcomes. A part of case management is to monitor and promote the student's behavioral and academic status.

As noted in the U.S. Secret Service guide, "a crucial component of preventing targeted violence at school relies on developing positive school climates built on a culture of safety, respect, trust, and social and emotional support."[11] Threat assessment teams should encourage school-wide efforts to help students feel connected to the school. Students should have supportive peer groups and trusting relationships with their teachers. School climate surveys and other measures can be used to assess the healthy and protective qualities of the school. School discipline should be fair and equitable and concerned with facilitating student growth and responsibility.

Resource

The National Center for Safe Supportive Learning Environments has a collection of validated school climate surveys that can be used to assess school climate.

Implementation Fidelity

Developing a school threat assessment program is a dynamic process, requiring regular review and adjustment as necessary. One way to evaluate the effectiveness of your threat assessment program is to examine whether it has been implemented with fidelity. This section describes the importance of implementation fidelity and presents some general procedures and a scoring protocol that can be applied across threat assessment models. Fidelity includes making sure that the program is conducted in a fair and equitable manner that protects student rights.

The Importance of Implementation Fidelity

Knowing whether a program has been implemented with fidelity allows practitioners to understand how and why an intervention works. When a program is unsuccessful, it is difficult to judge whether the program was ineffective or was not properly implemented. Therefore, evaluating the fidelity of implementation is essential to evaluating a program and achieving maximum effectiveness.

Key Term

Implementation Fidelity

The degree to which an intervention is delivered as intended.[101]

School threat assessment programs should demonstrate implementation fidelity. Failure to carry out threat assessments effectively can have tragic consequences. Investigations of school shootings in Colorado and Florida revealed that the school's threat assessment team had identified the student who subsequently carried out the shooting, but did not follow its threat assessment procedures with fidelity and did not take appropriate actions to prevent violence.[102-104] These cases highlight the need for ongoing program evaluation to measure fidelity of implementation.

Factors Affecting Implementation Fidelity

Action Step: Factors Affecting Program Implementation

In choosing a threat assessment program, schools should consider how they will evaluate its implementation. The program evaluation literature has identified some program characteristics that influence how readily a program can be implemented and evaluated.[101]

- **Organizational capacity:** A positive school climate, good staff morale, low staff turnover, and well-defined staff roles and responsibilities make it easier to implement a new program with high fidelity.
- **Organizational support:** The program should have dedicated resources, including staff time, funding, training, and supervision.
- **Program features:** Programs can be implemented more effectively if there are manuals, standardized forms, handouts, videos, or other guidance.
- **Program complexity:** More complex programs are harder to implement consistently and are more prone to revision or simplification when adopted.
- **Integration into school operations, local initiation, and local planning:** Programs are more successful when they are integrated into regular school routines and operations.

Implementation fidelity is a concern for all kinds of programs and can be especially challenging in school settings.[105] Staff need a solid understanding of the rationale and need for a program, and there must be strong support by the school leadership and staff who champion the particular program.[106,107] Otherwise, the quality of program implementation will suffer because of the many competing demands and responsibilities in schools. Factors that negatively influence program implementation are insufficient staff, inadequate supervision, high staff turnover, heavy student caseloads, and lack of training.[108,109]

One of the first hurdles to achieving implementation fidelity for schools implementing threat assessment is training all team members in each school. The team members need high-quality training that includes active learning, role-playing, and feedback. Training must be scheduled at a time when all team members can attend, which often means pulling staff from their regular school duties for a full-day workshop. In districts with many schools, the training must be coordinated across schools. After the initial training, there will be a need to train new team members each year due to staff turnover. Beyond training team members, the school should provide an orientation to threat assessment for its staff so that they understand and support the program. All staff members must understand the need to report threats promptly so that they can be investigated. Parents and students also need an orientation to threat assessment for the same reasons.

Another challenge to implementation fidelity occurs when staff have heavy caseloads and do not feel they can devote enough time to conducting a thorough threat assessment or following up with students after a threat assessment has been conducted. The team leader or another administrator with responsibilities for school safety must provide oversight and support so that teams follow their protocol.

The school administration and threat assessment team must be in alignment for implementation fidelity. For example, one school trained its threat assessment team and implemented its program, but the next year a new principal joined the school who did not understand the threat assessment

approach. The team, who had received threat assessment training teaching them to effectively critique the current risk, evaluated a middle school student who drew a picture of a figure holding a very large knife in a threatening manner. The team found no evidence that the student had such a knife, a current peer conflict, or an intention to stab anyone. The information gathered in the assessment suggested that the boy was trying to impress his peers with a dramatic drawing. During the assessment the student recognized that his drawing could have been misinterpreted and was apologetic. The team decided that the threat was not serious and resolved it as a minor incident. However, the school principal applied a zero-tolerance approach and decided that the student should be given a long-term suspension in order to set an example and deter other students from aggressive behavior.

Challenge

Including school resource officers is a frequent concern in schools adopting threat assessments. School threat assessment authorities consistently recommend a law enforcement officer be a member of a threat assessment team, although the officer need not be engaged in every case except where state law requires it (e.g., FL) and might not be an SRO. However, bringing in an officer outside the school who does not understand threat assessment may increase the risk of criminalization if the officer does not understand the school context. Evaluating implementation fidelity can help make sure all members of the threat assessment team, including law enforcement, receive the necessary threat assessment training.

A further complication is that outside evaluators cannot always be available to monitor implementation, given that threat assessments typically occur infrequently and unexpectedly.[49,86] However, local supervisors could be called upon to monitor or supervise cases. In one district, the head of the threat assessment program routinely reviews the digital records of ongoing cases and consults with the team on the most serious or complex cases.



Measuring Implementation Fidelity

Schools need to regularly review the quality of their threat assessments. This evaluation should examine whether school teams are conducting threat assessments consistent with their guidelines and whether they are using evidence-based practices. Schools should review protocols to ensure that there are clearly defined roles and expectations for all team members.[26]

Resource

The fidelity evaluation tool is intended to address the core components of threat assessment. It provides a scoring sheet for schools to assess the implementation of their chosen threat assessment model.

The evaluation of threat assessment is particularly challenging because threat assessment requires some degree of flexibility and professional judgment. Threat assessment models offer guidelines to assist a team's decision-making rather than a prescriptive process. Threat assessments are intended to produce an individualized safety plan or intervention that depends on the student and the nature of the threat.

Program implementation literature recommends that program developers specify core components of an intervention that are directly related to a program's theory of change. This approach allows collaborators some flexibility to adapt a program to individual circumstances and helps ensure that the intended outcomes are achieved.[107,110]

There are several core components of threat assessment practice identified by threat assessment experts.[10,43,45,80,103] These include:

- Establishment of a multidisciplinary team, including training for all team members.
- Education for students, parents, and staff about threat reporting and the school's use of threat assessment.
- Consistent use of standard threat assessment procedures (e.g., information gathering, threat classification, management strategies).
- Regular team meetings to monitor cases and assess the effectiveness of risk reduction efforts.
- Fair and equitable outcomes for students, including disciplinary consequences, law enforcement actions, and supports and interventions.

Case Outcomes

Another important measure of the effectiveness of your threat assessment program is to consider its influence on students. School teams should be monitoring the effectiveness of their safety plans as part of their case management efforts. For those students who remain on their caseload, the team should reviews the student's well-being and safety on a regular basis, with more frequent review where there is greater concern.

This section describes three important measures of student outcomes following a threat assessment: safety, support (services to the student), and equity and fairness. General considerations for each outcome measure are discussed, and a scoring tool is included.

Key Terms

Physical Safety

The physical dimension of safety involves preventing physical injury through the use of threat assessment, along with other disciplinary and security measures that maintain order in the school.

Psychological Safety

The psychological dimension of safety involves the mental health and well-being of students by preventing bullying and harassment by students and adults, as well creating a school climate that is supportive and conducive to learning.[100,104]

Outcome One: Safety

Physical Safety

Threats to physically injure someone should be prevented or averted without anyone being harmed. Schools cannot realistically prevent all threats of violence from being carried out but should have a very low rate of violent incidents following a threat assessment. Violent incidents can range from simple assaults and fights to more serious injuries and, of course, school shootings. School shootings are so rare that it is not scientifically feasible to claim that an absence of a shooting can be attributed to threat assessment, but controlled studies have shown threat assessment results in a decline in bullying and other forms of victimization.[111,112] Nevertheless, it is important for schools to document the number of threat cases they have investigated, what kinds of violent acts were threatened, and the number that resulted in some type of violent act (most often, a fight).



Research Findings

A study of 1,865 cases in Virginia found that students who received a threat assessment made no attempt to carry out their threat in 97% of cases and only attempted a violent act in 3% (62) of the cases.[88] Of the 62 attempted cases, school authorities averted the attempt in 49 cases so that there was no physical injury to anyone. In the remaining 13 cases, a student who received a threat assessment subsequently carried out the threat, which in all cases involved an assault or fight.

Action Step: Classifying Case Outcomes

Threats can be classified as not attempted, attempted-but-averted, and carried out. Schools should tabulate the number of threats evaluated by their team and report the distribution of these three outcomes. An attempted-but-averted threat is one in which the student engaged in some kind of attack, such as going after a classmate or bringing a weapon to school with the intent to use it. A threat would be classified as carried out if there was any kind of physical assault or injury to someone following a threat assessment, even if the assault did not achieve the stated goal of the threat (e.g., a student threatened to kill someone and stabbed the person but did not kill them). The few threats that are carried out can be classified based on whether anyone was injured, with categories of no injury, minor injury (such as a bruise or abrasion), or major injury (such as a broken bone, stab wound, or some other injury requiring hospital treatment).

Psychological Safety

Researchers found that victims of aggression, especially bullying, suffer from impaired concentration, motivation, and engagement in learning that compromises academic achievement.[113-115] Research also shows that school violence is negatively associated with teachers' self-efficacy and professional engagement and that teachers who feel unsafe are more likely to leave the profession.[116-119]

A welcoming, supportive school environment that fosters respect, communication, and trust is foundational to school safety. A large body of research associates a positive school climate with several positive student outcomes, including better social-emotional adjustment and less peer aggression, misconduct, and weapons carrying.[108,120-124] A positive school climate, characterized by high structure and high support, "is the foundation for a safe school."[125] The NTAC and the threat assessment models highlighted throughout this toolkit emphasize the importance of a positive school climate to threat assessment implementation and school safety.

Outcome Two: Student Support

Students should receive interventions and services to address the problems or concerns that are identified in the threat assessment. Teams will want to examine student outcomes to gauge the effectiveness of their efforts and identify ways to improve. Researchers found that schools have implemented a wide range of non-disciplinary supports for most students following a threat assessment.[42] These included mental health supports, a behavior plan, and a modified schedule, among others. Strategies such as academic supports and mental health services for students are effective in addressing student needs and in improving student behavior following a threat assessment.[31]

Resource

There are many different evidence-based ways to achieve a positive school climate. The Office of Elementary & Secondary Education provides information on resources to improve school climate.

Effective supports and services can mitigate the need for exclusionary discipline, which has well-established negative consequences for students.[125] For example, the Texas study *Breaking Schools' Rules* found that the widespread practice of removing students from school for minor misconduct did not improve school safety, had no apparent benefits to the students, and increased their risk of school dropout and juvenile court involvement.[23]

Challenge

Modified schedules are sometimes used as a threat assessment outcome. These can take different forms but sometimes involve sending individual students home early. There are concerns that using a modified schedule may result in students having less of an opportunity to receive assistance. However, using a modified schedule can be preferable to complete removal from school because students would still be able to receive monitoring and supports. Threat assessment teams should carefully consider all possible interventions and supports.

A Virginia study found that high school suspension rates were associated with higher dropout rates beyond the effects of school demographics and student attitudes toward school rules.[126] The discipline gap is closely associated with the achievement gap and the "school-to-prison pipeline."[127] Schools serving high numbers of disadvantaged students are more likely to use exclusionary discipline and to have lower academic achievement and higher dropout rates, ultimately leading to higher juvenile crime rates.[23,127] It is critical to track the relationship between threat assessment and school discipline over time at each school by evaluating threat assessment outcomes.

It is also important to document whether students continue to make threats, engage in further aggressive behavior, or have disciplinary problems in the months and years after a threat assessment. Although students rarely carry out their threats, students who make more serious, substantive threats are much more likely to attempt to carry out the threat than students whose threats are classified as not serious.[128] We also know from case studies of school shootings and averted shootings that the students most at risk for extreme violence had multiple incidents of conflict or misbehavior before a serious act of violence occurred.[10,20] Although a threat assessment might avert an immediate crisis, some students remain at risk for continued problems and require further support.

An important goal of threat assessment is that the student can continue in school with continued behavior and academic progress. Threat assessment is able to generate support for students in need of services. Schools can document the extent to which students receive counseling, mental health services, academic support, or other interventions using the Student Outcome Tool. If students are receiving special education services, the threat assessment should be coordinated with the student's IEP and comply with all special education requirements. Finally, there should be a follow-up assessment to determine whether the student was able to continue successfully in school.

Action Step:
Students with Disabilities

Threat assessment teams should be mindful of interventions or supports already in place for students. A thorough review of the student's IEP or 504 plan should always be part of the threat assessment process.

Outcome Three: Fairness and Equity

Schools implementing threat assessment should use it as part of a comprehensive approach to building safe and positive school climates that reduce their use of exclusionary discipline, except in the most serious cases where school removal is indicated for safety reasons.

Resource

The U.S. Department of Education has guidance on:

- School climate and discipline
- Racial and ethnic disparities in discipline

Although threat assessment teams generally do not make disciplinary decisions, their assessments should inform the disciplinary process. Schools using threat assessment should be able to avoid major disciplinary actions (such as long-term suspension or expulsion) for minor student misbehavior that does not pose a serious threat. Schools should consider law enforcement outcomes as well as disciplinary outcomes. Although threat assessment teams do not make law enforcement decisions about students, the threat assessment process should inform law enforcement decision-makers (for a detailed discussion of information sharing during the threat assessment process, see Student Rights in Section 2 of this toolkit).

There should be a relatively low rate of students who are arrested, charged, or placed in a detention facility as a result of a threat. In a study of 1,865 cases in Virginia schools, only 1% of students were arrested and fewer than 1% were placed in juvenile detention. Court charges were registered in approximately 5% of cases.[100] However, court charges do not necessarily result in convictions and sometimes are resolved with a referral for services.[134] A study of 22,694 Florida threat assessment cases found an arrest rate of 0.7%, incarceration of 0.1%, and court charges of 1.8%.[38]

As noted above, the threat assessment team does not make disciplinary decisions or undertake law enforcement actions; however, schools should examine the disciplinary decisions and law enforcement outcomes for their cases.[51] One of the major concerns in American education is that students from some minority groups and students with disabilities are subject to disproportionately higher rates of exclusionary discipline. Outcomes should be equitable across student demographic groups as defined by race, ethnicity, or disability status.

Action Step: Examining Disciplinary Outcomes

We recommend that schools compare disciplinary and law enforcement outcomes across demographic groups.

Disciplinary outcomes to review include, but are not limited to:

- Out-of-school suspensions.
- In-school suspensions.
- Expulsions.
- Changes in school placement.

Law enforcement outcomes to consider are:

- Arrests.
- Court charges.
- Placement in juvenile detention or jail facilities.

Schools should also consider the transportation of students to a psychiatric assessment for involuntary hospitalization.

Several studies have found little or no disparity across Black, Hispanic, and White students in the use of school suspension or law enforcement actions among students who received a threat assessment.[36,42] However, in light of the prevalence of disparities in exclusionary discipline observed in the general student population (not limited to students receiving a threat assessment) as reported by the U.S. Department of Education, it is important for schools to monitor and review disciplinary and law enforcement outcomes for students receiving a threat assessment.[51,96]

One concern is that students of color and students receiving special education services might be referred for threat assessment at a higher rate than other students. The threat assessment process uses multiple sources of information and multiple perspectives of team members to help protect against bias in the decision-making process. Research indicates that these students do not receive disproportionate disciplinary or law enforcement outcomes when referred for a threat assessment.[27,32] Studies have shown that students are much more likely to be excluded from school for a threat if the school does not use threat assessment.

Challenge

Although disproportionate referrals may be a cause for concern, the goal of threat assessment is to prevent disproportionate disciplinary outcomes. Research shows that when schools do not use threat assessment, the outcome for students who make a threat is that they are much more likely to be suspended or transferred from school. Threat assessment teams take a problem-solving rather than a punitive approach and follow standard procedures for performing the threat assessment. These steps protect students from inappropriate discipline by objectively analyzing the context of the situation.

When appropriate, a referral for threat assessment is preferable to exclusionary discipline such as suspension or expulsion, especially when the threat assessment program is being evaluated with fairness and equity of outcomes in mind.

As the National Association of School Psychologists concluded, "When BTAM best practices are followed, the process helps prevent or reduce the overuse of restrictive placements and punitive measures for students with disabilities and students of color."[51]

Procedures for Determining Equitable Outcomes

An important aspect of determining equitable outcomes for threat assessment is accurate record keeping, described in Section 2 of this toolkit. If a school keeps accurate threat assessment records and discipline records, it can determine whether there are disparities in referral rates by race, ethnicity, disability status, or other demographic characteristics of interest. A school can compare overall discipline rates (e.g., suspension rate) to the discipline rates for students receiving a threat assessment.

Table 5, below, provides an example of how differences in suspension by race within the group of students referred for threat assessment can be determined. A hypothetical school with 1,000 students reported 25 threat cases with the following student demographics and suspension outcomes.

Table 5: Hypothetical Differences in Suspension by Race

Threat Case Data	Total (N)	White (N)	Black (N)	Hispanic (N)
Number of cases	25	10	11	4
Number of cases resulting in suspension	7	3	3	1
Percent suspended in group	28%	30%	27%	25%
Risk ratio*	—	—	.90	.83

*The risk ratio tells us how the risk for one racial/ethnic group compares to the risk for a comparison group. In this example, we used White as the comparison group (the risk ratio for Black students compared to White students is 27/30, the number of Black students suspended/number of Black students referred for TA *100 / the number of White students suspended/number of White students referred for TA *100).

Note that this is a hypothetical example. Most schools have relatively few (<10) threat assessment cases per year, but many more disciplinary referrals. Statistical analyses will be more reliable in larger samples, so that it is desirable to aggregate data across schools, perhaps at the district level.

Suspension Rates Following Threat Assessment

Within the 25 threat cases, 7 resulted in suspension. Of the 10 White students referred for threat assessment, 3 (30%) were suspended. Of the 11 Black students referred for threat assessment, 3 (27%) were suspended, and 1 of the Hispanic students referred for threat assessment was suspended (25%). This suggests that there is parity in the rate of suspension following threat assessment for Black and White students; approximately equal proportions of White and Black students were suspended following a threat assessment.

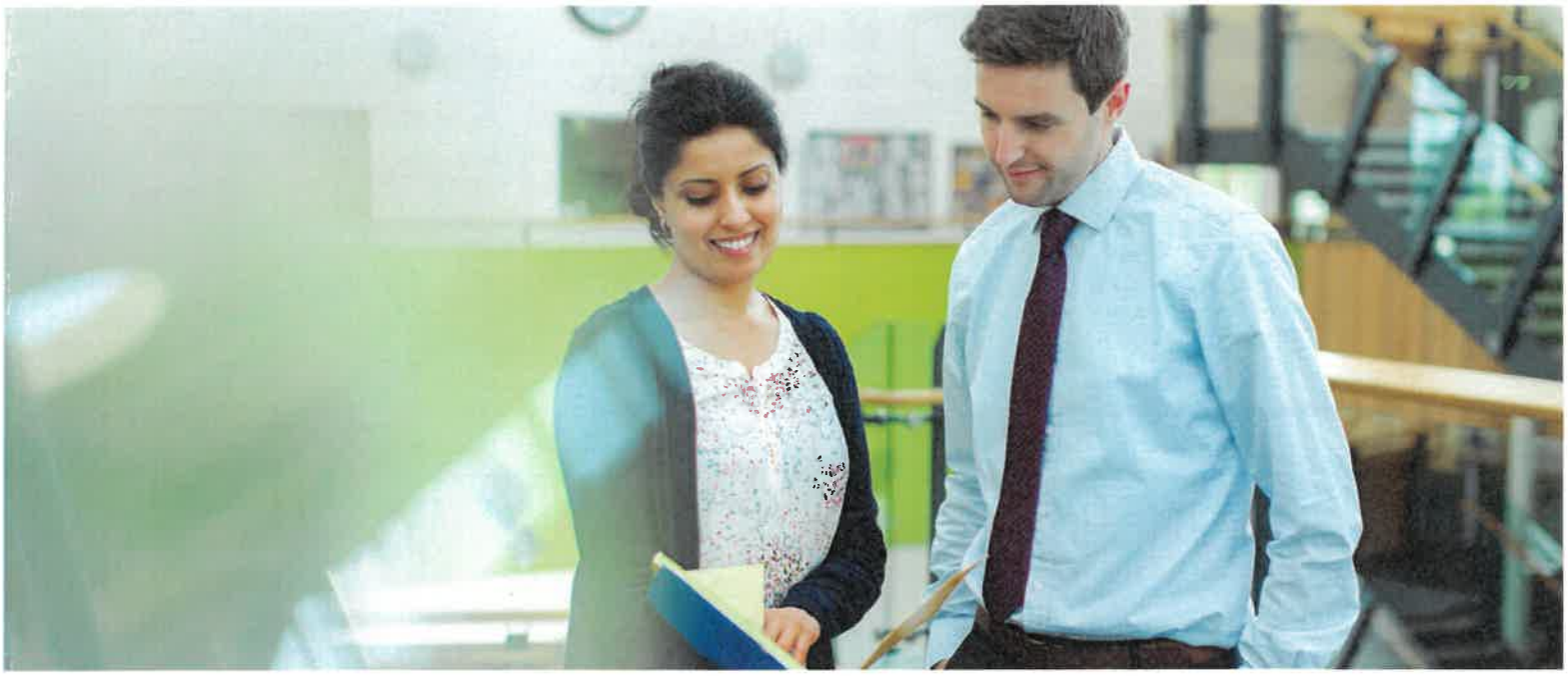
Resource

Schools can use the Outcome 3 section of the Student Outcome Tool and input their own data to identify potential disparities in referral for threat assessment outcomes.

Action Step

Schools can conduct a statistical test of association (e.g., crosstabs in SPSS) in which each racial group is compared to the White reference group.

A risk ratio tells us how the risk for one racial/ethnic group (e.g., Black) compares to the risk for a comparison group (e.g., White). Risk ratios of greater than 1.0 indicate overrepresentation by a racial/ethnic group, and risk ratios of less than 1.0 indicate underrepresentation by a racial/ethnic group. For more details on this calculation, see pages 5-6 of the U.S. Department of Education's Racial and Ethnic Disparities in Special Education guide.



Research Findings

For a review of these studies, see Appendix 2 in the full toolkit PDF.

Cornell, D. G., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in kindergarten through grade 12. *School Psychology Review*, 41(1), 100–115.

Cornell, D. G., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *NASSP Bulletin, 95(3)*, 175–194.

Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the school discipline gap: Research for policymakers* (pp. 180-191). New York, NY: Teachers College Press.

Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review*, 47, 183-195.

Crepeau-Hobson, F. & Leech, N. (2021). Disciplinary and nondisciplinary outcomes of School-Based Threat Assessment in Colorado Schools. *School Psychology Review*, 51(5), 609-618.

JustChildren & Cornell, D. (2013). Prevention v. punishment: Threat assessment, school suspensions, and racial disparities. Charlottesville, VA: Legal Aid Justice Center and University of Virginia Curry School of Education.

Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders*, 31, 107–119.

Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis city schools: A descriptive report. *Behavioral Disorders*, 34(1), 42–54.

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School Threat Assessment Toolkit
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SCHOOL THREAT ASSESSMENT TOOLKIT

This toolkit is authored by University of Virginia professors Dewey Cornell and Jennifer Maeng, with input from school safety leaders, experts, government agencies, and the National Center for School Safety.

To access all three sections of the toolkit, as well as the introduction and appendices, visit our website at nc2s.org or visit the toolkit's web page directly.

