



Grundy County Special Education Cooperative

725 School Street • Morris, IL 60450

Phone 815-942-5780 • Fax 815-942-5782

Neil Sanburg, Executive Director

Carol Senica, Assistant Director

Janna Siron
Program Coordinator

Kate Ross
Transition/Program Coordinator

Rick Gravatt
Program Coordinator

Erica Schramm
Program Coordinator

Grundy County Special Education Cooperative (GCSEC) **Proposed Student Threat Assessment Team Guidelines**

PURPOSE:

The purpose of these guidelines is to establish a plan for GCSEC staff, as well as Joint Agreement Member Districts, to follow in addressing situations that involve threats by students of self-harm or harm towards others. These procedures will provide GCSEC and School Personnel with the necessary tools to appropriately respond to reports of student threats in a timely and effective manner by accurately assessing the situation, assuring that all members of the school community are safe, and arriving at a positive resolution. Additionally, these guidelines will assist in creating a long-term plan to provide the necessary accommodations and supports needed to allow the student to return to an appropriate educational setting that will best address their specific needs.

THREAT ASSESSMENT TEAM:

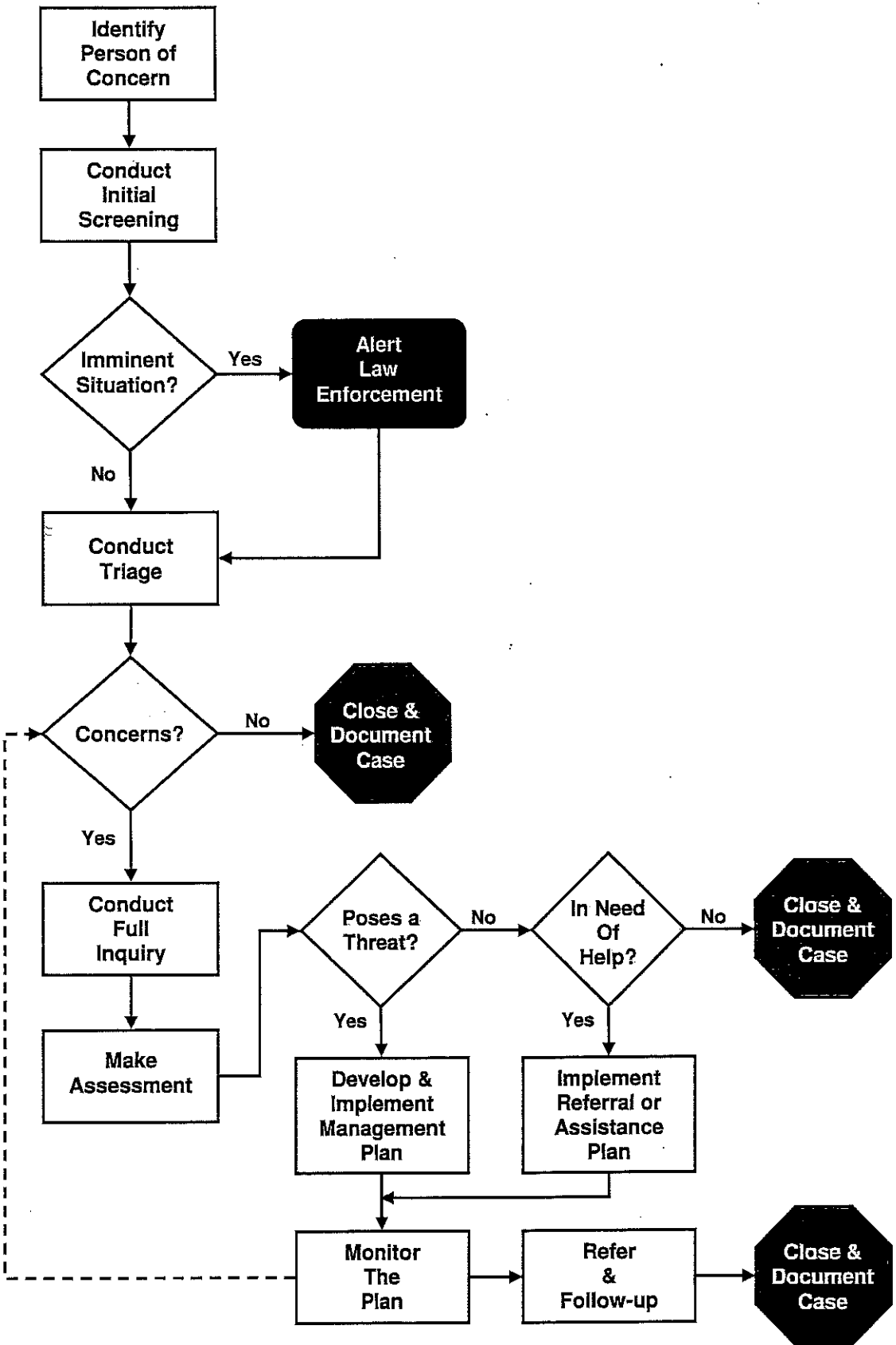
- Special Education and/or General Education Administrator – Screener
- School Psychologist – Screener
- School