FUNDING DISCLAIMER

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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APPENDIX 1

Description of Toolkit Development

This toolkit is intended to provide a broad overview of best practices in threat assessment that are not specific to any single model or approach. It uses a survey of approximately 200 external experts to represent a consensus in the field. The authors also drew upon their own research and experience and conducted an extensive review of research literature on school threat assessment. Multiple drafts of the toolkit were critically reviewed by members of the National Center for School Safety, the U.S. Department of Justice, and the U.S. Department of Education. All of the external experts were invited to review the toolkit, and 24 provided extensive feedback.

Literature Review

The review of research included 139 publications concerned with school-based threat assessment and/or school shootings published between 1995 and 2020. These publications addressed general principles as well as specific procedures for conducting threat assessments in schools. It included guidelines or protocols published by several states.[46,82] Other publications include both case studies and controlled studies of school threat assessment. In the course of writing this toolkit, the authors updated the list of studies and included additional publications on other topics, such as school climate and discipline.

Cadre of Experts

The authors recruited and surveyed a national cadre of K-12 threat assessment experts (see list in Appendix 6). To enlist a broad, multidisciplinary group, the authors did not impose any restrictions or prior qualifications on membership and invited volunteers from a variety of agencies and professional groups. However, the authors subsequently examined the backgrounds of those who volunteered and found that this process generated a highly qualified group, including many of the recognized leaders in school threat assessment research, education, and practice.

Detailed reports are available describing the expert selection process and their responses to survey questions about threat assessment training and practice standards. The experts represented a range of fields and had varying levels of experience with threat assessment.

Figure 9: Range of Fields in the Cadre of Experts



Figure 10: Threat Assessment Experience in the Cadre of Experts



APPENDIX 2

Research Support for School Threat Assessment

A review of publications on school threat assessment identified 139 journal articles, books, book chapters, or reports published between 1995 and 2020. The search process and a summary of each publication can be found in the "School Threat Assessment and Shootings Bibliography". Much of the literature is concerned with studies of school shootings, the background and characteristics of persons who committed shootings, and potential strategies for preventing shootings through early identification and threat assessment. Notably, these studies include the Secret Service reports on school shootings.[11,14,52,59,69,129] These studies provide an important rationale for the use of a threat assessment approach and can aid teams in identifying students of concern. This appendix is more narrowly concerned with research testing the implementation of threat assessment in school settings and specifically questions concerning its impact on student outcomes.

The studies summarized in Table 6 below were used in support of the following conclusions reflected in the toolkit recommendations:

1. Multiple studies found that the proportion of students removed from school through suspension, expulsion, or transfer due to a threat of violence is much lower in schools using threat assessment than in schools not using threat assessment.
2. Multiple studies found that the proportion of students subject to law enforcement actions such as arrest, court charges, or incarceration is low, typically < 5%.
3. Multiple studies found no statistically significant differences among Black, Hispanic, and White students in disciplinary outcomes of law enforcement actions.
4. Multiple studies found that most students referred for a threat assessment received counseling and other support services in response.

Table 6: Studies of School Threat Assessment Implementation

Citation	Sample	Description and Selected Findings
Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkon, A., McKnight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33,* 527-546	188 student threats in 35 schools from 2 Virginia school divisions.	This study introduced a decision-tree model to evaluate the seriousness of a threat and take appropriate action to reduce the threat of violence in schools and then evaluated the resulting disciplinary outcomes. Of the 188 threats that were reported and evaluated: • 70% were deemed to be transient threats and handled quickly while 30% were classified as substantive and required more extensive intervention. • 1.6% of threats resulted in student expulsions. • 50% of threats resulted in short short-term suspension. • 0% of threats resulted long-term (> 10 days) suspension. • 6% of threats resulted in alternative school placement.

Citation	Sample	Description and Selected Findings
Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders, 31,* 107–119	256 student threats in 49 schools from 4 Virginia school divisions (188 students overlap with 2004 study).	This study compared the number and severity of threats made by students in the Special Education program and students in the general population as well as the resulting disciplinary outcomes. • Within the sample schools, 53% of students were in the general population while 47% of students were in the special education (SPED) program, with further breakdown of Emotional Disturbance (50% of SPED group), Learning Disability (23%), Other Health Impairment (17%), and other categories (11%). • Found an estimated threat rate 7 per 1,000 students for general education and 33 per 1,000 for special education. • Both groups resulted in 1.2% of students experiencing expulsions. • 36% of SPED students versus 31% general ed students were suspended which is not statistically significant.

Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders, 34,* 42-54	209 students from 194 Memphis City, Tennessee schools referred for expulsion following a threat of violence.	The Memphis City Schools adapted a threat assessment program modeled after the existing guidelines in Virginia. This study evaluated the assessment of 209 threats using this system and resulting disciplinary outcomes.
		
		• While only 12% of students were in the SPED program, 38% of threats were made by that population, with further breakdown of Learning Disability (36%) Intellectual disability (25%), Emotional Disturbance (14%), Other Health Impairment (12%), Functionally Delayed (9%), and Speech and Language Impairment (4%).
		• 39% of students who made threats did not return to their previous school and the majority received an alternative school placement. (note that this sample consisted of cases in which the principal recommended removal from the school)
		  ◦ 2% received expulsion
		  ◦ 1.4% of students were incarcerated

Citation	Sample	Description and Selected Findings
Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24,* 119-129. doi: 10.1037/a0016182	280 Virginia public high schools using Virginia Threat Assessment Guidelines (95) versus comparison groups of schools using other threat assessment procedures (131) or no threat assessment (54).	This quasi-experimental study evaluated the impact of utilizing the Virginia Threat Assessment Guidelines by comparing behavioral outcomes and school climate feedback in schools using the Virginia model, those using an alternative model and those with no threat assessment model. • Found lower rate of long-term suspensions (for all students, not limited to students threatening violence) in schools using Virginia model than in either comparison group. • Statewide school climate survey of students found lower rates of bullying, and higher ratings of positive learning environment and help-seeking, in schools using the Virginia model than either comparison group; lower rates of general victimization and bullying victimization in schools using Virginia model than schools not using threat assessment.
Cornell, D. G., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *NASSP Bulletin, 95,* 175-194	23 Virginia high schools using Virginia Threat Assessment Guidelines versus 26 schools not using threat assessment.	Quasi-experimental study that followed the disciplinary outcomes in 23 schools following the adoption of the Virginia Threat Assessment guidelines as compared to a control group of 26 schools. • 52% reduction in long-term suspensions (for all students, not limited to students threatening violence) in schools using Virginia versus no change in comparison group. • 79% reduction in bullying infractions versus slight increase in comparison group.

Citation	Sample	Description and Selected Findings
Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review, 41,* 100-115	40 Virginia K-12 schools in a single district randomly assigned to use the Virginia Student Threat Assessment Guidelines versus 20 schools in a wait-list control group not using threat assessment.	Randomized control study in which disciplinary outcomes were evaluated in 40 Virginia K-12 schools that were randomly assigned to either continue using their existing discipline system or implement the Virginia Student Threat Assessment Guidelines. • After accounting for race, gender, grade, etc., students making threats in schools using threat assessment were less likely to receive long term suspension (Odds Ratio (OR)= 0.35) or alternative school placement (OR = 0.13), but more likely to receive counseling services (OR = 3.98) and a parent conference (OR = 2.57) than students making threats in control group schools.
JustChildren and Cornell, D. (2013). Prevention v. punishment: Threat assessment, school suspensions, and racial disparities. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/UVA_and_JustChildren_Report_-_Prevention_v._Punishment.pdf	398 Virginia secondary schools using Virginia Student Threat Assessment Guidelines versus 265 schools using another model or no threat assessment.	This study questioned if the implementation of the Virginia Student Threat Assessment Guidelines in schools impacted the racial disparities that exist in rates of suspensions. • Schools using VSTAG had 15% lower rates of short-term suspensions and 25% lower rates of long-term suspensions for all students (not limited to threat assessment cases). • For schools using VSTAG, lower rates of short-term suspensions were found for White males, White females, and Black females, but were not statistically significant (p = .075) for Black males. • Lower rates of long-term suspensions for schools using VSTAG found for Black males. • The racial disparity in long-term suspensions between Black and White students was lower (approximately 46%) among schools using VSTAG than comparison schools.

Citation	Sample	Description and Selected Findings
Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the school discipline gap: Research for policymakers* (pp. 180-191). Teachers College Press	Study 1: supplemental analysis of data from 2012 study of 40 schools reported above. Study 2: 971 schools using VSTAG compared to 824 schools not using VSTAG.	This paper reviewed two studies on the implementation of the Virginia Student Threat Assessment Guidelines to better understand the implications of implementation, especially in terms of suspension rates. • Study 1 consisted of secondary analyses from a randomized controlled trial and found no differences between Black and White students in any of the threat assessment outcomes (lower suspension, lower transfer, more counseling services, more parent conferences). Study 2 was a retrospective, quasi-experimental study evaluating the scaled-up implementation of the VSTAG and found 8% lower rates of short-term suspensions and 19% lower rates of long-term suspensions for all students (not limited to threat assessment cases) in schools using VSTAG compared to control group schools. • Rates of suspension were lowest in VSTAG schools with formal training; lower rates were consistent across schools with differing racial composition.
Nekvasil, E., & Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management, 2,* 98-113. http://dx.doi.org/10.1037/tam0000038	332 Virginia middle schools using VSTAG (166), an alternative model of threat assessment (47), or no threat assessment (119).	This quasi-experimental study focused on implementation of the Virginia Student Threat Assessment Guidelines in middle schools and evaluated the effectiveness in violence prevention. • Lower rate of short-term suspensions (for all students, not limited to students threatening violence) in schools using Virginia model than in either comparison group. • Statewide school climate survey of students found lower rates of bullying victimization, general victimization, and prevalence of teasing and bullying, in schools using Virginia model than either comparison group. • Statewide school climate survey of teachers found higher perceptions of safety in schools using Virginia model than either comparison group.

Citation	Sample	Description and Selected Findings
Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review, 47,* 183-195. doi: 10.17105/SPR-2017-0030.V47-2	1,836 students who received a threat assessment in 779 Virginia K-12 public schools.	This study evaluated the disciplinary outcomes of students in elementary, middle and high schools in Virginia, a state with mandated use of threat assessment. The data were analyzed by multiple regression to examine results by race and ethnicity. • Few students receiving a threat assessment were arrested (<1%), incarcerated (<1%), or charged in court (4.6%) • Students (Black, Hispanic, and White students combined) receiving a threat assessment were sometimes suspended (47%) for one or more days, but infrequently expelled (< 1%) or received an alternative placement (16%) or law enforcement action (arrest, court charges, or incarceration combined 5%) • No statistically significant differences between Black and White students, or between Hispanic and White students, in whether a student receiving a threat assessment was suspended from school, received an alternative placement, expelled, or subject to law enforcement action; notably, these findings of racial/ethnic parity occurred in schools where the proportion of Black students suspended for all disciplinary infractions was 3.52 times higher than the proportion of White students (the proportion of Hispanic students suspended was 1.03 times higher than White students). • Variables most strongly associated with school suspension, alternative placement, and law enforcement action were possession of a weapon and making a threat that was judged to be more serious (likely to be carried out). • Special education status was associated with a higher likelihood of being suspended from school (OR = 1.27) in one analysis, but not another (using a sample of 563 schools without missing cases).

Citation	Sample	Description and Selected Findings
Burnette, A. G., Datta, P. & Cornell, D. G. (2018). The distinction between transient and substantive student threats. *Journal of Threat Assessment and Management, 5,* 4-20. https://psycnet.apa.org/record/2017-56103-001	844 students who received a threat assessment using VSTAG in 339 Virginia K-12 public schools. (This study used a sample overlapping with Cornell et al., 2018 and Maeng et al., 2020).	This retrospective study evaluated the reliability and validity of the differentiation between transient and substantive threats in schools. • Threat classification reliability for the transient/substantive distinction was 70% (K = .53). • Variables distinguishing substantive threats were presence of warning behaviors, student mentioning use of a weapon, student older, student also threatening to harm self. • Although only 2.5% of threats were attempted, substantive threats were 36 more times likely to be attempted than transient threats. • Substantive threats were more likely to result in suspension, change in school placement, and/or legal action.
Maeng, J., Cornell, D., & Huang, F. (2020). Student threat assessment as an alternative to exclusionary discipline. *Journal of School Violence, 19,* 377-388. doi: 10.1080/15388220.2019.1707682	657 students who received a threat assessment in 260 Virginia K-12 public schools using CSTAG versus 661 students from 267 schools using a more general threat assessment approach (state guidelines).	This quasi-experimental study evaluated differences in disciplinary consequences between schools using the Comprehensive Student Threat Assessment Guidelines and schools using a more general threat assessment approach. • 42% of students receiving a threat assessment (combining both groups) were suspended, 15% were transferred to a different school placement, < 1% were expelled, 4.6% received a law enforcement action (arrest, incarceration or court charges) (these percentages also reported in Cornell et al., 2018). • Students receiving a threat assessment with CSTAG were less likely to be suspended (OR = 0.59), expelled (0% versus 1.7%) or receive a law enforcement action (OR = 0.47).

Citation	Sample	Description and Selected Findings
Maeng, J., Malone, M., & Cornell, D. (2020). Student threats of violence against teachers: Prevalence and outcomes using a threat assessment approach. *Teacher and Teacher Education, 87,* 1-11. doi. org/10.1016/j.tate.2019.102934	1,454 Virginia K-12 students who received a threat assessment for threatening a teacher (226) versus a peer (1,228) (This study used a sample overlapping with Maeng et al., 2020).	This study evaluated the effectiveness of the threat assessment model in addressing threats specifically against teachers, compared to threats against other students. • Variables significantly associated with threatening a teacher rather than a peer included SPED status (OR = 1.74), prior disciplinary referrals (OR = 1.85), Hispanic (OR = 3.11), threat of battery (not homicide; OR= 1.52), weapon possession (OR = 0.29), directly communicated threat (OR = 0.574). • Threatening a teacher was not associated with the threat being determined to be serious or threat being attempted compared to threatening a peer. • Students who threatened a teacher were more likely to be suspended (OR = 1.56) and have a change in placement (OR = 2.20) but not have law enforcement action or a mental health referral than students who threatened a peer.
Cornell, D., & Maeng, J., (2020). *Student Threat Assessment as a Safe and Supportive Prevention Strategy: Final Technical Report.* Charlottesville, VA: School of Education and Human Development, University of Virginia. https://www.ojp.gov/pdffiles1/nij/grants/255102.pdf	Cases involving threats against others (14,131), threats to harm self (16,430) and threats to harm both self and others (1,691) reported by approximately 1,900 Virginia public K-12 schools from 2014-15 through 2017-2018 (with different variables measured each year).	This project summarized a wide variety of research studies in an attempt to examine the impact of statewide implementation of threat assessment guidelines, determine how implementation is associated with individual student and schoolwide outcomes, and assess potential areas for improvement. • Many of the results in this technical report are found in separate journal articles summarized in this table. • Based on 1,865 cases for the 2014-15 school year, services for students receiving a threat assessment included school-based counseling (32%), mental health assessment (19%), mental health services inside (7%) or outside (14%) the school system, review of an existing Individualized Education Program (21%) or 504 Plan (2%), special education evaluation (5%), or hospitalization (5%).

Citation	Sample	Description and Selected Findings
Stohlman, S., Huang, F., & Cornell, D. (2021). High school graduation outcomes of student threat assessment. *Preventing School Failure: Alternative Education for Children and Youth, 66*:2, 109-117. https://doi.org/10.1080/1045988X.2021.1980851 A more complete report of this study is found in: Stohlman, S. (2020). Facilitating threat assessment implementation in schools: From training to outcomes. Unpublished doctoral dissertation. University of Virginia. Charlottesville, VA.	Graduation rates for 146 students who received a threat assessment in 2 Virginia school districts.	This study evaluated graduation rates in schools that implemented the Comprehensive School Threat Assessment Guidelines to better understand the academic impact of implementation. • 83% of students in a select sample with records available over four years graduated from high school. • Among 73 students with more complete records, students receiving SPED services were 18 percent more likely to graduate compared to students not receiving SPED services. • No statistically significant association between graduation/dropout and student grade level, gender, or race/ethnicity.
Crepeau-Hobson, F., & Leech, N. (2021). Disciplinary and nondisciplinary outcomes of school-based threat assessment in Colorado schools, *School Psychology Review, 51*. DOI:10.1080/2372966X.2020.1842716 10.1080/2372966X.2020.1842716 10.1080/2372966X.2020.1842716 10.1080/2372966X.2020.1842716	253 students receiving a threat assessment in three Colorado school districts.	This study evaluated the outcomes of implementing threat assessment systems in three Colorado school districts, with a specific focus on evaluating disparities. • 37.5% of students receiving a threat assessment had SPED status. • Students receiving a threat assessment were White (46.6%), Hispanic (16.7%), Black (15.0%) or other (21.7%). • Services for students receiving a threat assessment included mental health support (75.9%), behavior plan (30.0%), modified schedule (23.3%), referral for SPED evaluation (11.1%) or some other action (76.3%). • Disciplinary actions for students receiving a threat assessment included suspension (41.1%), expulsion (5.5%), and/or other disciplinary action (50.2%). • No statistically significant differences in disciplinary or service outcomes for students associated with race/ethnicity (Black, Hispanic, White) or SPED status. These findings of racial/ethnic parity occurred in schools where Black and Hispanic students were suspended, expelled, and/or received law enforcement outcomes disproportionately more than White students for all disciplinary infractions.

Citation	Sample	Description and Selected Findings
Cornell, D., & Maeng, J. (2022). School threat assessment in Florida: Technical report for 2020-2021 case data. Charlottesville, VA: School of Education and Human Development, University of Virginia.	1,102 students referred for a threat assessment in 21 Florida school districts.	• 43.6% of students receiving a threat assessment had SPED status. • Students receiving a threat assessment were White (59%), Black (25%), Hispanic (10%), or other (6%). • Services for students receiving a threat assessment included counseling (44%), conflict resolution (30.1%), mental health services (26.3%), and other services (80% of students received at least one service). • Disciplinary actions for students referred for a threat assessment included out-of-school suspension (26%), in-school suspension (11%), detention after school (2%), and/or expulsion (2%). • Law enforcement actions for students referred for a threat assessment included arrest (0.5%), placement in juvenile detention (0.5%), and/or court charges (2%). • No statistically significant differences between Black and White students, or between Hispanic and White students, in whether a student receiving a threat assessment was suspended from school, received an alternative placement, expelled, or subject to law enforcement action (except that Hispanic students were less likely to be transferred than White students).

The studies in Table 7 are concerned with training school staff to conduct threat assessments. These studies support Toolkit recommendations that school staff can be trained in school threat assessment using a one-day workshop. Staff were receptive to the training and demonstrated statistically large gains in knowledge of threat assessment principles and practices. They demonstrated the ability to classify threat assessment cases with high reliability. Notably, they showed a large decline in support for zero tolerance discipline and support for using a supportive, threat assessment approach that discourages use of school exclusion. Positive training effects were observed across disciplines including school administration, counseling, law enforcement, psychology, and teaching. Additional studies have found that students, teachers and other staff can be educated about school threat assessment with briefer educational programs and demonstrate greater understanding of school safety and increased willingness to report threats of violence. A limitation of this work is that nearly all of the studies were conducted with the CSTAG model and studies of other training programs are needed.

Table 7: Studies of School Threat Assessment Training

Citation	Sample	Selected Findings
Allen, K., Cornell, D., Lorek, E., & Sheras, P. (2008). Response of school personnel to student threat assessment training. *School Effectiveness and School Improvement, 19(3).*	351 staff from 2 Virginia school divisions completed pre and post surveys as part of a 1-day professional development workshop using the *Guidelines for Responding to Student Threats of Violence.*	• High satisfaction with training and motivation to use school threat assessment • Increased knowledge about school safety and risk of school shootings. • Decreased support for zero tolerance discipline • Similar results for staff from high and low income schools and across counselors, law enforcement officers, principals, psychologists, and social workers
Cornell, D. G., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *NASSP Bulletin, 95(3),* 175–194.	142 staff from 23 Virginia high schools completed pre and post surveys as part of a 1-day professional development workshop using the Virginia Student Threat Assessment Guidelines.	• High satisfaction with training and motivation to use school threat assessment • Increased knowledge about school safety and risk of school shootings • Decreased support for zero tolerance discipline
Cornell, D. G., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in kindergarten through grade 12. *School Psychology Review, 41*(1), 100–115. https://doi.org/10.1080/02796015.2012.12087378	59 staff from 20 Virginia K-12 schools completed pre and post surveys as part of a 1-day professional development workshop using the Virginia Student Threat Assessment Guidelines.	•Increased knowledge about school safety and risk of school shootings •Decreased support for zero tolerance discipline.

Citation	Sample	Selected Findings
Leuschner, V., Fiedler, N., Schultze, M., Ahlig, N., Göbel, K., Sommer, F., Scholl, J., Cornell, D., & Scheithauer, H. (2017). Prevention of targeted school violence by responding to students' psychosocial crises: The NETWASS program. *Child Development, 88*(1), 68–82. https://doi.org/10.1111/cdev.12690	3,473 school staff (primarily teachers) from 98 German schools completed surveys pre and post training, and then 7 months after training, in the NETWASS (Networks Against School Shootings) program to prevent targeted school violence.	• Increased knowledge of risk factors for school shootings • Increased ability to evaluate case scenarios and ability to identify and assist students experiencing a crisis that could lead to targeted violence • Increased confidence in the school's organizational structure
Maeng, J.L., & Cornell, D. (2020, August). *Effects of online teacher professional development in school safety and threat assessment.* A paper for the annual meeting of the American Psychological Association, Washington, D.C., virtual conference.	4,908 school staff (primarily Virginia, but seven other states) who completed pre and post surveys for a brief online educational program about threat assessment.	• Increased knowledge about school safety and threat assessment • Decreased support for school suspension for student threats • Increased staff motivation to speak with students about threats (83%), teach students about the difference between snitching and seeking help (93%), and encourage students to report threats (95%)
Stohlman, S. L., & Cornell, D. G. (2019). An online educational program to increase student understanding of threat assessment. *Journal of School Health, 89*(11), 899–906. https://doi.org/10.1111/josh.12827	2,338 Virginia secondary school students completed pre and post surveys for a brief online educational program about threat assessment.	• Students demonstrated increased knowledge about threat assessment and greater willingness to report threats
Stohlman, S., Konold, T., & Cornell, D. (2020). Evaluation of threat assessment training for school personnel. *Journal of Threat Assessment and Management. 7*(1-2), 29–40. https://doi.org/10.1037/tam0000142	4,666 school staff from multiple states completed pre and post surveys for a full-day in-person CSTAG workshop, involving 9 different trainers and 100 workshops.	• Increased staff knowledge of school safety and threat assessment • High (95%+) support for threat assessment and motivation to implement • Consistent results across trainers and across multidisciplinary groups including administration, law enforcement, mental health, teaching, and others
Cornell, D., & Maeng, J., (2020). *Student Threat Assessment as a Safe and Supportive Prevention Strategy: Final Technical Report.* Charlottesville, VA: Curry School of Education, University of Virginia. https://www.ojp.gov/pdffiles1/nij/grants/255102.pdf	School staff from 9 states completed pre and post surveys for 3 brief online educational programs: (1) threat assessment basics (n = 1,763); (2) School discipline and research findings (n = 1,485); (3) Case management (n = 1,84). Note that this technical report also includes results reported in publications above by Maeng & Cornell (2020) and Stohlman & Cornell (2019).	• Increased staff knowledge of school safety and threat assessment • Decreased support for zero tolerance and school exclusion discipline practices • Increased staff motivation to speak with students about threats (93%), teach students about the difference between snitching and seeking help (95%), and encourage students to report threats (95%)

APPENDIX 3

National Center for School Safety Initial Survey of School Threat Assessment Experts

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December 9, 2020

Executive Summary

We report survey results for 175 experts in K-12 school threat assessment asked to identify the top priorities for the field. From a curated list of topics, the experts identified the quality and quantity of school team training as the top priority in the field. The second priority was delineation of the threat assessment process, including how referrals are obtained and how comprehensive the assessment should be. The third priority was determination of team composition and meetings, followed by records and information sharing; protection of student rights, fairness, and equity; and how teams should handle threats of self-harm. The next priorities were the role of law enforcement; work on cases involving special education; sustainability of the threat assessment program; and how threat assessment affects school disciplinary decisions.

Recruitment of Experts

Threat assessment is a relatively young and multidisciplinary field with no established standards for expert status. Rather than attempt to establish a priori criteria for expertise in a nascent field, we decided to make membership inclusive and open to all individuals who identified themselves as experts in school threat assessment. We measured the qualifications of these experts with background questions in our initial survey.

Experts were recruited primarily by emails sent to persons identified as school threat assessment trainers, authors of publications on school threat assessment, heads of professional and government organizations concerned with threat assessment (such as the National Threat Assessment Center), as well as persons with administrative responsibility for school threat assessment in all 50 state governments and the 25 largest school districts in the United States. Recruitment requests were posted on the websites of the Association of Threat Assessment Professionals and the National Center for School Safety.

Altogether, we invited more than 680 experts in school (K-12) threat assessment via email, personal referral, and website recruitment postings to participate in our cadre of experts. Of those invited, 219 experts indicated their willingness to serve in our cadre of experts. The first survey was completed between May 11 and July 1, 2020 by 175 experts for a participation rate of 80%. This survey had two purposes: (1) assess the background and qualifications of the experts; and (2) identify priorities for K-12 threat assessment.

The experts reported backgrounds in education (52%), psychology (29%), or criminal justice/law enforcement (20%). Approximately two-thirds (62%) reported a master's degree and one-third (32%) a doctoral degree. Approximately half (49%) currently work in a K-12 school setting, with others working in government, higher education, independent consulting, and law enforcement settings.

Most (65%) experts had personally conducted more than 10 threat assessments. Although some experts reported being relatively new to the field of threat assessment (42% < 5 years), they hold positions of responsibility and engagement in threat assessment, making their input desirable. Experts were 50% female and predominantly White (78%), Hispanic (11%), and Black (6%).

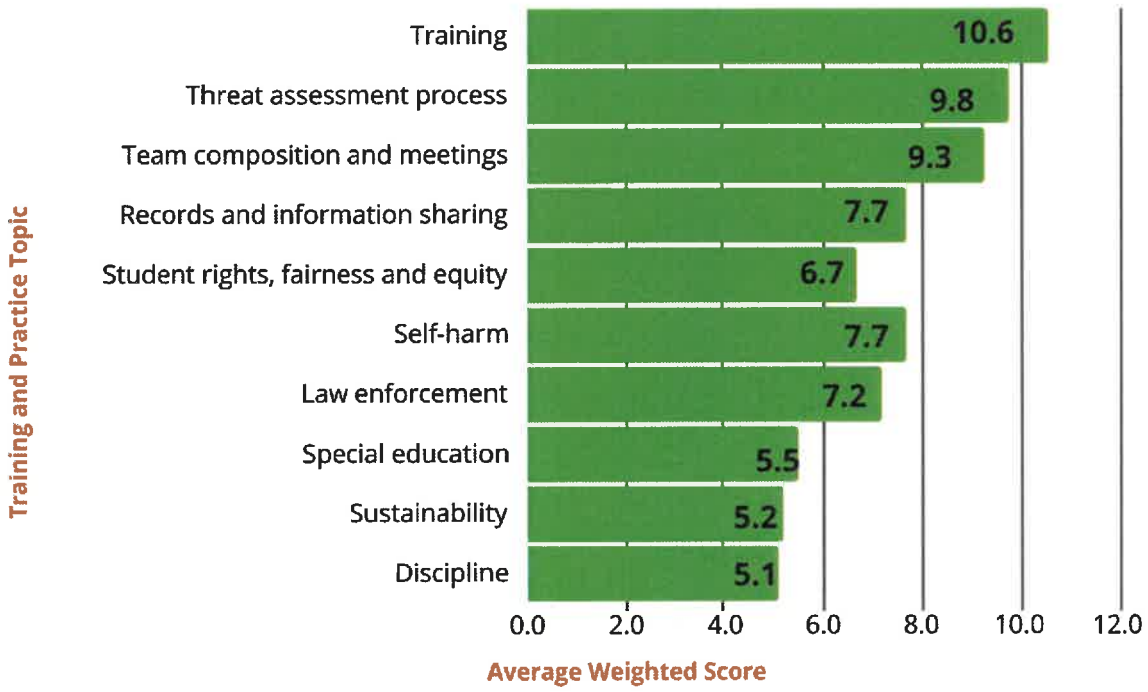
Priorities for School Threat Assessment

The survey presented ten priority topics for ratings. As noted above, experts identified training and threat assessment process as their two top priorities for the field (Figure 11), followed by team composition and meetings; records and information sharing; student rights and fairness; self-harm; role of law enforcement; special education; sustainability; and school discipline.

The ten priority topics were also included on a separate survey of 113 Bureau of Justice Assistance STOP grant recipients conducted by the National Center for School Safety. The results for grant recipients were strikingly similar to those for the experts, with training and threat assessment process again identified as the highest priorities.

Overall, these results provide us with a basis for focusing our work on the development of training standards and best practices for the threat assessment process. Future surveys will concentrate on those areas.

Figure 11: Average Weighted Score for Each Priority Topic



School Threat Assessment Expert Survey 1 Results

The first School Threat Assessment Expert Survey was designed to characterize the background of the experts and to collect their views on priorities in the field.[3] This brief report summarizes survey results for these 175 participants who completed the survey between May 11, 2020 and July 1, 2020. The results are reported in summary form so as not to identify individual respondents.

Recruitment of Experts

Experts were recruited primarily by emails to persons identified as school threat assessment trainers (n = 272), authors of publications on school threat assessment (n = 150), heads of professional and government organizations concerned with threat assessment (n = 30, e.g., National Threat Assessment Center), as well as persons with administrative responsibility for school threat assessment in all 50 state governments and the 25 largest school districts in the United States (n = 185). Recruitment requests were posted on the websites of the Association of Threat Assessment Professionals and the National Center for School Safety. Respondents were also encouraged to recommend additional participants.

Altogether, we invited more than 680 experts in school (K-12) threat assessment via email, personal referral, and website recruitment postings to participate in our cadre of experts. Of those invited, 219 experts indicated their willingness to serve in our cadre of experts. The first survey was completed between May 11 and July 1, 2020 by 175 experts for a participation rate of 80%. This survey had two purposes: (1) assess the background and qualifications of the experts; and (2) identify priorities for K-12 threat assessment.

Table 8: Characteristics of Experts

1. How were you invited to join the expert group?	**N**	**%**
Email solicitation (total)	**134**	**76.6**
Persons identified as school threat assessment trainers	61	45.5
Requests sent to 50 state Departments of Education	29	21.6
Authors of publications on school threat assessment	26	19.4
Requests sent to professional and government organizations concerned with TA[a]	8	60
Requests sent to the 25 largest school districts in the U.S.	7	5.2
Other	3	2.2
Website posting (total)	**15**	**8.6**
Association of Threat Assessment Professionals (ATAP) website	13	86.6
National Center for School Safety (NCSS) website	2	13.3
Referred by colleague	**26**	**14.9**
2. What degrees do you hold?[b]	**N**	**%**
M.A./M.S./M.Ed.	86	49.1
Ph.D.	40	22.9
Other- B.A./B.S.[c]	14	8.0
M.S.W.	13	7.4
Other-Other Masters[c]	9	5.1

Other- Ed.S.[c]	8	4.6
Ed.D.	7	4.0
Other-Psy.D./Psy.S.[c]	6	3.4
J.D.	5	2.9
M.D.	3	1.7
Other: Left blank (4), Licensed Professional Counselor (1), Criminal Justice Administration (1), Certified Threat Manager (1), Superintendent Eligibility Certification (1), N/A (1)	9	5.1
3. Occupational Field[d]	**N**	**%**
Education	91	52.0
Psychology	51	29.1
Criminal Justice/Law Enforcement	35	20.0
Counseling	32	18.3
Social Work	19	10.9
Other- Safety/Security/Emergency Management[e]	10	5.7
Other-Government[c]	5	2.9
Law	4	2.3
Medicine	3	1.7
Human Resources	2	1.1
Sociology	2	1.1
Other: Left blank (3), Threat Assessment Manager (1), Family Nurse Practitioner (1)	5	2.9
4. In the course of your career, approximately how many threat assessment cases have you conducted (individually or as part of a team)? For estimation purposes, enter a single number.	**N**	**%**
None (0)	27	15.4
Few (1-10)	35	20
Some (11-100)	74	42.3
Many (>100)	39	22.3
5. How many years have you worked or been engaged in the threat assessment field?	**N**	**%**
Limited experience (0-5 years)	73	41.7
Experienced (6-15 years)	51	29.1
Highly experienced (16+ years)	51	29.120
6. Which of the following applies to you? (Choose all that apply)	**N**	**%**
Conducted workshops or training on threat assessment	134	76.6
Served as threat assessment team leader or supervisor (or member of TA team)	113	64.6
Developed a TA model or procedure	83	47.4
Conducted research on TA	59	33.7
Published article(s) or chapter(s) on TA or related topic	36	20.6
Testified on TA at legislative proceeding	20	11.4
Testified on TA at court proceeding	20	11.4
Other TA role: Left blank (3), Develop the Latin America Association of Threat Assessment Professionals (1), Participated in TA training (4)	8	4.6

7. In what setting do you work currently?	N	%
K-12 school	86	49.1
Government agency	43	24.6
College or university	30	17.1
Independent consulting	25	14.1
Law enforcement agency	16	9.1
Other- Safety/Security support center or organization[c]	5	2.9
Other: Left blank (3), Corporate setting (1), Private psychotherapy practice (1), Educational agency (1), Non-profit (1), State hospital, county jail, Superior Court (1)	8	4.6
8. How many years have you worked in a K-12 school setting over the course of your career?	**N**	**%**
No K-12 experience	40	22.9
Limited K-12 experience (1-5 years)	32	18.3
Experienced (6-15 years)	47	26.9
Highly experienced (16+ years)	56	32
9. What is your reported gender?	**N**	**%**
Male	87	49.7
Female	88	50.3
Prefer not to answer	0	0
Prefer to self-describe	0	0
10. Which best describes your race/ethnicity? (We recognize that these are flawed albeit conventional categories. Choose all that apply)	**N**	**%**
White	136	77.7
Black or African-American	10	5.7
Asian	3	1.7
American Indian or Alaskan Native	1	0.6
Mixed race	5	2.9
Hispanic	20	11.4

Notes

[a] SIGMA Threat Management Associates, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Association of Threat Assessment Professionals (ATAP), National Threat Assessment Center (NTAC).
[b] Participants could report more than one degree. Participants were not asked to report only their highest degree, but many may have interpreted the question this way since everyone with a Ph.D. likely has a Bachelor's degree as well.
[c] These categories were derived from classification of "other" responses.
[d] Some participants selected more than one occupational field.

Priority Topics for School Threat Assessment Training and Practice

Survey participants were asked to rate the priority of 10 topics important to training and practice in school threat assessment. The topics were described in the table below.

Table 9: Priority Topics by Rating

Indicate whether you regard each topic as high, medium, or low priority for the field of school threat assessment. If you have no "Other Topic," mark this as a low priority[a]	Frequency	High Priority	Medium Priority	Low Priority
Training. How much training do school-based teams need to begin conducting threat assessments & what topics should be covered in training? How should we evaluate training quality? Should participants demonstrate some kind of proficiency after training? What ongoing training is needed after initial training to sustain the team & promote continued professional development & high quality work?	N	155	17	1
	%	89.6%	9.8%	0.6%
Team Composition and Meetings. Who should be on a school threat assessment team? Should teams be based within a school or outside the school, & should one team cover more than one school? Who should lead the team? How frequently should teams meet? Who should attend meetings?	N	101	62	10
	%	58.4%	35.8%	5.8%
Threat Assessment Process. How should teams obtain referrals? How should they determine whether a referral needs an assessment & how comprehensive the assessment should be? How should teams deal with threats by non-students?	N	137	32	4
	%	79.2%	18.5%	2.3%
Records and Information Sharing. What should be recorded in a threat assessment, where should records be stored, & who should have access? When & how should information be shared with persons outside the threat assessment team? How should information be obtained & shared with agencies outside the school?	N	120	48	5
	%	69.4%	27.7%	2.9%
Self-harm. How should threat assessment teams handle threats of suicide & self-harm? Since secondary schools tend to have more students identified as threatening to harm self than others, & often have separate procedures for responding to students who are suicidal or have engaged in self-injurious behaviors such as cutting, what role should the threat assessment team play?	N	104	50	19
	%	60.1%	28.9%	11.0%

Law Enforcement. What are the roles of law enforcement on threat assessment teams? When should law enforcement be involved? What access should they have to threat assessment information? What information should they provide to threat assessment teams?	**N**	91	73	9
	%	52.6%	42.2%	5.2%
Student Rights, Fairness, and Equity. How should student rights be protected in the threat assessment process? Do students (and/or parents) have a right to decline participation in a threat assessment, to have access to threat assessment records & findings, & to challenge threat assessment findings or decisions? How do schools assure fairness & equity of the threat assessment process & consequences for students? What safeguards are in place to deal with potential for disproportionate adverse outcomes for students across groups defined by gender, race, ethnicity, or special education status?	**N**	108	56	9
	%	62.4%	32.4%	5.2%
Special Education. How should the threat assessment process differ when a student is receiving special education services? How should teams proceed when a student appears to need special education services? In other words, how do threat assessment teams coordinate their actions with the special education process and the procedures guiding a student's Individualized Education Program?	**N**	103	61	9
	%	59.5%	35.3%	5.2%
Discipline. How does the threat assessment process affect disciplinary decisions? Who makes disciplinary decisions in threat assessment cases?	**N**	75	79	19
	%	43.4%	45.7%	11.0%
Sustainability. What systems arrangements are needed so that schools can implement & sustain high-quality threat assessment programs? How can they be designed to thrive in the education community? How can they be funded?	**N**	123	43	7
	%	71.1%	24.9%	4.0%
Note. [a]N=173; some participants did not respond to this question.				

After rating each topic as high, medium, or low in priority, participants were asked to arrange the topics in order of priority. This provided an alternative way to measure their priority. Each topic was given a priority score based on the rankings it received, with a ranking of 1 weighted as score of 12 points, a ranking of 2 weighted as 11 points, etc. The total score for each topic was sum of the weighted ranks. The virtue of this process (in comparison to the percent endorsing the topic as a high priority) is to identify middle range topics more accurately. The Pearson correlation between the two measures was $r = .77$ ($p = .009$).

Table 10: Priority Topics by Score

		Training	Team composition and meets	Threat assessment process	Records and information sharing	Self-harm	Law enforcement	Student rights, fairness, and equity	Special education	Discipline	Sustainability
Rank[a]	Score	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
1	12	112 (64.7)	9 (5.2)	31 (17.9)	2 (1.2)	5 (2.9)	0 (0)	10 (5.8)	0 (0)	0 (0)	2 (1.2)
2	11	30 (17.3)	44 (25.4)	62 (35.8)	7 (4)	6 (3.5)	4 (2.3)	12 (6.9)	0 (0)	0 (0)	7 (4)
3	10	11 (6.4)	42 (24.3)	48 (27.7)	13 (7.5)	13 (7.5)	11 (6.4)	12 (6.9)	5 (2.9)	5 (2.9)	9 (5.2)
4	9	6 (3.5)	20 (11.6)	14 (8.1)	37 (21.4)	23 (13.3)	11 (6.4)	19 (11)	19 (11)	4 (2.3)	13 (7.5)
5	8	2 (1.2)	18 (10.4)	10 (5.8)	29 (16.8)	24 (13.9)	21 (12.1)	20 (11.6)	18 (10.4)	7 (4)	17 (9.8)
6	7	5 (2.9)	9 (5.2)	4 (2.3)	28 (16.2)	28 (16.2)	31 (17.9)	15 (8.7)	14 (8.1)	16 (9.2)	18 (10.4)
7	6	2 (1.2)	9 (5.2)	2 (1.2)	18 (10.4)	25 (14.5)	33 (19.1)	32 (18.5)	21 (12.1)	17 (9.8)	7 (4)
8	5	1 (0.6)	10 (5.8)	0 (0)	20 (11.6)	20 (11.6)	23 (13.3)	22 (12.7)	43 (24.9)	15 (8.7)	15 (8.7)
9	4	2 (1.2)	4 (2.3)	1 (0.6)	10 (5.8)	7 (4)	28 (16.2)	22 (12.7)	34 (19.7)	46 (26.6)	15 (8.7)
Rank[a]	Score	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
10	3	2 (1.2)	8 (4.6)	0 (0)	8 (4.6)	17 (9.8)	8 (4.6)	8 (4.6)	15 (8.7)	51 (29.5)	53 (30.6)
11	2	0 (0)	0 (0)	1 (0.6)	1 (0.6)	1 (0.6)	2 (1.2)	1 (0.6)	3 (1.7)	10 (5.8)	13 (7.5)
12	1	0 (0)	0 (0)	0 (0)	0 (0)	4 (2.3)	1 (0.6)	0 (0)	1 (0.6)	2 (1.2)	4 (2.3)
	Total Score	1920	1543	1786	1266	1186	1092	1224	992	790	936
	M (SD)	11.09 (1.79)	8.91 (2.38)	10.32 (1.50)	7.31 (2.12)	6.85 (2.48)	6.31 (2.07)	7.07 (2.54)	5.73 (2.03)	4.56 (1.97)	5.41 (2.84)

Note: [a] N=173; 2 participants did not respond to this question. Ranks were assigned by survey participants. Ranks were converted to scores and then the total scores for each priority were calculated as shown in the table. A ranking of 1 earns 12 points and a ranking of 2 earns 11 points. For example, the topic of Training was ranked 1 by 112 of the participants and there given 12 x 112 = 1,344 points. Training was ranked 2 by 30 of the participants and given 11 x 30 = 330 points, etc. The total points for Training was 1,920, an average of 11.09 per participant.

Priorities as a Function of Expert Characteristics

Regressions were run for each of the threat assessment priorities using the following predictors: white/non-white, degree type, gender, occupation is law enforcement, occupation is education, occupation is mental health, years working in a K-12 setting, years experience in threat assessment, and number of threat assessments completed to assess whether priority scores differed as a function of expert characteristics. There were no statistically significant relationships between any of these predictors and any of the threat assessment priorities.

Other Priorities

Participants were able to propose additional priority topics. Of the 86 proposed additional topics, most (52) could be recoded into one of the existing topics.* For example, "perceived need for yearly training" and "refresher training" as well as "methods to evaluate trainers" were all recoded into the Training topic. Responses including "types of data collected" and "transfer of information between schools" were recoded into the Records topic.

The other proposed additional topics were coded into three groups:

- 17 participants (9.8%) suggested topics that were classified as follow-up interventions as a high priority, including "development of effective monitoring and intervention strategies", "social-emotional supports for students", and "reintegration strategies."
- 10 (5.8%) nominated school climate interventions as a high priority. Responses included, "prevention efforts", "multi-tiered systems of support", and "campaigns such as 'See Something, Say Something'."
- 4 (2.3%) identified administrative/district support and oversight as a high priority, including "district monitoring" and "oversight."

*When a write-in topic was rated as a high priority and recoded into an existing topics, the existing topic was rated a high priority.

NCSS Grantee Needs Assessment Survey Threat Assessment Topic Priorities

NCSS Grantee Survey participants were asked to rearrange the list of topics so that the highest priority was ranked 1. Each topic was given a priority score based on the rankings it received, with a ranking of 1 weighted as 12 points, a ranking of 2 weighted as 11 points, etc. The total score for each topic was sum of the weighted scores. This process identifies middle range topics more accurately.

Table 11: NCSS Grantee Ratings of Priority Topics

		Training	Team composition and meetings	Threat assessment process	Records and information sharing	Self-harm	Law enforcement	Student rights, fairness, equity	Special education	Discipline	Sustainability
Rank[a]	Score	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
1	12	57 (50.4)	17 (15)	15 (13.3)	3 (2.7)	3 (2.7)	4 (3.5)	4 (3.5)	1 (0.9)	1 (0.9)	7 (6.2)
2	11	21 (18.6)	28 (24.8)	27 (23.9)	8 (7.1)	10 (8.8)	7 (6.2)	4 (3.5)	1 (0.9)	3 (2.7)	4 (3.5)
3	10	15 (13.3)	18 (15.9)	36 (31.9)	12 (10.6)	12 (10.6)	5 (4.4)	6 (5.3)	2 (1.8)	1 (0.9)	6 (5.3)
4	9	2 (1.8)	17 (15)	16 (14.2)	20 (17.7)	14 (12.4)	16 (14.2)	7 (6.2)	6 (3.5)	9 (8)	6 (5.3)
5	8	6 (5.3)	11 (9.7)	9 (8)	22 (19.5)	19 (16.8)	20 (17.7)	14 (12.4)	4 (3.5)	4 (3.5)	4 (3.5)
6	7	5 (4.4)	5 (4.4)	3 (2.7)	17 (15)	23 (20.4)	15 (13.3)	18 (15.9)	16 (14.2)	6 (5.3)	3 (2.7)
7	6	3 (2.7)	4 (3.5)	1 (0.9)	12 (10.6)	14 (12.4)	18 (15.9)	27 (23.9)	10 (8.8)	15 (13.3)	9 (8)
8	5	2 (1.8)	6 (5.3)	2 (1.8)	6 (5.3)	9 (8)	14 (12.4)	20 (17.7)	38 (33.6)	7 (6.2)	8 (7.1)
9	4	0 (0)	5 (4.4)	2 (1.8)	7 (6.2)	4 (3.5)	10 (8.8)	6 (5.3)	24 (21.2)	45 (39.8)	8 (7.1)
10	3	2 (1.8)	2 (1.8)	2 (1.8)	6 (5.3)	5 (4.4)	3 (2.7)	7 (6.2)	10 (8.8)	19 (16.8)	56 (49.6)
11	2	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0.9)	0 (0)	1 (0.9)	2 (1.8)	2 (1.8)
12	1	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0.9)	0 (0)
	Total Score	1200	1048	1104	867	865	813	760	619	577	593
	M (SD)	10.61 (2.05)	9.27 (2.38)	9.67 (1.88)	7.67 (2.22)	7.65 (2.18)	7.19 (2.26)	6.72 (2.16)	5.47 (1.86)	5.10 (2.22)	5.24 (3.03)

Note. [a]N = 113. Ranks were assigned by survey participants. Ranks were converted to scores and then the total scores for each priority were calculated as shown in the table. A ranking of 1 earns 12 points and a ranking of 2 earns 11 points. For example, the topic of Training was ranked 1 by 57 participants and there given 12 x 57 = 684 points. Training was ranked 2 by 21 participants and given 11 x 21 = 231 points, etc. The total points for Training was 1200, an average of 10.61 per participant.

Other Priorities

Participants were able to propose additional priority topics. Of the four highly ranked proposed topics, three were recoded into an existing topic.* "Continuum for identifying and referring students at risk" was recoded into the Threat Assessment Process topic, "developing and implementing a threat assessment team" was recoded into the Team Composition and Threat Assessment Process topics, and "safety communication" was recoded into the Records and Information Sharing topic. One additional priority topic, "target hardening," was not recoded.

Comparison of Expert and Grantee Priority Topics

There was a significant positive correlation between grantees using TA and grantees not using TA ($r = .975$, $p < .01$) and between the expert panel and grantee rankings ($r = .970$, $p < .001$) on the most important topics in threat assessment. Although there was overall consistency between experts and grantees, there were some differences in the relative importance of some topics. The t-test results indicate that TA experts emphasized training and TA process as priorities more consistently than did grantees, whereas grantees prioritized self-harm, law enforcement, and discipline higher than TA experts. The grantee findings suggest that some attention to these topics is merited, even if the TA experts did not rank them as among the highest priorities.

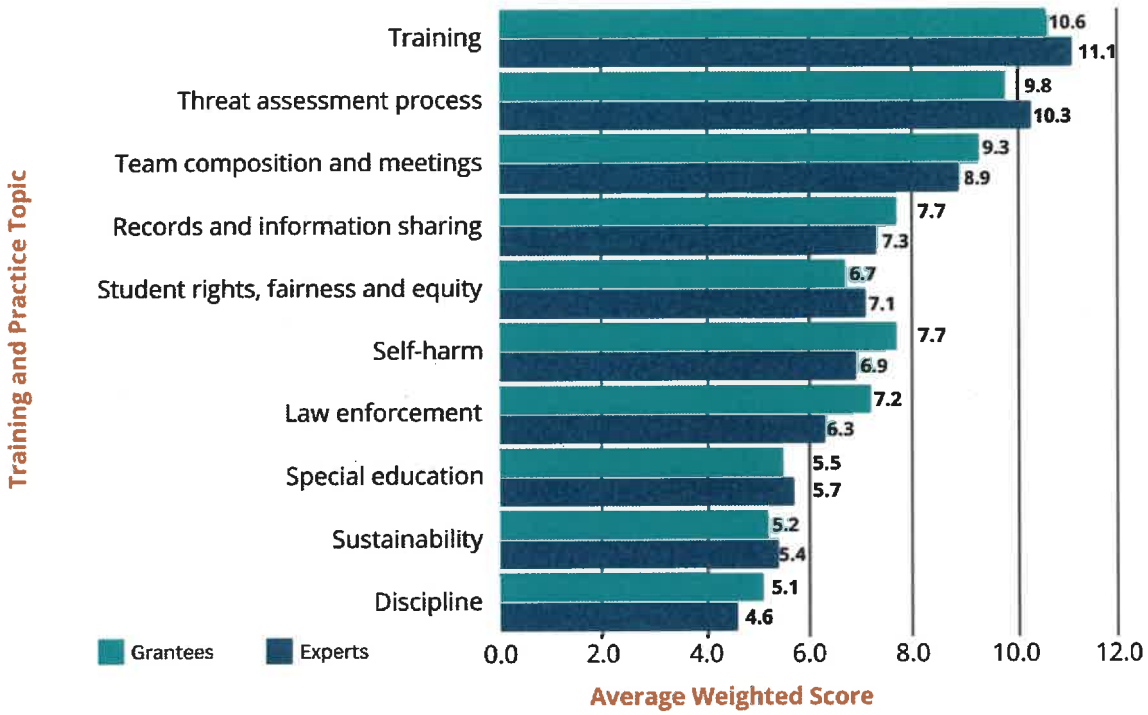
Table 12: Priority Topics for Experts and Grantees

Priority Topic	Experts N=173 Mean (SD)	All Grantees N=113 Mean (SD)	Welch's t[a]	Grantees using TA N=63 Mean (SD)	Grantees not using TA N=50 Mean (SD)	Welch's t[b]
Training	11.09 (1.79)	10.61 (2.05)	4.09*	10.88 (1.82)	10.28 (2.28)	2.36
Team composition and meetings	8.91 (2.38)	9.27 (2.38)	1.52	9.66 (2.12)	8.78 (2.6)	3.79
Threat assessment process	10.32 (1.5)	9.76 (1.88)	6.91**	9.74 (1.76)	9.8 (2.03)	0.02
Records and information sharing	7.31 (2.12)	7.67 (2.22)	1.79	7.71 (2.09)	7.62 (2.4)	0.05
Self-harm	6.85 (2.48)	7.65 (2.18)	8.20**	7.41 (2.2)	7.96 (2.14)	1.77
Law enforcement	6.31 (2.07)	7.19 (2.26)	11.11***	6.92 (2.14)	7.54 (2.38)	2.06
Student rights, fairness, and equity	7.07 (2.54)	6.72 (2.16)	1.55	6.69 (2.09)	6.76 (2.26)	0.02
Special education	5.73 (2.03)	5.47 (1.86)	1.20	5.52 (1.94)	5.42 (1.76)	0.09
Discipline	4.56 (1.97)	5.10 (2.22)	4.38*	5.06 (2.22)	5.16 (2.24)	0.05
Sustainability	5.41 (2.84)	5.24 (3.93)	0.21	4.9 (2.97)	5.68 (3.09)	1.81

Note. [a]Based on Welch's t-test (to account for different sample sizes). * $p < .05$, ** $p < .01$, *** $p < .001$.
b Based on Welch's t-test (to account for different sample sizes), there was no significant difference in mean scores between grantees using TA and grantees not using TA, all p's > .05.

* When a write-in topic was rated as a high priority and recoded into an existing topic, the existing topic ratings were adjusted to reflect this.

Figure 12: Average Weighted Score for Each Priority Topic for Experts and Grantees



APPENDIX 4

State Level Threat Assessment Guidance

States have increasingly enacted legislation of varying scope related to K-12 school threat assessment. In 2018, Woitaszewki et al. conducted a search of all 50 states to determine which had requirements for school threat assessment, as well as which states provided threat assessment resources to schools. At the time of their study, only one state (Virginia) mandated K-12 school based threat assessment procedures and teams (Woitaszewki et al, 2018). However, as of 2022, 39 states had policies supporting threat assessment, including 18 states with a legal requirement for schools to have threat assessment teams (National Association of State Boards of Education, n.d.).

Below is a summary of threat assessment legislation for several states, with links to the relevant statutes.

Florida: Senate Bill 1001.212
Florida Chapter 1001.212 establishes the role of the Office of Safe Schools in the development of a state threat assessment among other things. It charges the office to develop by December of 2023 a Florida specific statewide behavioral threat assessment operational process to guide school districts, schools, charter school governing boards and charter schools through the threat assessment process. This includes but is not limited to the establishment and duties of threat management teams, defining risk and threat behavior, appropriate law enforcement intervention, procedures for risk management and disciplinary actions, continued monitoring, and creation of threat assessment reports. It also charges the office with developing and maintaining by August of 2025 a threat management portal.

Illinois: HB 1561
Under Illinois HB 1561, each school district must implement threat assessment procedures, including the creation of a threat assessment team to include a district administrator, a teacher, a counselor, a school psychologist, a social worker, and at least one law enforcement official. The law establishes timeframes for compliance and allows a district to use a regional behavioral threat assessment and intervention team that includes mental health professionals and representatives from the State, county, and local law enforcement if existing staff and resources prevent them from establishing a district team.

Kentucky: Senate Bill 1
This law requires each district superintendent to appoint a school safety coordinator beginning with the 2019-2020 school year. The safety coordinator ensures that each school has a threat assessment team, consisting of two or more staff members, who may include school administrators, school counselors, school resource officers, school-based mental health services providers, teachers, and other school personnel.

Louisiana: Louisiana Law RS 17:409.4
This law states that public school governing authorities shall develop a policy for the investigation of potential threats of violence. The law does not specify whether this investigation should be completed by a threat assessment team. If there is concern of a credible and imminent threat, law enforcement should be immediately notified, who must then begin their own investigation.

Maryland: Maryland Code § 7-1507
Maryland Code§ 7-1507 mandates the development of a model policy for the establishment of threat assessments teams in each school district, to include how to identify threatening behavior, how to assess threats from both students and non-students, and best practices for trainings members of the school community to identify, respond to and report threatening behavior, including staff, students, and parents. The model policy also must address the appropriate number of teams within each school system, as well as policies for training members. Teams should include experts in education, instruction, counseling, school administration, and law enforcement. Schools also are required to set standards for timely response to threats and for coordination with and referral to community partners such as law enforcement and mental health assessment as appropriate.

New Jersey: Chapter 83
Chapter 83 supplements Chapter 17 of Title 18A of the New Jersey Statutes requiring school districts and board of trustees of charter schools to develop and adopt policy to establish a multidisciplinary threat assessment team at each school. They are required to have an administrator, a teacher, school staff member with expertise in student counseling, and a safe schools resource officer or staff member who acts as the liaison between school and law enforcement. The law establishes the framework for developing threat assessment policy and training for threat assessment teams through the Department of Education, state law enforcement, and the New Jersey Office of Homeland Security and Preparedness.

Ohio: 3313.669
Section 3313.669 requires school districts to establish threat assessment teams at every school within two years of March 2021. It suggests that the structure of the team be multidisciplinary and requires team members to to go through an approved threat assessment training every three years, this list of approved threat assessment trainings is maintained by the department of public safety. The law also provides that team members are not liable in damages unless their act or omission constitutes willful or wanton misconduct.

Pennsylvania: 24 P.S. § 1301-1303-E
24 P.S. § 1301-1303-E mandates Pennsylvania schools establish threat assessment teams and facilitate team member training on best practices in threat assessment. Each school must have a team, with members and a team leader appointed by the principal or their designee. Members must include individuals with expertise in school health, mental health, special education, and school administration as well as the school safety/security coordinator. All members of the school community must be informed of the team's purpose and receive training regarding threat recognition and reporting. Teams must make an annual presentation to their school board outlining their threat assessment activities. The School Safety and Security Committee, created under Section 1302-B, must provide model threat assessment procedures, guidelines and training for team members and must review these annually and revise as appropriate.

Tennessee: Tennessee Code § 49-6-2701
This legislation authorizes local education agencies (LEAs) to establish threat assessment teams which must include LEA personnel and law enforcement personnel and can include mental health professionals, representatives from the district attorney, and children's services offices and/ or juvenile services personnel. The teams are trained by local law enforcement or mental health providers. They conduct threat assessments, provide guidance to school communities on recognition of threats and reporting of same, refer to appropriate support services, and complete post-incident fidelity assessments. The team must keep quantitative data on all threats, team decisions, and post-incident assessments and provide this documentation to the LEA, the local board of education and the director of schools while following all relevant privacy laws, including FERPA.

Texas: Texas Statutes Section 37.115
This law mandates the development of district-level threat assessment teams trained by the Texas School Safety Center using evidence-based threat assessment protocols. Each school in the district must have an assigned team, but teams can serve more than one school. Team members should have expertise in counseling, special education, behavior management, school safety and security, mental health and substance use, classroom instruction, school administration, emergency management, and law enforcement. A district oversight committee may be created, which must include members with expertise in regular and special education, human resources, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. Each team is charged with receiving and assessing threats by gathering necessary data, referring students for mental health assessment as needed and following district policy for serious threats, which includes reporting these cases to the superintendent. The team must conduct a threat assessment for suicidal students who also threaten to harm others, and refer that student to the district's suicide prevention program. The statute specifies records teams must keep, including quantitative data about threats and assessment outcomes, and how to report this information.

Utah: Utah Code 53G-8-802
Utah Code 53G-8-802 creates the Student Safety and Support Team program and mandates the state board develop model policies and protocols for conducting a school threat assessment. The board must also provide training in evidence-based approaches for identifying individuals who pose a risk to the school community as well as collect school climate data via a survey.

Virginia: Code of Virginia§ 9.1-184.A.10 and Code of Virginia§ 22.1-79.4
In 2013, Virginia became the first state to mandate threat assessment teams in its K-12 public schools. The Code of Virginia §9.1-184.A.10 creates the Virginia Center for School and Campus Safety, charged with developing a model policy for the establishment of threat assessment teams, providing resources and technical assistance and collaborating with government agencies such as the state police and the departments of Education, Behavioral Health and Developmental Services, and Criminal Justice Services.

Subsequently, the Code of Virginia§ 22.1-79.4 directs each division superintendent to establish a multi-disciplinary threat assessment team for each school to include persons with expertise in counseling (school psychologists, counselors and/or social workers), instruction (teachers, special education teachers or administrators with teaching experience), school administration (principals or assistant principals), and law enforcement (SROs or local or state law enforcement), although members do not need to be currently serving in those roles. Other team members may be included as appropriate on either a permanent or ad hoc basis. Ideally, each core team member has at least one back-up, typically from the same area of expertise. Each team has a designated leader, typically a school administrator, but school administration has discretion to appoint another staff member to this role.

The division superintendent ensures that all schools are served by a team; teams can serve more than one school with allocation based on resources and staffing needs. Each division may establish an oversight division-level committee to include individuals with expertise in human resources, education, school administration, mental health, and law enforcement. Responsibility for district oversight of school level threat assessment teams may also be assigned to an existing committee, at the superintendent's discretion.

Washington: RCW 28A.320.123
The Washington State School Director's Association, along with the office of the superintendent of public instruction, must develop a model policy and procedures for the establishment of school threat assessment programs to be posted on the web site of the state school safety center by January 1, 2020. School districts are required to adopt a threat assessment program consistent with the state's model policy no later than the start of the 2020-2021 school year. Minimum requirements for program implementation include policies for timely response to threats and response protocols based on behavior rather than demographic characteristics. Teams must be multidisciplinary and multi-agency and include special education teachers and practicing educational staff associates. To monitor implementation, the superintendent of public instruction must develop data collection and reporting mechanisms and review specific district programs at least once every five years.

Wisconsin: Act 143
2017 Wisconsin Act 143 creates the Office of School Safety (OSS) within the Wisconsin Department of Justice. The Act requires that the Office of School Safety provide best practice guidance to Wisconsin schools as well as school safety training. It requires every school to conduct a safety assessment and develop a safety plan, and sets forth guidance for schools to submit specified safety-related information to the OSS. The Act designates specific individuals as mandatory threat reporters and states that employees must receive training around threat reporting. The Act creates school safety grants and appropriates $100 million in funding for this purpose. The Act requires DOJ to award the grants for expenditures related to improving school safety.

APPENDIX 5

Glossary

Anonymous v confidential – an anonymous reporter means that the reporter is unknown to the recipient, whereas a confidential reporter is known to the recipient, but the reporter's identity is not disclosed to others

Duty to warn/protect - see Tarasoff duty in Section 2

Fixation – an intense preoccupation with something, such as a person, idea, or activity

Grievance - an event perceived to be so harmful and unjust that, in threat assessment cases, can motivate a desire for revenge or retaliation through violence

Howling v hunting – in the threat assessment field, an individual who engages in threats that seem intended to express animosity or intimidate someone, but without serious intent to carry them out is described as a howling, whereas someone who is engaging in behaviors along the path to intended violence is described as hunting

Leakage – an accidental or intentional communication that reveals intent to commit a violent act, such as making remarks that reveal hostility toward someone or plans of violence. Leakage might occur in direct or indirect ways and might not be a purposeful disclosure. Increasingly, leakage is observed in digital communications such as social media posts, texts, blogs, and emails

Pathway to violence – the idea that individuals progress toward committing a violent act in a series of steps that start with a grievance, followed by actions such as thinking, planning, preparing, breaching, and then attacking

Predatory violence – violence that involves planning or premeditation, often described as instrumental or proactive violence, distinguished from reactive violence that is more impulsive and emotional without planning

Profiling – the practice of using a predetermined list of characteristics or signs to identify someone as likely to commit a crime (prospective profiling) or likely to have committed a specific crime (retrospective profiling); prospective profiling is widely condemned in threat assessment

Protective action – efforts to prevent violence such as increasing security, warning a victim, and monitoring or supervising an individual who has threatened violence

Psychopathy – a personality characterized by lack of conscience and empathy, usually masked by superficial charm and dishonesty, and accompanied by antisocial and risky behavior

Psychopathology – general term referring to any kind of maladaptive symptoms or behaviors that indivates the presence of a mental disorder; also refers to the study of the nature and types of mental disorders

Risk factor – a variable that is correlated with an increase in the likelihood of an outcome; a risk factor is not necessarily a cause of the outcome, but might be merely associated with it

Safety plan – a plan developed to reduce the risk that an identified threat will be carried out, often including services for a threatening individual as well as protective actions such as warning targets or increasing security measures

School resource officer (SRO) – a law enforcement officer who is assigned to work in school settings, often with specialized training; distinguished from a school security officer

School security officer (SSO) – an individual who is not a law enforcement officer but is assigned to provide security in school settings

APPENDIX 6

Threat Assessment Cadre of Experts

We thank the following experts for their contribution to the National Center for School Safety. These individuals volunteered their time and expertise to provide input and feedback on the National Center for School Safety Threat Assessment surveys and toolkit. We appreciate and value their input, but recognize that the final document does not necessarily represent their positions or policies.

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Board of Trustees Meeting #455-Amendment 2

Wednesday, January 21, 2026 6:00 PM
Priest River Lamanna Jr/Sr High School Cafeteria, 596 ID-57, Priest River, Idaho 83856

Robert Bauer:	Present
Margaret Hall:	Present
Kathy Nash:	Present
Delbert Pound:	Present
Ann Yount:	Present

I. **Call Meeting to Order**
Discussion: Meeting called to order at 6:02 p.m.

II. **Pledge of Allegiance**

III. **Approval of the Agenda - Action Item**
Action(s):
Motion approved to approve the second agenda including change of venue from previous meetings. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.
Voting Detail:

Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 4, Nay: 0

IV. **Comments from the Audience on the Agenda:**
(Limit of 2 minutes)

V. **Celebrations and Delegations**

VI. **Declaration of Candidates Elected as Board Trustees - Action Item**
Action(s):
Approved. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.
Voting Detail:

Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 4, Nay: 0
Discussion: Certificates were given to both Ann Yount and Robert Bauer at the December 2025 Board Meeting

VII. **Administration of Oath to Newly Elected Trustees/Code of Ethics - Action Item**
Discussion: Board Clerk gave Oath of Office to

New Trustees, Sonja Ann Yount and Robert Bauer

VII.A. Administration of Oath to Newly Elected Trustees:

- Sonja Ann Yount
- Robert Bauer

Presenter: Darcie Humphrey

VII.B. Review and Signing Code of Ethics by All Trustees

Presenter: Darcie Humphrey

Discussion: Chair Ann Yount read for all present Board Trustees
Clerk Darcie Humphrey received signed documents for record keeping.

VIII. **Annual Organization of the Board of Trustees - Action Item**

VIII.A. Nominate/Elect 2026 Board of Trustees Chair

Action(s):
Ann Yount nominated. This motion, made by Kathy Nash and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: Ann Yount nominated for Chair

VIII.B. Nominate/Elect 2026 Board of Trustees Vice-Chair

Action(s):
Margaret Hall nominated. This motion, made by Delbert Pound and seconded by Robert Bauer, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

VIII.C. Appoint Treasurer

Action(s):
Continue the position of Kendra Salesky. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

VIII.D. Appoint Board Clerk

Action(s):

Motion made to have Darcie Humphrey continue. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

VIII.E. Affirm Public Records Coordinator (Custodian of Records)

Action(s):

Motion made for Superintendent Spacek to be the Records Coordinator. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Clarification that it is Superintendent Spacek

VIII.F. Approve Signatories

Current Signatories:

- Business Manager
- Superintendent
- Board Chair

Action(s):

Motion made to approve three signatories. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Business Manager Kendra Salesky, Superintendent Kim Spacek
Board Chair Darcie Humphrey

IX. **Approve Meeting Date Schedule - Action Item**
Regular meetings are typically held on the third Wednesday of each month at the District Office at 6:00 PM

Action(s):
Correction needs to be made regarding the location. Meetings have been held at the PRLJrSrHS Cafeteria. Motion made to have February meeting at Idaho Hill, September meeting at Priest Lake Elementary the remainder at the District Office. This motion, made by Delbert Pound and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Mr. Ron Kruse spoke of the challenge of moving meetings regarding equipment. The cafeteria is the best option other than the District Office.
He gave us a proposal a couple of months ago with an approximate cost of movable equipment. He was at a meeting that shared self-contained equipment feasibility to be able to move meetings when needed and will be viewing a presentation on February 10th regarding equipment options.
Our equipment in the cafeteria can easily be moved to the Junior High Library if this location is decided on to be used for future meetings.
Trustee Nash would like to keep our monthly meetings at one location.
Trustee Hall would like to have our meetings at the District Office once repairs are complete. She is concerned about ADA accessibility at the Junior High. She would like to have at least one meeting at Idaho Hill, possibly the one in February.

X. **Approve Locations for Posting Notices - Action Item**
Currently posted at the West Bonner County District Office, WBCSD 83 Schools (when in session), and Bonner County Daily Bee (Newspaper of Record).

Action(s):
Motion made to approve the current locations. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

XI. **Approve Board Committee Appointments - Action Item**

Current Appointments:

- **Facilities & Maintenance: Delbert Pound**
- **Finance: Margaret Hall & Kathy Nash**
- **Negotiations: Margaret Hall & Ann Yount**
- **Curriculum Committee: Ann Yount & Kathy Nash**
- **Meet & Greets:**

Action(s):

Correction needs to be made on Meet & Confer from Meet & Greet. Motion made with additions and corrections. This motion, made by Margaret Hall and seconded by Robert Bauer, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Robert Bauer will join the Facilities & Maintenance

Trustee Nash would like to see Meet & Confer active again. These will be Trustee Nash and Trustee Bauer.

XII. **Approve Site Council Appointments - Action Item**

Current Appointments:

- **Priest Lake Elementary - Margaret Hall**
- **Priest River Elementary -**
- **Idaho Hill Elementary -**
- **Priest River Junior High - Delbert Pound**
- **Priest River Lamanna High School - Ann Yount**

Action(s):

Motion made for additions and changes. This motion, made by Kathy Nash and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer: Yea

Margaret Hall: Yea

Kathy Nash: Yea

Delbert Pound: Yea

Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Trustee Bauer will be appointed to Priest River Elementary

Trustee Nash will be appointed to Idaho Hill

Elementary

XIII. **Reports**

XIII.A. Board Member Reports

Discussion: Trustee Hall and Trustee Pound met with Mr. Spacek regarding the Hand Books and will have more information available in February.

XIII.B. Director & Administrator Reports

XIII.B.1. Building Repair Updates — **Presenter:** Charity Hinshaw

Discussion: Cooler for PRE quotes came in. This handout was brought to the meeting.
Basement repair for the District Office quotes came in. The repair work is scheduled to begin February 16, 2026.

XIII.C. Finance Report

Discussion: Right now, is Budget Season. Idaho has their proposal. Will keep us up to date.
We did receive our first levy check today from Bonner County. We have a remainder to receive.
Currently, in catch-up mode from the holiday season and getting tax forms out.

XIII.C.1. Audit Update — **Presenter:** Kendra

Discussion: FY25 will begin being worked on in February.

XIII.D. Superintendent Report

Discussion: Apple Awards are given to staff who have gone above and beyond during difficult moments in the District.
Organization Chart is to be supplied to the District per Policy #6200.
Please see the attached documents for more detailed information.

XIV. **Consent Agenda - Action Items**

Action(s):
Motion made to table the minutes off the consent agenda for December 2025 until questions are answered regarding mistake. All other consent agenda items approved with questions answered. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

XIV.A. Approval of Board Meeting Minutes

Action(s):
Motion made to remove the minutes off the consent agenda for December 2025. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: A mistake was made in the Executive minutes per Chair Yount needing clarification from attorney.

XIV.B. Accounts Payable

Discussion: Clarification for Trustee with questions:
The high school month of December utilities are correct.
Page 2 question was City Service Valcon for the Jr. High building was much higher than in the past? The higher amount is the high school, the lower amount is the Junior High School.
Voucher 1135 question on Main Voucher for Debra Buttrey (B2). This is for 11 months of work she put in. This was a hurdle that was made with the budgets. Once we are done with our audits, the work she is doing should be more clear. Per Ms. Salesky, we would not be here without the assistance.
Plowing fee was the next question. This is no matter how many plows we have. This is a contracted amount. Mr. Spacek will be contacting vendors for next year. This will be done with Charity.
Voucher 1135, page 4, Inland NW Therapy, reduction amount is because we are able to hire this school year.
Page 7, Premier Basement System, to get on their books, they required 50% down. Next question on Voucher 1129 p 9, BC of Idaho, that actually came out of payroll.

XIV.C. Human Resources Report

XV. **Old Business - Action Item**

XVI. **New Business - Action Item**

XVI.A. Start an FFA Chapter

Presenter: Jared Hughes

Action(s):
Motion made to start a new FFA Chapter. This motion, made by Robert Bauer and seconded by Margaret Hall, Passed.

Voting Detail:
Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

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Discussion: This is an organization to help build future leaders of America.
Mr. Hughes is currently taking his classes and exams to be an instructor for this organization. Please see attachments for all details including grant funds, charter, etc. He hopes to hold the first meeting in March.

XVI.B. School Wind Emergency Closure December 17, 2025

Action(s):
Motion made to approve. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: The school closure for the weather was due to road conditions and the safety of the students and buses.

XVI.C. Priest River Elementary School Half Day Emergency Closure January 13, 2026

Action(s):
Motion made to approve closure. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: Mr. Spacek sent out an update to the community. It has been sent to the State.

XVI.D. Bus Purchase to meet DEQ Grant Requirements

Action(s):
Motion made to purchase the buses from the grant. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: DEQ replacement grant documentation

is attached with the total cost.
Trustee Chair Yount thanks the community for the levy funding to help us to purchase these buses. They will be delivered in 2027; the other two buses are being delivered this year.

XVI.E. ISBA Invoice for Renewal

Action(s):
Motion is to postpone this invoice and to come back with more information on other companies. This motion, made by Kathy Nash and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: This is for the Policy component, not the program itself.
Trustee Nash provided information from Holinka Law. She would like to postpone this invoice and is requesting a RFQ.

XVI.F. Facility Use Policy

Discussion: Yesterday, Trustee Nash and Trustee Pound met with Superintendent Spacek regarding this policy.
They will modify the policy and will bring it to the board in February.

XVI.G. Consideration of RFQ for Junior High Consultant

Action(s):
Motion made to move forward. This motion, made by Delbert Pound and seconded by Kathy Nash, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: See attachments in X111

XVI.H. Food Service Program Discussion

Discussion: Trustee Hall is hoping to bring our food service program into the black instead of the red.
She is interested in the program Coeur d'Alene School District is using (SFE), and exploring if this is a good option.
Chair Yount would like to entertain that we look at this organization along with others.
Mr. Spacek is concerned about privatizing. We will proceed ahead because of our deadlines for

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next year.
Chair Yount would like to see how the food service program is doing this year to date financially before proceeding with the next phase.
Trustee Hall would like the information prior to the February meeting from Kendra Salesky regarding the budget and how they are sitting. She believes we are in a time crunch when deciding on where to move forward and with whom.
Trustee Hall would like a workshop put in place and have the CDA District meet with us regarding their program.
Terri Johnson, with Food Services, spoke directly to the Board. She is doing research regarding the discussion and if we want to go direct to a food service program, we have to apply to the State. Mr. Spacek mentioned that what we need to do is we need to make it work for everyone without causing division.
Trustee Hall would like a Nutrition Task Force put in place to get this discussion on the table and a solution met. This is appointed by Chair Yount with Terri Johnson, Donna Lebetsamer, Twyla Erdman, Trustee Hall, and Trustee Nash.

XVI.I. ISBA Legislative Representative Appointment and Approval

Action(s):

Motion made for Trustee Bauer to be appointed. This motion, made by Kathy Nash and seconded by Margaret Hall, Passed.

Voting Detail:

Robert	Bauer:	Yea
Margaret	Hall:	Yea
Kathy	Nash:	Yea
Delbert	Pound:	Yea
Ann	Yount:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: ISBA has begun approving school board members to attend virtual meetings in a legislative process to be part of legislative issues and policies.
There are three upcoming webinar meetings to participate in to communicate back to the community what is taking place in Boise.
The benefit is to advocate in the legislature for grades K-12 in the case we have something we would like to participate in.
Trustee Nash would like to postpone this. We are still ISBA members until the end of June 2026.
Trustee Hall sat in on the first meeting session and would like to participate if possible.
Trustee Bauer is interested. Trustee Hall will

pass along the information to him.

XVI.J. Policy 3335—AI First Read

Action(s):

Motion made to approve the first read. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.

Voting Detail:

Robert Bauer:	Abstain (With Conflict)
Margaret Hall:	Yea
Kathy Nash:	Yea
Delbert Pound:	Yea
Ann Yount:	Yea

Voting Summary: Yea: 4, Nay: 0, Abstain (With Conflict): 1

Discussion: This policy is a focus on AI in leadership and education.

The biggest concern is the replacement of AI over a students' academic integrity.

The student should name the source and where they got it from.

Mr. Spacek is going to correct all the red, and will bring it back within two months for a second read.

XVII. **Comments from the Audience: (Limit of 2 minutes)**

Discussion: Candy Turner requested a copy of the RFQ for the Junior High and was given one.

XVIII. **Board Reflection/Future Agenda Items - Action Item**

XVIII.A. Potential Future Meetings, Work Sessions, etc.

- February 2026 Meeting
- Facilities Committee
- Finance Committee
- ISBA Day on the Hill (February 16-17, 2026) — Non-reimbursable

Discussion: Chair Yount will reach out to the Principal at Idaho Hill for February meeting

Facility meeting will be the second Wednesday of the month at 5:00 at the PRLJrSrHS

Finance meeting will be the second Thursday of the month at 4:30 at the District Office

Board Meetings will be the third Wednesday of the month at 6:00 at suggested locations: February 2026 Idaho Hill, September 2026 Priest Lake Elementary and the remainder at the District Office.

XIX. **Executive Session - Action Item**

Action(s):

Motion made. This motion, made by Kathy Nash and seconded by Margaret Hall, Passed.

Voting Detail:

Robert Bauer:	Yea
Margaret Hall:	Yea

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Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: Roll call by Chair Yount
Trustee Nash - Yay
Trustee Pound - Yay
Trustee Hall - Yay
Trustee Bauer - Yay

XIX.A. Executive Session pursuant to Idaho Code 74-206(1)
(b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public-school student;

Action(s):
Motion to leave executive session at 8:40 p.m. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.
Voting Detail:
Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: No Action Taken

XX. **Motion to Adjourn**
Action(s):
Motion to adjourn at 8:41 p.m. This motion, made by Kathy Nash and seconded by Delbert Pound, Passed.
Voting Detail:
Robert Bauer: Yea
Margaret Hall: Yea
Kathy Nash: Yea
Delbert Pound: Yea
Ann Yount: Yea

Voting Summary: Yea: 5, Nay: 0

Darcie J Humphrey 1/29/2026
Board Secretary

APPROVED

Board of Trustees Meeting #454; Amendment 2
Wednesday, December 17, 2025 6:00 PM Pacific

Priest River Lamanna Jr/Sr High School
Cafeteria
596 ID-57
Priest River, Idaho 83856

Margaret Hall: Present
Kathy Nash: Present late
Delbert Pound: Present
Paul Turco: Present
Ann Yount: Present
Present: 5.

I. Call Meeting to Order
Meeting called to order at 6:02
Kathy in attendance at 6:18 pm

II. Pledge of Allegiance

III. Approval of the Agenda - **Action Item**
Motion to approve the amended agenda. This motion, made by Margaret Hall and seconded by Paul Turco, Passed.
Margaret Hall: Yea, Kathy Nash: Not Present, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea Yea: 5, Nay: 0

IV. Comments from the Audience on the Agenda: *(Limit of 2 minutes)*

V. Celebrations
Trustee Paul Turco attended the Idaho Hill Christmas pageant last night. It was very enjoyable. Our new upcoming trustee was Santa.
Trustee Margaret Hall and Trustee Ann Yount attended the Jr. High Band program. It was very well done.
Trustee Ann Yount is praising a PRLHS student who is a football player for U of I.

VI. Reports

VI.A. Board Member Reports
Trustee Margaret Hall is working with a Teton School District Trustee on an op-ed.

VI.B. Director & Administrator Reports

VI.C. Financial/Treasurer Report
Kendra Salesky is not in attendance this evening.

VI.D. Superintendent Report
Please see the Superintendent's report attached.
Anyone can nominate a person for the Apple Award, and he would like to see people nominated for their good deeds.
The meeting today with the auditors was canceled and will be rescheduled.

VII. Consent Agenda - **Action Items**

VII.A. Approval of Board Meeting Minutes
Motion made to approve consent agenda. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0

VII.B. Human Resources Report

VIII. Accounts Payable - **Action Item**
Motion to approve. This motion, made by Margaret Hall and seconded by Paul Turco, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
One question by Trustee Hall regarding bus purchases. They are being delivered this week.
One purchased by the DEQ grant, one purchased by the levy. Question asked by Trustee Yount.
Trustee Hall, Kootenai funds, donated as reimbursements for staff who made purchases.

IX. Question and Answer with Legislatures - **Discussion Item**
Legislatures in attendance: Senator Jim Woodward, Representative Mark Sauter, and Representative Cornel Rasor.
Trustee Turco: Grants being removed; how are we going to make up for lost funding?

- At this time, the State of Idaho does not have funding to make up the difference in the shortfalls. They will look at student numbers and projections to buffer the under or overage student counts for balancing the budget. An income tax proposal is in the works as well as the "Big Beautiful Bill."

The online classes will be taken into account this legislative session. Senator Woodword expects this to be part of the legislative planning this season as well.
Where does the State funding go from logging? Funding should stay where it is coming from, per Mr. Turco. This should be part of the future discussions.
Representative Sauter agrees with Mr. Turco regarding his comment. However, timber dollars do not all stay where the timber dollars come from. Mr. Schultz, the new Chief of the Forest Service, understands the concern and, because he is from Idaho, he should be more involved.
Representative Rasor asked about our student count this year, and with the online network, our number is staying within the normal range of past years. However, we need to keep track of the student count.
Trustee Nash would like to see the state phase out the county property tax funding for the schools and would like to see it come from the State.
State sales tax is distributed between the population. For us here in the north, it is approximately a 10 to 1 ratio. Representative Sauter is attending a meeting on Friday to have this discussion. They will see what is doable to get the numbers and how the North will acquire more funding. You can Google "Idaho Fiscal Facts (plus the year)" and see all the numbers.
Great discussion, great questions and interest from everyone in attendance.

X. Old Business - **Action Items**

X.A. Handbooks - **Action Item**
Ad team meeting question: what does the board want? Mr. Spacek and team will come back in May with the suggestions.
Trustee Hall and Trustee Pound will both be on the team as board members with suggestions and input.

XI. New Business - **Action Items**

XI.A. Request for Curriculum - **Action Item**
Motion made to form a committee. This motion, made by Margaret Hall and seconded by Kathy Nash, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
Jared Hughes, natural resources teacher who received a grant this year, is asking for permission to have a curriculum committee.

XI.B. Fire Science Curriculum — **Action Item**
Motion made to approve the curriculum as presented. This motion, made by Margaret Hall and seconded by Delbert Pound, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
In the process of putting together a CTE program for firefighting.
See all attachments with detailed information including books that will be used per program initiator.
Semester classes will include all students being First Aid and CPR Certified by the end of the class year.
PRLHS will be the 5th in the State to offer this program and the 1st in the North.
This program can also intermix with Mr. Hughes' forestry classes so it could be multifunctional.
We have the funds in the CTE program to purchase this firefighting curriculum.
Chair Yount is extremely excited to see all the different options within this program.

XI.C. Fuel Bids - **Action Item**
Motion to accept bids. This motion, made by Paul Turco and seconded by Delbert Pound, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
Please see attachments including a summary recommendation for each product; propane, diesel, and fuel.
Trustee Turco is curious if the price is comparative to last year's prices, and Trustee Hall said that they are close.

XI.D. Facilities Use Policies — **Discussion Item**
Questions came up with Real Life Church using the Jr. High facility.
Work needs to be done on defining short-term use versus long-term use and updating the policies to coincide.
Mr. Spacek would like the definitions made clear of short-term use vs. long-term use by the board.

Trustee Hall is very interested in updating the policies reflecting long-term relationships with insurance policies included as well as covering our utilities.
Trustee Turco is recommending that we seek out costs that other districts are charging for building usage so we can be comparable and use what we already have in place to start with.
Trustee Pound is suggesting a long-term lease agreement to be created for those that are using the facility long-term. This would include Real Life Church. We could renegotiate the term with them in a year if this is the case. Per Mr. Spacek, the facility, based on the government definition, is owned by the public and should be able to be used by the public.
Chair Yount would like the facility use forms filled out by the groups and have them on file for easy access. Per Trustee Turco, he would also like to have a copy of insurance provided.
Trustee Pound will work with Mr. Spacek on updating P4210 as well as Trustee Nash.

Please see and review the handout RFQ that was brought to tonight's meeting by the facility committee. There is also an AI-generated packet with details regarding the Jr. High building. This includes surveys that can be shared with the public. This was not included on the agenda for tonight. This is more informational and will be brought to the board in January for approval or not.

XII. Comments from the Audience: *(Limit of 2 minutes)*

XIII. Board Reflection / Future Agenda Items - **Action Items**

XIII.A. Potential Future Meetings, Work Sessions, etc.
- Upcoming Committee Meetings (Facilities, Negotiations, Finance, Curriculum)
- Upcoming Regular / Special Meetings / Work Sessions
RFQ for January meeting
Facility meeting on the 2nd Wednesday of each month in the PRLHS Library. The finance meeting on the 2nd Thursday at the District Office and the Board meeting on the 3rd Wednesday at the PRLHS Cafeteria.
Trustee Hall would like group sessions regarding the food services/nutrition program with CDA food services and SFE, as well as a session to discuss (CTE) apprenticeship possibilities.
Mr. Spacek would like an AI program platform presented and used here in the District. Not in January, but will be brought up at an appropriate time.

XIV. Executive Session - **Action Item**

XIV.A. Executive Session pursuant to Idaho Code 74-206(1)
(b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public-school student;
(d) To consider records that are exempt from disclosure as provided in Chapter 1, Title 74, Idaho Code;
(f) To communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement;

Motion to go in to Executive Session Roll Call: Paul Turco yay Margaret Hall yay Delbert Pound yay Kathy Nash yay Ann Yount yay. This motion, made by Ann Yount and seconded by Paul Turco, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
Motion to leave Executive Session 9:38 pm. This motion, made by Paul Turco and seconded by Delbert Pound, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0
Went into Executive Session at 8:00 pm
No Action Taken

XV. Motion to Adjourn
Motion to adjourn 9:40 pm. This motion, made by Kathy Nash and seconded by Delbert Pound, Passed.
Margaret Hall: Yea, Kathy Nash: Yea, Delbert Pound: Yea, Paul Turco: Yea, Ann Yount: Yea
Yea: 5, Nay: 0

UNAPPROVED

West Bonner County School District #83

HUMAN RESOURCES REPORT

Regular Board Meeting #456 - February 18, 2026

CERTIFIED STAFF

New/Returning

NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE

CLASSIFIED STAFF

New/Returning

NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE
Christopher Martin	JR/SR HS	Head Golf Coach	N/A	104	Active	1/15/2026
Danielle Carey	PRE	Title 1	0.296	251	Active	2/11/2026
Rachel Heidt-Davis	JR/SR HS	Special Educaiton Paraprofessional	0.562	257	Active	1/26/2026
Joseph Bailey	DW	Network/ISEE w/Ron	.38/1	100	Active	2/16/2026
Wyatt Smith	DW	Network/ISEE w/Brenna	.38/1	100	Active	2/16/2026
Chelsea Dehnert	PRE	Special Educaiton Paraprofessional	0.563	100/257	Active	2/16/2026
Gary Stewart	JR/SR HS	JH Boys Basketball Coach	N/A	104	Active	2/16/2026
Jennah Carpenter	JR/SR HS	JH Track Coach	N/A	104	Active	2/16/2026
Krystal Baraton	JR/SR HS	JH Track Coach	N/A	104	Active	2/16/2026

West Bonner County School District #83

HUMAN RESOURCES REPORT

Regular Board Meeting #456 - February 18, 2026

CERTIFIED STAFF

Separations

NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE

CLASSIFIED STAFF

Separations

NAME	LOCATION	POSITION	FTE	FUND	STATUS	EFFECTIVE
Amanda Rogers	PRE	Special Education Paraprofessional	0.562	100	In-Active	2/9/2026
Danielle Carey	PRE	25-26 Year Only Title 1	0.296	251	In-Active	2/10/2026
Rachel Heidt-Davis	PRE	Title 1	0.6	251	In-Active	1/22/2026
Chelsea Dehnert	IH	Special Education Paraprofessional	0.563	100/257	In-Active	2/13/2026
Travis Mathews	JR/SR HS	JH Boys Basketball Coach	N/A	104	In-Active	2/16/2026

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
ACCURATE TESTING LABS					
		100.664.310.000.000 **Check #: 0**	Professional & Technical Services		$85.00
				Vendor Total:	$85.00
Airgas USA, LLC					
		243.519.410.401.104 **Check #: 0**	Welding Supplies-General		$28.88
				Vendor Total:	$28.88
ALBENI FALLS BLDG SUPPLY, INC.					
		100.664.410.000.000 **Check #: 0**	Supplies - District Repair		$60.67
				Vendor Total:	$60.67
AMAZON CAPITAL SERVICES					
		100.521.410.000.000 **Check #: 0**	Supplies-General		$215.96
		100.611.410.000.100 **Check #: 0**	Nurse Supplies		$400.14
		104.512.410.108.000 **Check #: 0**	Instr Materials - PRE		$901.48
		104.512.410.108.620 **Check #: 0**	Levy-Supplies -ART- PRE		$1,158.10
		104.512.410.116.000 **Check #: 0**	Instr Materials - IDH		$185.77
		104.512.410.116.620 **Check #: 0**	Levy-Supplies -ART- IHE		$451.74
		104.512.410.119.620 **Check #: 0**	Levy-Supplies -ART- PLE		$162.58
		104.515.410.401.000 **Check #: 0**	Instr. Materials - JH/HS		$419.30
		104.622.430.108.000 **Check #: 0**	Library - PRE		$256.63
		104.622.430.116.000 **Check #: 0**	Library - IDH		$134.44

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		130.512.410.116.300 **Check #: 0**	Grants/Donation	$198.58
		243.519.410.401.102 **Check #: 0**	Applied Accounting Supplies-General	$1,111.02
		243.519.410.401.103 **Check #: 0**	Ecology & Natural Resource Supplies-General	$9,903.77
		244.519.550.401.103 **Check #: 0**	IQPS - Equipment - Natural Resource	$274.95
		247.519.550.401.104 **Check #: 0**	ICRS Milcro-Grant-Welding- Equimpment	$4,744.99
			Vendor Total:	$20,519.45
ANDERSON, JULIAN & HULL				
		100.632.310.000.000 **Check #: 0**	Professional & Technical Services	$21.00
			Vendor Total:	$21.00
APPLE, INC.				
		130.512.410.116.300 **Check #: 0**	Grants/Donation	$699.00
			Vendor Total:	$699.00
ARCHITECTS WEST, INC.				
		240.515.310.401.000 **Check #: 0**	Idaho Career Ready CTE Natural Resources -Profess	$3,789.84
			Vendor Total:	$3,789.84
ASSETWORKS RISK MANAGEMENT INC.				
		260.616.310.000.000 **Check #: 0**	Medicaid Professional Services	$1,105.50
			Vendor Total:	$1,105.50
BELYNDA BEST				
		100.651.310.000.000 **Check #: 0**	Professional & Technical Services	$21,401.25
			Vendor Total:	$21,401.25
BIG HORN SERVICE				

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.664.310.000.000 **Check #: 0**	Professional & Technical Services		$332.25
		100.664.410.000.000 **Check #: 0**	Supplies - District Repair		$902.74
				Vendor Total:	$1,234.99
BONNER COUNTY DAILY BEE					
		100.651.310.000.000 **Check #: 0**	Professional & Technical Services		$102.16
				Vendor Total:	$102.16
BURTS MUSIC & SOUND					
		104.515.410.401.120 **Check #: 0**	Levy - Supplies - MUSIC -PRLHS		$60.00
				Vendor Total:	$60.00
CHAMBER OF COMMERCE PR					
		100.651.310.000.000 **Check #: 0**	Professional & Technical Services		$75.00
				Vendor Total:	$75.00
CINTAS					
		100.681.428.000.000 **Check #: 0**	Laundry 50%		$268.60
				Vendor Total:	$268.60
CO-ENERGY					
		100.664.380.000.000 **Check #: 0**	Travel Expenses		$197.14
		100.681.420.000.000 **Check #: 0**	Fuel 50%		$6,507.63
				Vendor Total:	$6,704.77
CULLIGAN LLC					
		100.623.410.000.000 **Check #: 0**	Supplies-General		$27.00
		100.651.410.000.000 **Check #: 0**	Supplies-General		$0.00

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$27.00
EDMENTUM, INC.					
		130.621.440.000.190 **Check #: 0**	ST of ID Digital Curriculum Grant		$920.00
				Vendor Total:	$920.00
Fisher's Technololgy					
		100.623.310.000.000 **Check #: 0**	Professional & Technical Services		$1,086.42
				Vendor Total:	$1,086.42
FORESTRY SUPPLIERS INC					
		243.519.410.401.103 **Check #: 0**	Ecology & Natural Resource Supplies-General		$256.38
				Vendor Total:	$256.38
IDAHO DEPT OF HEALTH & WELFARE					
		260.616.310.000.000 **Check #: 0**	Medicaid Professional Services		$14,000.00
				Vendor Total:	$14,000.00
IDAHO DIGITAL LEARNING ACADEMY					
		100.515.310.401.000 **Check #: 0**	Online Education		$1,120.00
				Vendor Total:	$1,120.00
IDAHO SCHOOL BOARD ASSOC.					
		100.631.310.000.000 **Check #: 0**	Board Professional Services		$600.00
				Vendor Total:	$600.00
INLAND NORTHWEST THERAPY, LLC					
		260.616.310.000.000 **Check #: 0**	Medicaid Professional Services		$24,916.10
				Vendor Total:	$24,916.10
INSIGHT DISTRIBUTING, INC.					

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.710.411.000.000 **Check #: 0**	Supplies-General		$1,222.54
				Vendor Total:	$1,222.54
J AND R ELECTRONICS, INC					
		100.683.600.000.000 **Check #: 0**	Debt Retirement		$805.00
				Vendor Total:	$805.00
JONES, SAVANNA					
		100.616.380.000.000 **Check #: 0**	Travel Expenses		$38.50
				Vendor Total:	$38.50
MCCI, LLC					
		100.623.360.000.000 **Check #: 0**	Software Licenses		$1,500.00
				Vendor Total:	$1,500.00
MCKINSTRY CO., LLC					
		100.664.310.000.000 **Check #: 0**	Professional & Technical Services		$617.50
				Vendor Total:	$617.50
MITCHELLS HARVEST FOODS					
		100.521.410.000.000 **Check #: 0**	Supplies-General		$46.78
		290.710.410.000.000 **Check #: 0**	Supplies-General		$11.29
				Vendor Total:	$58.07
NAPA/TIMBERLINE AUTO PARTS					
		100.681.421.000.000 **Check #: 0**	Lubricants 85%		$68.44
		100.681.425.000.000 **Check #: 0**	Bus Parts 85%		$69.79
		100.681.429.000.000 **Check #: 0**	Transportation Hand Tools		$124.84

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$263.07
NEWPORT ALARM					
		100.664.310.000.000 **Check #: 0**	Professional & Technical Services		$262.50
				Vendor Total:	$262.50
NEWPORT TOWING, LLC					
		100.681.310.000.000 **Check #: 0**	Professional & Technical Services - 85%		$600.00
				Vendor Total:	$600.00
NorthWest					
		290.710.450.000.200 **Check #: 0**	USDA Commodities		$95.70
		290.710.455.108.000 **Check #: 0**	Food - PRE		$2,763.72
		290.710.455.116.000 **Check #: 0**	Food IDH		$1,204.44
		290.710.455.119.000 **Check #: 0**	Food PLE		$341.20
		290.710.455.401.000 **Check #: 0**	Food PRLH		$3,410.61
				Vendor Total:	$7,815.67
NORTHWEST NAZARENE UNIVERSITY					
		100.621.370.000.000 **Check #: 0**	Tuition Credit Program		$600.00
				Vendor Total:	$600.00
Overture Learning LLC					
		100.632.310.616.000 **Check #: 0**	Innovate Academy Professional Services		$27,687.50
				Vendor Total:	$27,687.50
PACIFIC OFFICE AUTOMATION, INC.					
		100.651.310.000.000 **Check #: 0**	Professional & Technical Services		$514.12

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$514.12
PATTI'S ACTION AUTO SUPPLY INC.					
		100.664.410.000.000 **Check #: 0**	Supplies - District Repair		$25.05
				Vendor Total:	$25.05
PEARSON					
		100.616.410.000.000 **Check #: 0**	Supplies-General		$1,328.18
				Vendor Total:	$1,328.18
PREMIER TIRE LLC					
		100.681.310.000.000 **Check #: 0**	Professional & Technical Services - 85%		$110.00
		100.681.425.010.000 **Check #: 0**	Tires 85%		$1,878.36
				Vendor Total:	$1,988.36
PRIEST RIVER ACE HARDWARE					
		100.664.410.000.000 **Check #: 0**	Supplies - District Repair		$316.73
		100.681.410.000.000 **Check #: 0**	Bus Shop Supplies 50%		$31.64
		245.623.410.000.000 **Check #: 0**	Classroom Technology Supplies		$34.18
				Vendor Total:	$382.55
QUILL CORPORATION					
		100.616.410.000.000 **Check #: 0**	Supplies-General		$215.96
		100.632.410.000.000 **Check #: 0**	Supplies-General		$179.97
		104.512.410.108.000 **Check #: 0**	Instr Materials - PRE		$43.16
				Vendor Total:	$439.09
RIDDELL ALL AMERICAN					

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		104.531.410.401.100 **Check #: 0**	Helmet Recond & Safety Equip & Medical Supplies	$2,560.83
			Vendor Total:	$2,560.83
RUSHO, TRACY				
		100.651.380.000.000 **Check #: 0**	Travel Expenses	$37.24
			Vendor Total:	$37.24
SELKIRK SUPPLY, INC.				
		100.664.410.000.000 **Check #: 0**	Supplies - District Repair	$126.34
			Vendor Total:	$126.34
SHRED-IT USA - CHICAGO				
		100.651.310.000.000 **Check #: 0**	Professional & Technical Services	$209.91
			Vendor Total:	$209.91
SPACEK, KIM				
		100.651.380.000.000 **Check #: 0**	Travel Expenses	$13.72
			Vendor Total:	$13.72
SPOKANE PRODUCE				
		290.710.410.108.500 **Check #: 0**	F&V Supplies PRE	$0.00
		290.710.410.116.500 **Check #: 0**	F&V Supplies IDH	$719.63
		290.710.410.119.500 **Check #: 0**	F&V Supplies PLE	$0.00
		290.710.455.108.000 **Check #: 0**	Food - PRE	$4,358.92
		290.710.455.116.000 **Check #: 0**	Food IDH	$1,085.34
		290.710.455.119.000 **Check #: 0**	Food PLE	$0.00

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.710.455.401.000 **Check #: 0**	Food PRLH		$993.96
				Vendor Total:	$7,157.85
STORRO EXCAVATING, LLC					
		100.665.310.000.000 **Check #: 0**	Professional & Technical Services		$875.00
				Vendor Total:	$875.00
TAMRAK					
		100.681.420.000.000 **Check #: 0**	Fuel 50%		$1,022.83
				Vendor Total:	$1,022.83
TERRY'S DAIRY, INC					
		290.710.455.108.000 **Check #: 0**	Food – PRE		$1,097.55
		290.710.455.116.000 **Check #: 0**	Food IDH		$539.99
		290.710.455.119.000 **Check #: 0**	Food PLE		$288.24
		290.710.455.401.000 **Check #: 0**	Food PRLH		$582.32
				Vendor Total:	$2,508.10
UNIVERSAL ATHLETIC, LLC					
		104.531.410.401.200 **Check #: 0**	Equipment		$366.53
				Vendor Total:	$366.53
WALTER NELSON CO.					
		100.661.410.000.000 **Check #: 0**	District Custodial Supplies		$314.58
				Vendor Total:	$314.58
WELLS FARGO					
		100.631.410.000.000 **Check #: 0**	Board Supplies		$75.00

Voucher Supplement Account Summary

Voucher Batch Number: 1152 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.681.410.000.000 **Check #: 0**	Bus Shop Supplies 50%	$124.64
		104.682.115.000.000 **Check #: 0**	Student Activity Trips	$2,427.24
		243.519.410.401.102 **Check #: 0**	Applied Accounting Supplies-General	$2,221.76
		251.512.410.116.000 **Check #: 0**	Title I - Supplies IHE	$376.25
			Vendor Total:	$5,224.89
ZAYO EDUCATION, INC.				
		100.623.350.000.000 **Check #: 0**	Telephone & Internet	$1,488.45
			Vendor Total:	$1,488.45
ZOHO CORPORATION #4926				
		100.623.360.000.000 **Check #: 0**	Software Licenses	$1,295.00
			Vendor Total:	$1,295.00
			Grand Total:	$168,430.98

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1150 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
IBOSS, INC.				
		104.515.410.401.000 **Check #: 86196**	Instr. Materials - JH/HS	$4,881.63
			Vendor Total:	$4,881.63
WOOD-MIZER LLC				
		244.519.550.401.103 **Check #: 86197**	IQPS - Equipment - Natural Resource	$10,005.88
			Vendor Total:	$10,005.88
			Grand Total:	$14,887.51

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1147 **02/02/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
CITY OF PRIEST RIVER					
		435.664.310.000.000 **Check #: 86193**	Professional & Technical Services		$16,454.53
				Vendor Total:	$16,454.53
NORTH IDAHO EXTERIORS					
		435.664.550.000.000 **Check #: 86194**	Equipment		$24,500.00
				Vendor Total:	$24,500.00
				Grand Total:	$40,954.53

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1146 **01/29/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Cyrious Metal Works, LLC				
		247.519.550.401.104 **Check #: 86192**	ICRS Milcro-Grant-Welding- Equimpment	$30,490.00
			Vendor Total:	$30,490.00
			Grand Total:	$30,490.00

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1137 **01/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ICRMP				
		100.651.710.000.000 **Check #: 86090**	District Wide Insurance	$66,402.00
			Vendor Total:	$66,402.00
			Grand Total:	$66,402.00

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1136 **01/15/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
AMAZON CAPITAL SERVICES					
		238.512.410.116.130 **Check #: 0**	Child Sponsorship		$52.16
				Vendor Total:	$52.16
Clarkston High School					
		238.531.410.401.500 **Check #: 0**	PRLH – Athletic Master		$75.00
				Vendor Total:	$75.00
DATA CENTER WAREHOUSE, LLC					
		238.512.410.116.170 **Check #: 0**	General – IDH		$510.00
				Vendor Total:	$510.00
UNIVERSAL ATHLETIC, LLC					
		238.531.410.401.500 **Check #: 0**	PRLH – Athletic Master		$209.16
				Vendor Total:	$209.16
WELLS FARGO					
		238.515.410.401.300 **Check #: 0**	Business Classroom		$10.59
		238.531.410.401.500 **Check #: 0**	PRLH – Athletic Master		$1,616.64
		238.531.410.401.645 **Check #: 0**	Track Fundraisers		$135.00
				Vendor Total:	$1,762.23
				Grand Total:	$2,608.55

End of Report

West Bonner County School District #83

Voucher Supplement Account Summary

Voucher Batch Number: 1151 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
AVISTA UTILITIES MSC-34					
		100.661.330.108.000 **Check #: 0**	Utilities PRE		$3,321.83
		100.661.330.116.000 **Check #: 0**	Utilities IDH		$1,543.55
		100.661.330.201.000 **Check #: 0**	Utilities PRJH		$987.61
		100.661.330.401.000 **Check #: 0**	Utilities PRLH		$7,499.66
		100.664.330.000.000 **Check #: 0**	Utilities		$1,107.72
		100.681.330.000.000 **Check #: 0**	Utilities - 50%		$237.48
				Vendor Total:	$14,697.85
CITY OF PRIEST RIVER					
		100.661.330.108.000 **Check #: 0**	Utilities PRE		$1,311.54
		100.661.330.201.000 **Check #: 0**	Utilities PRJH		$222.68
		100.661.330.401.000 **Check #: 0**	Utilities PRLH		$1,392.86
		100.664.330.000.000 **Check #: 0**	Utilities		$228.28
		100.681.330.000.000 **Check #: 0**	Utilities - 50%		$198.05
				Vendor Total:	$3,353.41
CITY OF PRIEST RIVER - SRO					
		242.667.310.000.000 **Check #: 0**	SRO GRANT		$8,154.10
				Vendor Total:	$8,154.10
CITY SERVICE VALCON					
		100.661.330.108.000 **Check #: 0**	Utilities PRE		$6,839.40

Voucher Supplement Account Summary

Voucher Batch Number: 1151 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.661.330.116.000 **Check #: 0**	Utilities IDH		$1,064.30
		100.661.330.119.000 **Check #: 0**	Utilities PLE		$0.00
		100.661.330.201.000 **Check #: 0**	Utilities PRJH		$0.00
		100.661.330.401.000 **Check #: 0**	Utilities PRLH		$6,259.50
		100.664.330.000.000 **Check #: 0**	Utilities		$338.96
		100.681.330.000.000 **Check #: 0**	Utilities - 50%		$1,780.93
		100.681.420.000.000 **Check #: 0**	Fuel 50%		$0.00
				Vendor Total:	$16,283.09
CO ENERGY					
		100.661.330.201.000 **Check #: 0**	Utilities PRJH		$13,852.98
				Vendor Total:	$13,852.98
EXCESS DISPOSAL SERVICE					
		100.661.330.108.000 **Check #: 0**	Utilities PRE		$2,305.24
		100.661.330.116.000 **Check #: 0**	Utilities IDH		$105.00
		100.661.330.201.000 **Check #: 0**	Utilities PRJH		$0.00
		100.661.330.401.000 **Check #: 0**	Utilities PRLH		$2,712.32
		100.664.330.000.000 **Check #: 0**	Utilities		$50.07
		100.681.330.000.000 **Check #: 0**	Utilities - 50%		$769.06
				Vendor Total:	$5,941.69

Voucher Supplement Account Summary

Voucher Batch Number: 1151 **02/12/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
GRANITE TELECOMMUNICATIONS, LLC					
		100.623.350.000.000 **Check #: 0**	Telephone & Internet		$361.16
				Vendor Total:	$361.16
MIFIBER LLC					
		100.623.350.000.000 **Check #: 0**	Telephone & Internet		$5,693.00
				Vendor Total:	$5,693.00
NORTHERN LIGHTS					
		100.661.330.119.000 **Check #: 0**	Utilities PLE		$2,652.32
				Vendor Total:	$2,652.32
VERIZON WIRELESS BELLEVE					
		100.623.350.000.000 **Check #: 0**	Telephone & Internet		$797.40
		100.681.350.000.000 **Check #: 0**	Telephone & Internet 50%		$81.06
				Vendor Total:	$878.46
WASTE MANAGEMENT					
		100.661.330.116.000 **Check #: 0**	Utilities IDH		$689.52
		100.661.330.119.000 **Check #: 0**	Utilities PLE		$252.85
				Vendor Total:	$942.37
WEST BONNER WATER & SEWER					
		100.661.330.116.000 **Check #: 0**	Utilities IDH		$427.25
				Vendor Total:	$427.25
				Grand Total:	$73,237.68

End of Report

WEST BONNER COUNTY SCHOOL DISTRICT No. 83

FINANCIAL STANDARDS HANDBOOK

WHERE GRIT MEETS GREATNESS

WEST BONNER COUNTY SCHOOL DISTRICT #83

134 Main St
Priest River, ID 83856
(208) 448 – 4439
FAX: (208) 448 – 4629

(2025-2026 School Year)

Last Revision: 10/22/2025

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THE FINANCIAL STANDARDS HANDBOOK PURPOSE

This handbook is not meant to address every potential financially related scenario that district employees might encounter. Rather, it outlines key standards and is meant to serve as a resource. It is expected that each employee follow these guidelines and connect with their building principal or supervising director as questions arise or as scenarios not outlined in this handbook occur.

The District Office staff are also available to assist with any questions.

DISTRICT LEVEL STAFF

TITLE	NAME	EXT
Superintendent	Kim Spacek	1113
Board Clerk	Darcie Humphrey	1113
Business Manager	Kendra Salesky	1300
Accounts Payable/Payroll Specialist	Tracy Smith	1101
Human Resources Director & Special Services Assistant	Tracy Rusho	1102
Director of Special Education	Kristina Kenny	1104
Operations Director	Ryan Carruth	2106
Transportation Supervisor	Charity Hinshaw	2112
Maintenance Supervisor	Brain Lamanna	- - -
Facilities Supervisor	Kevin Wagner	2106
Director of Child Nutrition	Terri Johnson	1105
Director of Technology	Ron Kruse	2120
Network/ISEE Administrator	Brenna Saccone	2220
Administrative Assistant - District Federal Programs/Home Learning Network/Attendance	Olivia Palmer	1400

CONFLICTS OF INTEREST

General Standards

District personnel shall treat their position with respect for the public trust that is allocated to us. Employees shall use the powers and resources of their position to advance the public interest and not obtain personal benefits or pursue private interests. Employees shall conduct themselves in a manner that justifies the confidence placed in them by the people, at all times maintaining the integrity and discharging ethically the high responsibilities of public service.

No district employee will engage in or have a direct financial interest in any activity which conflicts with their duties and responsibilities. Further, no employee will make any purchase or incur any obligations for or on behalf of the district form any private business or vendor in which or with which the employee has a direct or indirect financial or ownership interest, Additionally, the employee may not employ or use any person, money, or school property under the employee's official supervision, control or direction for the private gain of that employee or another.

This policy is to provide guidance on activities that may constitute a potential conflict of interest but is not designed to be exhaustive. Regardless whether a particular activity is not specifically addressed within this policy, district employees including those on any form of paid or unpaid leave from a position of employment with the District shall inform their supervisors in writing of all reasonably foreseen potential or actual conflicts of interest.

A conflict of interest is defined as any situation in which a district employee, either for themselves or some other person(s), attempts to promote a private or personal interest which results or appears to result in the following:

1. an interference with the objective exercise of their District duties; or
2. a gain or an advantage by virtue of their position in the District.

For the purpose of this policy, employee is defined as a certificated and or classified employee / staff member of West Bonner County and or school District volunteer. Staff members will not engage in any activity that conflicts with his/her duties and responsibilities.

General Rule

Situations where a conflict of interest may exist include but are not limited to:

A. Receiving economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the staff member's relationship to the district is in any way utilized to influence the sale;

B. Receiving economic benefit from the sale of instructional and training materials and/or equipment where the district has specifically engaged a staff member(s) to develop such materials or equipment (in such instances, the district will retain a proprietary interest);

C. Encouraging a student who is enrolled in one or more of the teacher's classes to take private lessons or to engage in tutoring for a fee from the staff member;

D. Using or providing for others a list of names and home addresses obtained from school records or school-related contacts for purposes of identifying potential client or customer contacts;

E. Participating in any way in the selection process for materials, books or equipment when an item developed by or authored by the staff member or a member of their family is under consideration for approval for district use;

F. Being involved in the selection of an applicant or in the appointment, evaluation or supervision of any other staff member who is a family member;

G. Providing a staff or student directory for use in promoting sales of a product or service; and

H. Purchasing or otherwise acquiring surplus district property, where the staff member was involved in or had influence in the process of declaring the item(s) as surplus.

Written permission from the principal with approval by the superintendent is necessary when:

A. A certificated staff member wishes to tutor or give private lessons for a fee to any student who is enrolled in one or more of the teacher's classes; or

B. A certificated staff member, such as communication disorder specialists, psychologists or specialized music teachers, wishes to give private instruction for a fee to any student who is concurrently being served by that individual in the regular school program.

No employee will receive gifts, prizes, awards or merchandise, or commission as a result of ordering any items secured as a result of placing any purchase order with a vendor on behalf of the district.

This policy will apply to any organization, fund, agency or other activity maintained or operated by the district.

Reference: Board Policy: 5245 - Personnel Conflict of Interest

PAYROLL

TIMESHEETS

Each Classified employee will submit a signed detailed and accurate timesheet to their Building Principal or Director in advance of each pay period. The cutoff date for each pay period is the 10th of the month. The Building Administrator or Director will approve/sign each timesheet prior to submission to the District Office. All timesheets are to be sent to the Payroll Specialist, at the District Office, no later than the 15th of each month. Pay day will be on the 25th of each month with a few exceptions (December). If the 25th falls on a weekend or Holiday, payday will fall on the business day before the weekend/Holiday. Late timesheets may result in payment being made in following month.

Federally funded employees will complete ~~a~~ Time and Effort (pink timesheet). In some cases, employees will need to complete two timesheets - if partially funded by the state and federal government or if working in several positions.

Any overtime must be approved by the Building Administrator or Director in advance.

1. SUBSTITUTE TIMESHEET

The substitute timesheet (yellow form) is supplied by the school office or district office.

The substitute completes the proper form for the time worked as a substitute for both certified and classified employees. The substitute lists the name of the employee they are subbing for in the space provided. This form is kept by the substitute until time to submit for payment.

It is the substitute's responsibility to get approval from their supervisor after completing their assignment for the day. After the supervisor signs approval for that day, will then return the form back to sub. Substitutes can use the same form for different assignments. At the end of the pay period the form is turned into the Payroll Specialist to process payroll.

Reference: See Forms for an example of this form on the website.

2. ABSENCE FROM WORK

All absences need to be recorded in ReadySub in a timely manner. Supervisors must approve personal and vacation days in ReadySub.

Reference: ReadySub log in link: https://app.readysub.com/account/login

3. PROFESSIONAL LEAVE APPLICATION

The professional leave application is a form available on the district website. See board policy regarding professional leave.

A professional leave application must be completed and approved two weeks prior to the date of Professional Leave. If an employee has taken professional leave and does not have an approved professional leave application on file, the time missed by the employee will be considered leave without pay.

Reference: Article XVII - Professional Development, Section Continuing Education Credits (Negotiated Agreement between West Bonner County School District #83 and West Bonner County Education Association)

4. SICK LEAVE ACCRUALS

All eligible employees accrue sick leave monthly, if classified, or annually, if certified. Eligible employees are those employees that work half-time or 20 plus hours per week.

Certified employees are given 10 days of sick leave per year. Days are pro-rated for employees hired after the school year begins.

Classified employees accrue sick leave by the month. Hours are given based on the number of hours they work per day. For example, a 4 hour-per-day employee will accrue 4 hours of sick leave per month.

Sick leave accumulates year to year and is not lost. Sick leave cannot be transferred to another employee. The exception is that at the beginning of employment a new employee is allowed to donate one day to the sick leave bank. Sick leave cannot be paid off. When a person retires, any unused sick leave will be transferred to PERSI [the state retirement system] and is used to pay insurance premiums. The formula for payment is half of accumulated sick time (in hours) multiplied by either daily rate or hourly rate to equals a dollar amount.

5. SICK LEAVE BANK

When an employee has depleted their sick leave due to illness or injury cannot return to work, an application may be made to the Sick Leave Bank.

After the application is reviewed, and if accepted, the Bank grants additional days.

Reference: Board Policy: 5401 - Sick Leave Bank

For an example of membership form and sick leave bank application see Forms section. (Items #D and E).

6. PERSONAL LEAVE

All eligible employees are granted 2 days of personal leave per year. Administrators are granted 3 days of personal leave per year. Employees may only have a maximum of 5 personal leave days accumulated at one time.

Reference: Board Policy: 5400 - Leave of Absences

7. VACATION LEAVE

Full-time, twelve-month employees are eligible for vacation. Vacation time for eligible employees begins from the date of employment, and will be accrued monthly on a prorated basis. Employees may only have 160 hours of vacation accumulated.

Vacation is granted at the following rate:

- One to Five years: 10 days per year

- Six to Ten years: 15 days per year
- Eleven and more years: 20 days per year

Reference: Board Policy: 5450 - Vacation Leave

8. BENEFIT INFORMATION

All eligible employees have the following benefits:

- Retirement
- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance

Employees are eligible for benefits if they are employed for 20 or more hours per week.

Any questions regarding district benefits or deductions shall be directed to the Human Resources Director.

Eligible employees are able to make computer or computer-related purchases through the district and make payments back through payroll deductions.

9. FAMILY MEDICAL LEAVE ACT (FMLA)

All eligible employees of the district may take leave as provide by the FMLA. The FMLA entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave each year for specified family and medical reasons. (See policy.)

Reference: Board Policy: 5410 - Family Medical Leave

FINANCIAL FRAUD & THEFT PREVENTION

All District employees, Board members, consultants, vendors, contractors and other parties maintaining a business relationship with the District shall act with integrity and due diligence in matters involving District fiscal resources.

Every member of the District's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity.

The Superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential. While investigating, the district will give priority to avoiding possible retaliation/reprisals.

STAFF RESPONSIBILITIES

Any employee who suspects that financial fraud, impropriety, or irregularity has occurred shall immediately report any suspicions to their immediate supervisor and/or the Superintendent/designee who shall have primary responsibility for initiating necessary investigations.

Additionally, the Superintendent shall coordinate investigative efforts with the District's legal counsel, auditing firm, and other internal or external departments and agencies, including the county prosecutor's office and law enforcement officials, as the Superintendent deems appropriate. An employee who believes they have suffered reprisal, retaliation, or discrimination for reporting potential fraud shall report this to the Superintendent/designee.

The Board will attempt to ensure that no employee who makes such a report will suffer any form of reprisal, retaliation, or discrimination for making the report. Employees are prohibited from preventing or interfering with those who make good faith disclosures of misconduct.

This policy shall not apply when an employee knowingly makes a false report.

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing or misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions include, but are not limited to:

- Behaving in a dishonest or false manner in relation to District assets, including theft of funds, securities, supplies or other District properties
- Forging or altering financial documents or accounts illegally or without proper authorization
- Improper handling or reporting of financial transactions
- Personally profiting as a result of insider knowledge
- Disregarding confidentiality safeguards concerning financial information
- Violating Board conflict of interest policies
- Mishandling financial records of District assets (destroying, removing or misusing)

The following internal controls shall be standard practice of the district in an effort to prevent the possibility of fraud:

• Budgetary Transfers - the transfer of appropriations is important for the superintendent, purchasing agent, business official and treasurer, and all should have written confirmation of the information. The purchasing agent shall be apprised if the transfer has been approved, the treasurer shall document it and the business official shall record it

• Treasurer's Receipts - the treasurer shall maintain receipts and numbered duplicates for purchases

• Checks - the treasurer shall keep personal custody of any signature stamps and maintain a log for every check written

• Audit - an individual not connected to the business office should audit the check register

- Conduct background checks on potential business office employees - check all possible references, not just those offered and perform criminal background checks on key business officials
- Functions are segregated within the business office to avoid the opportunity for fraud without collusion

Reference: Board Policy: 7225 - Financial Fraud and Theft Prevention

PURCHASING - ACCOUNTS PAYABLE & Purchase Order PROCESS

1. DISTRICT PURCHASES

When purchasing supplies, goods, and classroom materials, preferred vendors shall be utilized whenever feasible. If the preferred vendor does not have the needed item/skill then the purchaser will utilize another source. Initial requisitions will be created & submitted to Finance for the amount of purchase and be completed as accurately/thoroughly as possible.

The district will not issue/utilize manual checks for any transaction and all AFLAC (supplemental health insurance) related payouts will be completed via third-party vendor, Wage Works.

Administrators, Directors, Administrative Assistants are the district's lone approved purchase requestors. Each purchasing requestor shall create and submit a requisition in advance. A Purchase Order will be created upon approval by the Superintendent to make the purchase.

Sequence of Requisition Approval

- Teacher/Staff
- Building Administrative Assistant
- Building Principal/Department Head
- Business Manager
- Superintendent

Once the item is received and inventoried or the work is completed, the requester will note on the invoice (w/attached PO) that the payment is 'OK to Pay', sign/date and provide to the Business Manager. Each payment request will contain an itemized invoice/documentation and the Business Manager will retain these records in compliance with approved document retention guidelines.

If the cost/purchase is 10% higher than the original PO, for a PO $2500 or less (and w/in requestor's budget), the Business Manager will amend and approve the original PO. If the costs are >$2,500, the Business Manager will return the requisition/PO to the requestor who will be responsible to amend/adjust and resubmit to Business Manager for approvals.

The requestor will submit a requisition for each credit card charge request to the Business Manager or approved authorizers (Principals &/or Directors) for approval prior to purchase. The Business Manager will then complete a purchase order. Each location (ex: PLE, PRLHS, Idaho Hill, JH, Facilities, etc.) will have a maximum of three persons authorized to make credit card purchases. There could be a small number of exceptions to

this process (re: after hours Sports related trips, maintenance emergencies). When charges are incurred on trips and for maintenance emergencies, reasonable and related expenses will be submitted for review within two business days.

All purchased items must be shipped to the location or appropriate district facilities site to the attention of the person who submitted the original requisition. When the order is received, the requestor will be responsible to complete an inventory to ensure all items were received. When needed, the alternative shipping location will be the District Office. No items should ever be shipped to a personal address.

Reference: Board Policy: 7415 - Payment for Goods and Services

2. CREDIT CARD HANDLING

The Board of Trustees permits the use of district credit cards by certain school officials to pay for actual and necessary expenses incurred in the performance of work-related duties.

All credit cards will be in the name of the school district. Credit cards may only be used for legitimate school district business expenditures. The use of credit cards is not intended to circumvent the district's policy on purchasing. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this standard may result in credit card revocation and discipline of the employee.

The Business Manager shall monitor monthly use of each credit card by reviewing credit card expenditures and report any serious problems and/or discrepancies directly to the Superintendent and Board.

Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss or theft. Prior to the first use of a district credit card, for the school year, a credit card user must attend a training led by the Business Manager and then submit a "Credit Card Use Agreement" signed by the credit card user. The agreement asks the credit card used to abide by the terms and conditions outlined for use Any damage, loss or theft must be reported immediately to the Business Manager and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Each site/department has a credit limit - see below for individual credit limits:

Site / Department	Card Limit
Priest River Elementary School	$ 5,000
Priest Lake Elementary School	$ 5,000
Idaho Hill Elementary School	$ 5,000
Priest River Lamanna High School (Grades 7-8)	$ 5,000
Priest River Lamanna High School (Grades 9-12)	$ 7,500
Priest River Lamanna High School (Sports)	$ 10,000
Facilities & Transportation	$ 15,000
Technology	$15,000
District Office	$ 15,000

All credit cards must be secured and retained by the assigned location approver and there shall be a maximum of three employees with authority to make credit card purchases for each location/department.

Designated site/department approvers are listed below:

- Principals
- Business Manager
- Operations Director
- Director of Technology

An employee who violates a provision of this policy shall have his/her credit card privileges revoked immediately and shall be subject to disciplinary action as determined by the Superintendent and reported to local law enforcement.

Reference: Board Policy: 7440 - District Credit Cards

3. PAYMENT SCHEDULE & DUE DATES

All invoices and approvals to pay must be submitted to the Business Manager by the first and third Monday of each month. All required documentation is to be submitted to the Business Manager within two (2) days upon receipt. Invoices are processed and payments are reviewed by the Board of Trustees, who meet on the third Wednesday of every month.

4. 1099 VENDORS & REQUIRED W-9 FORMS

When the district contracts services with an individual or organization, this is usually considered a 1099 vendor. It is required that a W-9 form be completed for each contractor.

If you are unsure whether a W-9 is on file for a specific vendor, please have that vendor complete a new form prior to doing the service for the district. You may also contact the Business Manager for W-9 vendor status.

5. OTHER IMPORTANT NOTES

1. When making a phone order, make sure the vendor is given the Purchase Order Number at the time the order is placed.
2. There will be no reimbursement for unauthorized purchases. If a purchase is made without a purchase order, the employee will be liable for any expenses incurred..
3. When an order comes in, the employee making the order shall verify shipment with the purchase order for items ordered and amounts billed. After verification of the order-the bill and packing slip is to be sent to the Business Manager. Verification of the order is the receiving employee's responsibility.
4. When the invoice/bill comes in, the employee will sign the invoice/bill indicating approval for payment. If there is no signed approval to pay, payment may be delayed to the following month. For both district and student body funds, the invoice for approval to pay must be signed and this may be on the original invoice, a copy, or a fax
5. Sending invoices and receipts electronically for a purchase payment must be to the email address below:

accountingdept@sd83.org

6. STUDENT BODY FUNDS

- *Class Dues/Fees:* All class dues/fees must be paid before school, at nutrition break, at lunch or after school. Do not send any students to the office during class time to pay dues/fees. Remind your students to pay their dues/fees as soon as possible, so their credit or grade will not be withheld.
- *Fundraisers:* Each fundraiser must be approved. The Student Activity Fundraiser Approval Form can be picked up in the school.
- *Processing Event Funds*: All monies turned into the Business Manager must be counted and itemized following this process:
    1. Any money received for the event will be counted by two people, the Money Taker and helper.
    2. The receipted money will be placed in a Double Tamper Proof Deposit Bag. Coins and currency must be placed in the upper pouch, then sealed. Supporting documents and checks must be placed in the lower pouch, then sealed.
    3. The Money Taker and helper will sign the bag.
    4. The Money Taker will enter Information into the District Google Cash Bag Log.
    5. The Deposit Bag will be placed in the school's vault until handed off to the School District Mail Courrier.
    6. The person handing the Deposit Bag off to the School District Mail Courrier will sign a Paper Log.

PURCHASING – PROCUREMENT PROCESS

MISCELLANEOUS PROCUREMENT STANDARDS

Efficient and cost-effective procurement of goods, services, and public works construction is an important aspect of District operations. District employees shall strive to buy goods, services, and public works construction through a publicly accountable process that respects the shared goals of economy as well as quality. Employees shall, to the extent reasonably available, endeavor to purchase goods and services from vendors with a significant Idaho economic presence.

When making purchases with federal funds, employees shall follow its procurement policies and procedures which reflect applicable State and local laws and regulations, provided that the procurement practice also conforms to applicable Federal law and the standards identified in applicable federal regulations.

Employees of the District should conduct its purchasing in a manner to ensure optimum use of District funds. The Board, or its designee, reserves the right to determine what is in the best interest of the District.

Notwithstanding the process for Superintendent-approved purchases outlined in Policy 7405P, when using federal funds, the Superintendent or designee may purchase supplies or services using simplified acquisition procedures when making aggregate purchases of $3,000 or less, and when making such purchases shall otherwise comply with all applicable District purchase order procedures.

When procuring goods or services, whether with federal or state funds, District employees shall comply with all requirements and procedures set forth at District Policies 7408, 7410 and 7420 and applicable Idaho law.

COOPERATIVE PURCHASING

The District may cooperatively enter into contracts with one or more districts to purchase materials necessary or desirable for the conduct of the business of the District provided that the purchasing cooperative follows State purchasing and federal procurement requirements.

See the following Board policies for additional detail.

Reference: **Board Policies:**

7218 Federal Grant Financial Management System

7235 Fiscal Accountability and IDEA Part B Funds

7237 Retention of Records Relating to Federal Grants

7320 Allowable Uses for Grant Funds

7320P1 Determining Necessity and Reasonableness of Expenses

7400 Miscellaneous Procurement Standards

7400P1 Procurement Methods Under a Federal Award

7405 Public Works Contracting and Procurement

7405P Procuring Public Works, Services, and Personal Property

7407 Public Procurement of Goods and Services

7408 Professional Contracts

7409 Acquisition of Real and Personal Property

7415 Payment for Good and Services, Issuance of Checks and Cancellation of Checks

TRAVEL

1. TRAVEL FOR DISTRICT BUSINESS

An employee on official district business is expected to exercise the same care in incurring expenses and accomplishing the purpose of the travel that a prudent person would exercise if traveling on personal business. Excess cost, excess days over purposes of travel or luxury accommodations unnecessary or unjustified in the performance of official business travel are not considered acceptable as exercising prudence. Employees are responsible for excess cost and any additional expenses for personal preference or convenience.

Travel Status

Employees are considered to be in travel status when they are away from their official duty/work station and/or residence as identified in the description.

Eligibility to reimburse for meals has two rules:

1. You have to be in travel status over 12 hours.
2. After the 12 hour rule is met, then specific times of the day need to be met.
   - For breakfast, you have to be in travel status before 6:00 A.M.
   - For lunch, you have to be in travel status before 12:00 Noon.
   - For dinner, you have to leave before 6:00 P.M., or return from travel status after 7:00 P.M. -- the actual time that travel status ends.

If a meal is provided by the event sponsor or hotel during your stay, you will not be reimbursed for that meal.

Meals are taxable if a single day travel is incurred with no overnight rest period. See above for eligibility requirements. This per diem pay will be paid through your payroll check.

In-District Travel

The District does not provide motor pool vehicle transportation for all school business. Employees and Board Members shall be reimbursed for mileage between their work station and trip destination for daily school business.

Out-of-District Travel

An employee may be authorized, for purposes deemed beneficial to the employee and/or the district to discharge duties, to attend professional conferences, meetings, conventions, etc. requiring absence and travel outside of the district, with allowances for expenses which may include substitutes, reasonable transportation, registration, lodging, and meals, charged to the appropriate fund.

The procedures governing professional leave are as follows:

a. The employee must complete a Professional Leave Application for the leave. This application must be submitted to the building principal/supervisor, then to the fund

manager if applicable, then to the District Office two weeks prior to the professional activity. The employee's leave is not approved until the approved copy is returned to the employee.

b. All professional leave expenses will be paid directly to the employee or vendor through the purchasing process. Purchase requisitions must be completed and submitted to the District Office for any expenses to be paid directly to the vendor.

c. Reimbursement will be made upon completion of the "Travel Expense Form". Employees must submit this form with attached receipts in order to receive reimbursement.

d. The principal/supervisor/fund manager will review the travel expense form and verify the accuracy and validity of requested reimbursements. The form is then forwarded to the Business Manager for final approval and payment.

Approved Travel Reimbursements

a. Mileage:
   - Mileage will be reimbursed at the current IRS rate per mile.

b. Airfare:
   - Reimbursement will be limited to coach fare only. Tickets should be purchased as early as possible in order to assure the lowest possible rate. In order to be reimbursed for airfare, the estimated driving time must be in excess of four (4) hours.

c. Lodging:
   - Lodging will be reimbursed when the activity is greater than 100 miles from Bonner County and/or the activity lasts more than one day.
   - Lodging reimbursements are determined by the address on the lodging establishment's statement. The reimbursement amount is based upon the least expensive single room rate plus tax.
   - Lodging costs incurred within 35 miles of the traveler's designated duty post or residence will not be reimbursed unless a situation exists which makes it necessary for the traveler to attain lodging. Lodging must be a commercial establishment and the individual should always request the lowest available single rate with breakfast provided. Original receipts are required. A letter of explanation approved by the department head must accompany the lodging expense claim. Reimbursement is taxable income to the employee and will be reported on their W-2 form.
   - The commercial establishment's original receipt is required. It must be the original itemized statement from the hotel/motel showing the establishment's name, street address, city, state, telephone number, the actual dates of lodging, daily room charges, and single room rates if more than one person is occupying the room. A credit card receipt is not acceptable documentation.

- When lodging is shared by travelers on approved travel status, reimbursement will be the total cost divided by the number of persons sharing a room, but the total of the two or more lodging receipts may not exceed the single room rate. Claim reimbursement as follows:
    - When a room is to be shared, the travelers should request separate receipts when registering. Each traveler should obtain a separate original lodging receipt for each traveler's portion of the lodging cost.
    - If the establishment cannot issue separate original receipts:
- One traveler may submit the original lodging receipt and the other traveler(s) may submit photocopies. However, each receipt (original and photocopies) must be marked "Shared Lodging" and have the names of all travelers sharing the room. Photocopies must be signed by the traveler and approved by the department head. Photocopies will not be accepted without the original signatures.
- When a group or team is traveling together, one traveler may submit the original receipt for the total lodging cost. The lodging receipt must indicate the names of all travelers who shared the room.

d. Missing Receipts:
    - Submit a photocopy with statement, "Treat as an Original". The photocopy must be signed by the traveler and approved by the department head.
    - If a photocopy is not available and a copy cannot be obtained from the lodging establishment, then submit a copy of the canceled check or credit card receipt showing the employee paid for the lodging and a letter prepared by the department head *in lieu* of the original photocopy of the lodging receipt. The letter must contain the name of the traveler, the dates of travel, the name, address and telephone number of the lodging establishment, cost per night, the total cost of the lodging, and the reason why an original or photocopy of the lodging receipt is not available.

e. Meal Allowance for Reimbursement

Meal Allowances	
Breakfast	$13.00
Lunch	$15.00
Dinner	$26.00
Total Per Diem	*$54.00*

**Employees will be reimbursed for reasonable/related expenses based on above table*

Note: Meals will not be reimbursed when included in the lodging or conference registration.

- No reimbursement will be allowed for meals or other subsistence expenses incurred on the premises of a traveler's own residence.
- A traveler shall be allowed reimbursement for actual cost of meals in accordance with these rules but not exceed the above rates. When a traveler is entitled to full day's allowance, the amount expended for any particular meal is left to the discretion of the individual, but the total for all meals in one day shall not exceed the maximum per diem allowance. The amount claimed for meal reimbursement per day must be shown on the Travel Expense Report.
- Meal allowance: Allowances for individual meals for travel that is less than a full 24-hour day will be based on the following:
    - Breakfast: when travel commences prior to 6:00 a.m. and the traveler extends his/her normal workday by two hours. Time period covered: 6:00 a.m. to 11:00 a.m.
    - Lunch: Is reimbursable if the traveler is on travel status for a period of six hours or more and travel commences on or before 11:00 a.m. and ends at or after 4:00 p.m. and the travel destination is 50 miles or more from his/her residence and duty post. The traveler must indicate the time and place travel begins and ends. Time period covered: 12:00 p.m. to 4:00 p.m.
    - Dinner: Is reimbursable when travel extends to 8:00 p.m. or beyond and the traveler extends his/her normal workday by three hours or when the traveler leaves for overnight travel on or before 6:00 p.m. Travelers leaving from their duty post for overnight travel may be reimbursed for dinner. Time period covered: 6:00 p.m. till end of day.

      <u>Exceptions</u>

      - Meals Provided: Whenever meals are provided at no additional cost to the traveler (including meals included in conference registration fees and on planes), the traveler shall not be entitled to any meal allowance for those particular meals. If circumstances, such as unique dietary needs, make it necessary to forego the provided meal, then the traveler may claim up to the maximum meal allowance. In this case, a receipt and a written explanation are necessary. A traveler who is required to buy a meal, in excess of the particular meal allowance at a conference or meeting, may be reimbursed actual expenses provided a receipt (or brochure) and explanation is submitted.
      - Sponsored Project Grant and Contract Accounts: If the grant or contract provides specific *per diem* rates for travel, these rates will be honored but must be supported by documentation of the relevant page of the grant or contract.

f. Miscellaneous:

- Reimbursement will be made for legitimate miscellaneous expenses with the supervisor's or department head's approval. Legitimate miscellaneous expense could include car rental, parking, tips, etc. Receipts are required.

g. Rebates:

- Any rebates (cash or complimentary services) that result from the district's payment of expenses shall be returned to the district.

h. Not covered:

- All alcohol charges must be deducted from charge receipts, as it is never a covered expense.

Reference: Board Policy: 7430 - Travel Allowances and Expenses

DISTRICT RECORDS RETENTION

Retention of District Records is in compliance with Section 33-506, Idaho Code, the Board of Trustees establishes the following guidelines (Board Policy 8605) to provide administrative direction pertaining to the retention and/or disposal of district records. District records shall be retained and/or disposed of as indicated in the schedule.

In the event that district records do not correspond to any of the listed categories, the Superintendent will determine the period of retention for a particular record. Method of Destroying Official Records The district's official records, and any copy thereof that may be deemed to be confidential and/or not intended to be disseminated to the public, will be shredded before being disposed. Electronic files are deleted and hard drives are destroyed.

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes

AC—After closed, terminated, completed, expired, settled, or last date of contact **FE**—Fiscal Year End (June 30th)	**LA**—Life of Asset **PM**—Permanent (10 Years) **US**—Until Superseded
RECORDS DESCRIPTION	**RETENTION PERIOD**
ADMINISTRATION—ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING	**PM**
ADMINISTRATION—ATTENDANCE—Enrollment attendance data	**3 yr**
ADMINISTRATION—BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes	**Not less than 8 months following election**
ADMINISTRATION—BALLOTS FOR BOND ELECTIONS	**a. Not less than 60 days after bonds have been delivered to purchaser** **b. Not less than 8 months following bond election**
ADMINISTRATION—CONTRACTS AND LEASES	**AC +6 yr**
ADMINISTRATION—GENERAL CORRESPONDENCE	**3 yr**
ADMINISTRATION—DONATION/GIFT RECORDS	**PM**
ADMINISTRATION—BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings	**PM**
ADMINISTRATION—BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings	**PM—Restricted Access**
ADMINISTRATION—ORGANIZATION CHARTS: Any documentation that shows program accountability	**PM**

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RECORDS DESCRIPTION	**RETENTION PERIOD**
ADMINISTRATION—EDUCATION PROGRAM REVIEW RECORDS	**AC+3 yr**
ADMINISTRATION—OFFICIAL STATE DEPARTMENT REPORTS	**PM**
ADMINISTRATION—SCHOOL CERTIFICATION REPORTS	**PM**
ANNUAL REPORTS	**PM**
APPEAL AND REVIEW RECORDS—Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions, conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation.	**PM**
BOARD MEMBER RECORDS—Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports and other reference material. Records are often compiled in a notebook for each member.	**AC+3 yr** NOTE: Some materials may warrant long-term retention. These materials should be reviewed for archival materials.
BOARD RECORDS—Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for board action; contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.	**PM**
COMPUTER SYSTEMS-BACKUPS—Backups on tape, disk, CD, DVD, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.	**US or 1 year**
EQUIPMENT-HISTORY FILE—Equipment service agreements, includes maintenance agreements, installation and repair logs, etc.	**LA+3 yr**
EQUIPMENT MANUALS—Instruction and operating manuals	**LA**
EQUIPMENT WARRANTIES	**AC+1 yr**
FACILITIES OPERATIONS-APPRAISALS—Building or property	**3 yr**

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RECORDS DESCRIPTION	RETENTION PERIOD
FACILITIES OPERATIONS-BUILDINGS PLANS AND SPECIFICATIONS—Includes architectural and engineering drawings, etc.	**PM** For leased structures retain AC+2
FACILITIES OPERATIONS-BUILDINGS, CONSTRUCTION CONTRACT, INSPECTION RECORDS AND PROJECT FILES—Building construction contracts, surety bonds and inspection records, Planning, design, construction records & all bids, etc.	**LA**
FACILITY OPERATIONS—DAMAGE REPORTS; LOST AND STOLEN PROPERTY REPORTS	**FE+3 yr**
FACILITY OPERATIONS-PROPERTY DISPOSAL RECORDS—Documenting disposal of inventoried property	**PM**
FACILITY OPERATIONS-PROPERTY MANAGEMENT SEQUENTIAL NUMBER LOGS—Property logs	**US+3 yr**
FACILITY OPERATIONS-SECURITY ACCESS RECORDS—Documents the issuance of keys, identification cards, passes, passwords, etc.	**AC+2 yr** AC=Until superseded, date of expiration or date of termination, whichever is sooner
FACILITY OPERATIONS-SURPLUS PROPERTY SALE REPORTS	**PM**
FACILITY OPERATIONS-UTILITY USAGE REPORTS	**1 yr**
FACILITY OPERATIONS-VEHICLE OPERATION LOGS	**1 yr**
FISCAL-ACCOUNTS PAYABLE/RECEIVABLE LEDGERS	**FE+3 yr**
FISCAL-ANNUAL FINANCIAL REPORTS	**PM**
FISCAL-ANNUAL OPERATING BUDGETS	**FE+3 yr**
FISCAL-APPROPRIATION REQUESTS—Includes any supporting documentation in the appropriation request	**FE+3 yr**
FISCAL-FINAL AUDIT REPORTS	**PM**
FISCAL-BANK STATEMENTS	**FE+3 yr**
FISCAL-CANCELLED CHECKS—Stubs/Warrants/Drafts	**FE+3 yr**
FISCAL-CAPITAL ASSET RECORDS	**LA+3 yr**
FISCAL-CASH RECORDS—Cash deposit slips; cash receipts log	**FE+3 yr**
FISCAL-DEEDS AND EASEMENTS—Proof of ownership and right-of-way on property	**PM**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	**RETENTION PERIOD**
FISCAL-detail chart of accounts—One for all accounts in use for a fiscal year	**FE+3 yr**
FISCAL-EXPENDITURE JOURNAL OR REGISTER	**FE+3 yr**
FISCAL-EXPENDITURE VOUCHERS—Travel, payroll, etc.	**FE+3 yr**
FISCAL-EXTERNAL REPORTS—Special purpose, i.e. federal financial reports, salary reports, etc.	**FE+3 yr**
FISCAL-FEDERAL TAX RECORDS—Includes FICA records	**AC+4 yr** AC=Tax due date, date the claim is filed, or date tax is paid whichever is later
FISCAL-FEDERAL FUNDING RECORDS—Title I; Chapter 2; Title VI-B	**FE+5 yr** Or until all pending audits or reviews are completed
FISCAL—FEDERAL—USDA	**AC+3 yr** AC=submission of final expenditure
FISCAL-GENERAL LEDGERS; GENERAL JOURNAL VOUCHERS	**FE+3 yr**
FISCAL-GRANTS—State and Federal	**AC+3 yr** AC=End of grant or satisfaction of all uniform administrative requirements for the grant CAUTION: Retention requirements may vary depending on the specific federal funding agency
FISCAL-INSURANCE CLAIM FILES	**AC+3 yr** AC=Resolution of claim
FISCAL-INSURANCE POLICIES—all types	**AC+5 yr** AC=expiration or termination of policy according to its terms
FISCAL-LONG-TERM LIABILITY RECORDS—Bonds, etc	**AC+4 yr** AC=retirement of debt
FISCAL-RECEIPTS JOURNAL OR REGISTER	**FE+3 yr**
FISCAL-RECONCILIATIONS	**FE+3 yr**
FISCAL-REIMBURSABLE ACTIVITIES—Requests & approval for reimbursed expenses for travel, training, etc.	**FE+3 yr**

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RECORDS DESCRIPTION	**RETENTION PERIOD**
FISCAL-RETURNED CHECKS—Uncollectable warrants or drafts	**AC+3 yr** AC=After deemed uncollectible
FISCAL-SIGNATURE AUTHORIZATIONS—Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits	**US+FE+3 yr**
LEGAL-LITIGATION FILES--	**PM** CAUTION: May contain attorney-client privileged information
LEGAL-OPEN RECORDS REQUESTS—documentation relating to approved or denied requests for records under Idaho Public Records Law	**PM**
LEGAL-OPINIONS AND ADVICE—Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation	**PM** CAUTION: May contain attorney-client privileged information
NEWS OR PRESS RELEASES	**PM**
PERSONNEL-ACCUMULATED LEAVE ADJUSTMENT REQUEST—Used to create and adjust employee leave balances	**5 yr**
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—HIRED—Applications, etc required by employment advertisement	**AC+5 yr** AC=Termination of employment
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—NOT HIRED—Applications, resumes, etc. required by employment advertisement	**AC+2 yr** AC=Date position is filled
PERSONNEL-BENEFIT PLANS	**5 yr**
PERSONNEL-COMPLAINT RECORDS—Complaints received and records documenting their resolution	**FE+3 yr** CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period

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RECORDS DESCRIPTION	**RETENTION PERIOD**
PERSONNEL-CORRECTIVE ACTION—those actions which do not affect pay, status or tenure and are imposed to correct or improve job performance	**PM** AC=Termination of corrective action. CAUTION: If during the retention period these records are used to support personnel disciplinary action, the records should be retained according to Personnel Disciplinary Action series.
PERSONNEL-DISCIPLINARY ACTION DOCUMENTATION—those actions that affect pay or status. They include demotion, dismissal, etc.	**PM** AC=termination of employment
PERSONNEL-EMPLOYEE STATEMENTS (Affidavits)—for insurance, personnel or other uses for which Administration has sought such statements	**PM** AC=Termination of employment
PERSONNEL-EMPLOYEE BENEFITS—documents relating to selection of benefits other than insurance	**US+5 yr**
PERSONNEL-EMPLOYEE COUNSELING RECORDS—Notes, etc. relating to job-specific counseling	**PM** AC=Termination of counseling
PERSONNEL-EMPLOYEE DEDUCTION AUTHORIZATIONS—documents relating to all deductions of Pay	**AC+5yr** AC=After termination of employee or after amendment, expiration or termination of authorization, whichever is sooner.
PERSONNEL-EMPLOYEE EARNINGS RECORDS	**PM**
PERSONNEL-EMPLOYEE INSURANCE RECORDS—District copy of selection records by employees of insurance offered by the District	**US+ 5 yr**
PERSONNEL-EMPLOYEE RECOGNITION RECORDS—Awards, incentives, etc.	**PM** AC=Termination of employment
PERSONNEL-EMPLOYMENT ANNOUNCEMENT	**2 yr**
PERSONNEL-EMPLOYMENT CONTRACTS	**Original dates of hire +50 yr**
PERSONNEL-EMPLOYMENT ELIGIBILITY—Documentation or verification of Federal report form INS I-9	**PM**

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RECORDS DESCRIPTION	**RETENTION PERIOD**
PERSONNEL-EMPLOYMENT SELECTION RECORDS—all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.	**2 yr** CAUTION: Does not include criminal history checks
PERSONNEL-FORMER EMPLOYEE VERIFICATION RECORDS—minimum information includes name, social security number, exact dates of employment and last known address	**PM**
PERSONNEL-GRIEVANCE RECORDS—review of employee grievances against policies and working conditions, etc. Includes record of actions taken.	**PM**
PERSONNEL-HIRING PROCESS—CRIMINAL HISTORY CHECKS—criminal history record information on job applications	**PM**
PERSONNEL-JOB PROCEDURE RECORD/JOB DESCRIPTION—any document detailing duties of positions on position-by-position basis	**US+ 8yr**
PERSONNEL-LEAVE STATUS REPORT—cumulative report for each pay cycle showing leave status	**FE+3 yr**
PERSONNEL-LIABILITY RELEASE FORM—statements of employees, patrons, etc. who have released the district from liability	**PM**
PERSONNEL-LICENSE AND DRIVING RECORD CHECK	**PM**
PERSONNEL-OVERTIME AUTHORIZATION & SCHEDULE	**5 yr**
PERSONNEL-PAYROLL-DIRECT DEPOSIT APPLICATION/AUTHORIZATION	**US + 3 yr**
PERSONNEL-PAYROLL-INCOME ADJUSTMENT AUTHORIZATION---used to adjust gross pay, FICA, retirement or compute taxes	**US + 3 yr**
PERSONNEL-PERFORMANCE APPRAISAL	**PM**
PERSONNEL-PERSI ENROLLMENT FILE	**PM**
PERSONNEL-PERSI RECORD OF HOURS WORKED—Irregular help, half-time or greater	**Date of hire +50 yr**
PERSONNEL-PERSI TERMINATION RECORD	**PM**
PERSONNEL-PERSONNEL INFORMATION—documents that officially change pay, titles, benefits, etc.	**PM**

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RECORDS DESCRIPTION	**RETENTION PERIOD**
PERSONNEL-POLICY AND PROCEDURES MANUAL—any manual, etc. that establishes standard employment procedures	**PM**
PERSONNEL-RESUME-UNSOLICITED	**1 yr**
PERSONNEL-SICK LEAVE POOL DOCUMENTATION—requests submitted, approvals, number of hours transferred in an out, etc.	**LA**
PERSONNEL-TIME CARD AND TIME SHEET	**PM**
PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST	**FE+3 yr**
PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL—records documenting training, testing or continued education	**PM**
PERSONNEL-UNEMPLOYMENT CLAIM RECORD	**5 yr**
PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS	**AC+ 5 yr**
PERSONNEL-W-2 & W-4 FORMS	**5 yr from date of termination**
PERSONNEL—WORKER'S COMPENSATION POLICIES	**AC+10 yr** AC=expiration of policy
PROCUREMENT-PERFORMANCE BOND—bonds posted by individuals or entities under contract with District	**PM**
PROCUREMENT-PURCHASING LOG—Log, etc. providing a record of purchase orders issued, orders received, etc.	**FE+3 yr**
PROCUREMENT-BID DOCUMENTATION—includes bid requisition/authorizations, invitation to bid, bid specifications and evaluations	**FE+3 yr** CAUTION: If a formal written contract is the result of a bid, etc., the bid and its supporting documentation must be retained for the same period as the contract.
RECORDS MANAGEMENT—RECORDS RETENTION SCHEDULE; DISPOSITION LOG (listing records destroyed or transferred); CONTROL MATERIALS (indexes, card files, etc.); DESTRUCTION APPROVAL SIGN-OFFS	**PM**
SAFETY-ACCIDENT REPORTS	**8 yrs*** For Minors, 8 yrs after minor reaches age of 18

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RECORDS DESCRIPTION	**RETENTION PERIOD**
SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS	**PM**
SAFETY-EVACUATION PLANS	**PM**
SAFETY-FIRE ORDERS—issued by fire marshal to correct deficiencies in compliance with the fire code	**AC+3 yr** AC=deficiency corrected
SAFETY-HAZARDOUS MATERIALS DISPOSAL RECORDS—Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).	**PM**
SAFETY-INCIDENT REPORTS—Reports concerning incidents which, upon investigation, were of a non-criminal nature	**3 yr (or 30 yr*)** *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)
SAFETY-INSPECTION RECORDS—Fire, safety, and other inspection records of facilities and equipment	**AC+3 yr** AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.
SAFETY-MATERIAL DATA SAFETY SHEETS	**30 yrs after the end of use of the substance**
SAFETY-WORKPLACE CHEMICAL LISTS	**30 yr**
STUDENTS—EDUCATION RECORDS—Student's name, birth date, last address, dates of attendance, graduation date and grades earned	**PM**
STUDENTS—SPECIAL EDUCATION RECORDS—educational records, including eligibility documentation and IEPs	**FE+6 yr**
STUDENTS –MEDICAID RECORDS-claims, reimbursements, and supporting documentation	**FE+5 yr**
VEHICLE-INSPECTION, REPAIR AND MAINTENANCE RECORDS	**LA+1 yr**
VEHICLE-TITLE AND REGISTRATION	**1 yr**
VOLUNTEER RECORDS—records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence	**AC+3 yr** AC=End of term of volunteer or intern

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes	
AC—After closed, terminated, completed, expired, settled, or last date of contact **FE**—Fiscal Year End (June 30th)	**LA**—Life of Asset **PM**—Permanent (10 Years) **US**—Until Superseded
RECORDS DESCRIPTION	**RETENTION PERIOD**
WEBSITE/WEB PAGES—INTERNET/INTRANET—system development documentation for initial setup; subsequent changes and content of pages	**PM**

MEETING NOTICE
WEST BONNER COUNTY SCHOOL DISTRICT #83
Child Nutrition Program Task Force - February 19, 2026 at 4:00 PM
Priest River Elementary - Cafeteria
231 Harriet
Priest River , Idaho 83856
https://meetings.boardbook.org/Public/Organization/2136

Vision Statement
Strive for Greatness!
Mission Statement

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for greatness!

AGENDA

I. **Call Meeting to Order**
II. **Task Force Discussion Items**
- II.A. Review Overarching Goal and Norms/Procedures
- II.B. Child Nutrition Budget (FY25 and FY26-to-date) (Revenue vs. Expenditures)
  - II.B.1. Review Revenue & Expenditures
  - II.B.2. Review Regional Salaries
- II.C. Summer School Food Program
- II.D. Discuss Other Child Nutrition Program Options - Pros & Cons, Revenue Sources, etc.
- II.E. Other Task Force Members and/or Future Guests

III. **Next Steps/Next Meeting**
IV. **Adjourn Meeting**

Note: If any auxiliary aids or services are needed for individuals with disabilities, please contact the administration office at 448-4439. If a Quorum of the Board is present, no official action will be taken.

West Bonner County School District

Fee Schedule for Community Use of School Facilities

All fees indicated below are per hour.

		Facility Use Agreement			Rental Lease
TYPE	**SCHOOL DETAILS**	**Category 1**	**Category 2**	**Category 3**	**4 months or longer**
Gymnasium	High School	No Charge	$20	$25	$50
	Junior High School	No Charge	$20	$25	$50
	Elementary Schools	No Charge	$20	$25	$50
Cafeteria	High School	No Charge	$10	$15	$30
	Junior High School	No Charge	$10	$15	$30
	Elementary Schools	No Charge	$510	$15	430
	Kitchen Usage (District Nutrition Employee must be present)	$20	$35	$45	$90
Library	High School	No Charge	$20	$25	$45
	Junior High School	No Charge	$20	$25	$50
	Elementary Schools	No Charge	$20	$25	$50
Fields (no admission charged)	High School	No Charge	$15	$25	$50
	Junior High School	No Charge	$15	$25	$50
	Elementary Schools	No Charge	$10	$15	$30

		Facility Use Agreement			Rental Lease
TYPE	**SCHOOL DETAILS**	**Category 1**	**Category 2**	**Category 3**	**4 months or longer**
Fields (admission charged)	High School	No Charge	$25	$45	$90
	Junior High School	No Charge	$25	$45	$90
	Elementary Schools	No Charge	$15	$25	$50
Auditorium with Sound System and Lighting	Junior High School	$20	$225 per day /event	$3025per day / event	$625
Classrooms	All Schools	No Charge	$10	$15	$20

Should the services of additional personnel be required due to the nature of the use request, the charges will be based on $20 per hour for such additional employee.

****All fees collected by West Bonner County School District from community use of the facilities.**

Policy History:

Adopted on: March 12, 2008
Revised on:

WHERE GRIT MEETS GREATNESS
WEST BONNER COUNTY SCHOOL DISTRICT #83

INNOVIA FUND NEEDS

Discussed and Suggested by AdTeam: January 28, 2026

- Sign Board - Replace the Sign Board on US2 as it was near the end of its life-cycle.
- Research-based Special Education Curriculum - This was paused last year because of the potential of special education teacher retention. Any quality curriculum would cost between $10,000 to $30,000 to purchase.
- Secondary Teachers - Providing courses with more choice for students will retain students in school with less teacher assistant positions which students are not engaged in productive work.
- Sign Board on ID57 - This will help people locating the school off the high way as well as draw attention to all driving by the junior-senior high school.

West Bonner County School District

STUDENTS **3400**

Extracurricular Activities Drug-Testing Program

The District has a strong commitment to the health, safety, and welfare of its students. Results of studies throughout the United States indicate that education alone, as a preventive measure, is not effective in combating substance abuse. Our commitment to maintaining the extracurricular activities in the District as a safe and secure educational environment requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities.

Purpose

The drug-testing program is not intended to be disciplinary or punitive in nature. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is the purpose of this program to prevent students from participating in extracurricular activities while they have drug residues in their bodies, and it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug-free participation. No student shall be expelled or suspended from school as a result of any verified positive test conducted by his/her school under this program, other than as stated herein.

Scope

Participation in extracurricular activities is a privilege. This policy applies to all District students in grades 9-12 who wish to participate in extracurricular activities that are listed in the current student handbook and any other school-sponsored extracurricular activities not listed.

The independent laboratory receiving the samples will routinely test for alcohol, amphetamines, cocaine, and marijuana. Other drugs, such as LSD, may be screened at the request of this school district, but the identity of a particular student will not determine which drugs will be screened. The laboratory will be authorized to report test results only to the principal/administrative designee.

Samples will be collected on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If the student is unable to provide a sample at any particular time, the student will be allowed to return later that same school day to provide the sample.

Any student athlete who willfully provides a false urine sample or otherwise tampers with a urine sample or undertakes any effort to obstruct, evaluate or impair the accuracy of the drug test will be suspended from further participation in the current sports season.

Consent Form

It is MANDATORY that each student who participates in extracurricular activities has completed and return the Consent Form prior to participation in any extracurricular activity.

Each participant shall be provided with the Consent Form (3400F), which shall be dated, signed by the participant and by the parent/guardian. In so doing, the student is agreeing to participate in the random drug-testing program at Priest River Lamanna High School.

Frequency Testing

1. All students will be tested at the beginning of the sport season and prior to participating. If the student athlete participated in a previous sport that year and has been subject to drug testing continuous thru the year, they will not be tested again on an initial sport season screening. If a student played a fall sport and did not play any more sports until the spring they would be subjected to an initial sport season screening prior to participating.

2. Random testing will occur at least once each month and may occur weekly during a sport season, ten percent of all student athletes, regardless of the sport, may be tested each week.

Testing Procedure and Chain of Custody

1. Training and direction will be provided to those who supervise the testing program on proper method of collecting the urine samples and the setup of the collection environment.

2. The principal/administrative designee will be responsible for notifying and/or escorting students to the collection site. The student should bring all materials with him/her to the collection site and should not be allowed to go to his/her locker. The administrator shall bring all the students drawn from the pool to the collection site simultaneously.

3. A sanitized specimen bottle will be given to each student. To maintain anonymity, the student's number, not name, will be on the specimen bottle. The bottle will remain in the student's possession until a seal is placed upon the bottle.

4. The supervisor obtaining the urine specimen will be of the same gender as the student. Students will be instructed to remove all coats and wash their hands in the presence of the supervisor prior to providing the urine specimen. The supervisor will also observe the student providing the urine specimen to ensure the specimen is not tampered with and is that student's specimen.

5. Before the student's urine is tested students will sign for their designated, pre-numbered, test kit.

6. Once the specimen is provided, the student will hand the specimen bottle to the supervisor and the student will be asked "Is this your urine?" With the response of "Yes" the supervisor will read and record the results of the test.

7. The specimen results must be read within 10 minutes of obtaining the specimen. If a specimen tests positive, the principal/administrative designee will notify the student testing positive, along with the student's parent/guardian. (It is recommended that the urine is tested in a 2nd test kit, with the student preset, prior to notification of parent/guardian).

8. Before, any disciplinary action is taken, the student and his/her parent/guardian will be permitted (1) business day to submit verification of any prescription drug use, by providing proper documentation of the prescriptions to the building principal. Any documentation provided to the building principal will remain confidential.

Financial Responsibility

1. The District will pay for all initial and random drug tests during the season.

2. A request on appeal for another test of a positive urine specimen is the financial responsibility of the student or his/her parent/guardian. Such test must be performed within 24 hours of the initial positive test result.

3. Counseling and subsequent treatment by non-school agencies are the financial responsibility of the student or his/her parent/guardian.

Confidentiality

Under this drug-testing program, any staff, coach, or sponsor of the District who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena being made upon that person in the course of a legal investigation. Once again, this will underscore the District's commitment to confidentiality with regard to the program.

Consequences

First Offense Grades ~~9~~7-12– Drugs or Alcohol/Tobacco

1. The student shall be suspended for 20% of the competitions/contests for that season (ie. Basketball has 20 games so a student would be suspended for 4 games). If the suspension occurs during a time where there is less than 20% of games left to play, then the student would be done for the remainder of the season, including any district or state competition and the remaining percentage from the next season (i.e. 10 % at the end of basketball and 10% at the beginning of baseball). If the infraction occurs during a state competition, the student will be suspended from state play with possible additional suspensions at the discretion of the principal and athletic director. If suspended for any

part of the season, the student forfeits any post-season league honors and if suspended for district and state play, the student forfeits their letter and school post season awards. During suspension, the student will be allowed to practice but will not be allowed to travel, suit up for games, or sit on the bench at home games.

2. A student must also enroll in a principal and athletic director approved drug and/or alcohol substance abuse assistance program. The enrollment must occur before the suspension is over. The cost of the assistance program will not be paid by the District.

3. If the student does not agree to and abide by the conditions stated above, the student will be suspended from athletics for the remainder of the current sports season.

Second Offense Grades ~~9~~7-12

A student athlete's second offense of the use or possession of smoking or chewing tobacco products, alcohol or drugs or any imitation, throughout grades 9-12, will result in the following action.

1. Student shall be suspended for the remainder of the season of the current athletic program he/she is participating and also the next sports season for which the student is eligible to participate.

Third Offense- Grades ~~9~~7-12

1. Student will be suspended from all extracurricular activities for the remainder of their junior high school/high school career. Offenses are cumulative through the career of the student-athlete in junior high school/high school.

Legal Reference: Vernonia School District 47J v. Acton, 515 U.S. 646 (1995)
Todd v. Rush County, 139 F.3d 571 (7th Cir.), cert. Denied, 119 S.Ct. 68 (1998)
Idaho Code 33-512 (12)

Policy History:
Adopted on: March 12, 2008
Revised on: August 11, 2010
Revised on: December 17, 2014
Revised on: August 22, 2018

West Bonner County School District

PERSONNEL **5900**

Coachinges Qualifications~~Rules~~

To ensure that the West Bonner County School District has qualified coaches on staff, it is a requirement that all junior high and high school coaches and ~~activities~~ Athletic Directors of all IHSAA sanctioned activities meet the following requirements and all current IHSAA Rules for coaches (IHSAA Rule 3):

IHSAA sanctioned Sports & Activities ~~activities are:~~
~~Football~~
~~Volleyball~~
~~Basketball~~
~~Track~~
~~Baseball~~
~~Softball~~
~~Cross Country~~
~~Wrestling~~
~~Golf~~
~~Cheerleading~~
~~Dance/Drill~~
~~Soccer~~
~~Tennis~~
~~Debate~~
~~Drama and Speech~~
~~Music~~

Fall Sports: Cross Country, Football, Golf 6A/5A, Soccer, Swimming, Volleyball

Winter Sports: Basketball, Wrestling

Spring Sports: Baseball, Golf 4A/3A, Softball, Tennis, Track & Field

Activities: Cheer, Dance, Music, Debate, Drama, Speech, Unified Sports

Requirement for Head Coaches

- The head coach of any IHSAA sport or activity must ~~complete a coaching fundamentals course. Authorized courses are: NFHS Fundamentals of Coaching and ASEP Coaching Principles. ·~~ be certified to teach in Idaho or have completed the NFHS Fundamentals of Coaching course. (IHSAA Rule 3-1)

Requirement for Assistant Coaches~~, JV~~ and Junior High Coaches

- The assistant coaches~~, JV~~ and Junior High ~~JH~~ coaches ~~of any IHSAA sport or activity must complete a coaching principles course.~~ that are not Certified Teachers are ***STRONGLY*** encouraged to complete a Coaching Principles Course. (IHSAA Rule 3-1-1)

Requirement for all coaches (includes head coaches, assistant coaches, ~~JV~~, junior high coaches and volunteer coaches)

- All coaches of IHSAA activities must complete a First Aid course with CPR component from a school district-recognized provider and can ~~not~~ NOT be an online course. A "recognized provider" is one whose curriculum is similar to the American Red Cross and American Heart Association. At ~~no~~ NO time may a team practice, travel or compete without at least one adult present who has met this requirement. (IHSAA Rule 3-2) ~~All coaches must complete a first aid course with CPR component prior to first competition of the season~~.

Coaches who do not complete the first aid course with a CPR component prior to the first competition will be suspended without pay until the required training has been completed.

- All coaches ~~(includes head, junior varsity, volunteer and assistant coaches of all IHSAA activities)~~ must take the ~~NFHS~~ St. Luke's online concussion course prior to the first day of practice. All coaches are required to review the St. Luke's Online Concussion Course on even numbered years (Only courses completed after May 1 will be accepted). (IHSAA Rule 3-2)

- All coaches must take the NFHS Sudden Cardiac Arrest course prior to the first day of practice. All coaches are required to review the NFHS Sudden Cardiac Arrest course on even numbered years (Only courses completed after May 1 will be accepted). (IHSAA Rule 3-2)

- All coaches must take the NFHS Student Mental Health and Suicide Prevention course prior to the first day of practice. All coaches are required to review the NFHS Student Mental Health and Suicide Prevention course on even numbered years. (Only courses completed after May 1st will be accepted). (IHSAA Rule 3-2)

Requirements for New Coaches (Head Coaches, Directors, Assistant Coaches, Junior High Coaches, and Volunteers)

- All of those coaches listed above that are not certified to teach in Idaho must take the NFHS Teaching and Modeling Behavior course prior to the first day of practice. This course is only required upon being hired in Idaho for the first time. (IHSAA Rule 3-1-2)

Requirements for Cheer/Dance/Music/Drama/Administration Coaches

- All of those coaches listed above must complete the NFHS Understanding Music Copyright & Compliance course upon hiring. (IHSAA Coach/Advisor Section of Activities).

Requirements for Pole Vault Coaches

- All Pole Vault coaches must complete the NFHS Coaching Pole Vault course. (IHSAA Rule)

No coach or athletic director may accept remuneration of any kind from sources outside the local board of education in return for services rendered in ~~instructing~~ instruction, ~~or~~ coaching or chaperoning any member of the high school athletic/activity team. Coaches may receive appreciation gifts from team members, parents or community organizations that do not exceed the value of an IHSAA player award ($300). Appreciation gifts may not include cash of any value or reimbursement for travel/chaperoning expenses. (IHSAA Rule 3-3)

All coaches with the assistance of the athletic director will be required to provide documentation of all trainings and certifications to Human Resources and will be part of the coaches permanent personnel file.

If additional funding sources are used for instructi~~on~~ng or coaching any high school team, funding must be approved and distributed through the local board of education. (IHSAA Rule 3-4)

Policy History:
Adopted on: June 1, 2012
Revised on: September 19, 2012
Revised on: September 18, 2013

West Bonner School District
Elementary School Dance Program Notice and Permission Form

Dear Parent/Guardian,

Your child has the opportunity to participate in the **WBCSD 3rd through 6th grade Dance Program**, a celebration of student creativity, movement, and school spirit. This event will take place on:

Date: Mondays, beginning April 13 through end-of-year performance (date TBA).
Time: TBA
Location: Priest Lake Elementary Gymnasium

Program Purpose and Benefits

The WBCSD Dance Program offers students an engaging way to express themselves through music and dance while building confidence, teamwork, and coordination. Participants will work with peers and instructors to learn and rehearse a choreographed routine to be performed during the end-of-school event. Involvement in this program encourages:

- Enhanced physical activity and health
- Social-emotional development
- Responsibility through teamwork and attendance
- Participation in a fun and inclusive school community event

Expectations & Costume Information

Students who attend the event will be part of a group performance. **Costumes are strongly encouraged** and are often **provided by the school** or coordinated with minimal cost to families. Costumes play a crucial role in creating a visually cohesive and exciting performance. Your support in helping your child prepare for this element is greatly appreciated.

Attendance:

Because this is a performance-based program that depends on group coordination, students who do not participate regularly may miss out on important teamwork, rehearsal skills, and the sense of achievement that comes from public performance.

We strongly encourage all students to attend and contribute to this unique and enriching experience.

WBCSD 3rd through 6th grade Dance Program Permission Form. Please Sign and Return

Please complete and return this form by **March 15, 2026**

Student Name: _____

Grade: _____ Teacher: _____

I give permission for my child to participate in the West Bonner School District Elementary Dance Program.

☐ Yes
☐ No

My child has permission to wear school-provided or coordinated costuming for the performance.

☐ Yes
☐ No

My child has permission to be videoed Y____ N ____ If wearing a mask Y_____N_____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____

Date: _____

If you have any questions about the WBCSD Dance Program, please contact:

Lynn Parker: 208-448-1181; Michelle Barnes: 208-443-2555

We look forward to a joyful and memorable performance!

Sincerely,

West Bonner School District

Darcie Humphrey <darciehumphrey@sd83.org>

Don’t Miss the 2026 Clerk’s Retreat – Register Now!

Tue, Feb 10, 2026 at 10:02 AM

ISBA Clerk's Retreat | May 15, 2026

Hello, Darcie!

Registration for the 2026 Clerk's Retreat is now open!

We are excited to invite you to a special retreat designed exclusively for you, the vital clerks who support effective school board governance across Idaho. This event promises an engaging day filled with insightful presentations, collaborative discussions, door prizes, and a delicious lunch.

What to Expect: A Full Day of Professional Growth and Connection

Strategic Governance & the Clerk’s Role in Board Effectiveness – Delve into how your role directly influences board success and student outcomes.
What to Expect After the Legislative Session – A preview of the policy updates ahead.
Managing Complex Board Meetings & High-Stakes Situations –Learn practical strategies for navigating challenging meetings and state-level issues.
Hot Topics in School Law – Engage with current, pressing legal matters affecting Idaho school boards today. Presented by Anderson, Julian & Hull.

As a school board clerk, you play a crucial role in the smooth operation and legal compliance of your board. This workshop is tailored to empower you with the latest tools, knowledge, and connections to excel in your role and support your board’s mission effectively.

The Details:

Date: May 15, 2026

Location: Hawley Troxell - 877 W Main St. Ste 200
Boise Time: 9:00 a.m. MDT - 2:00 p.m. MDT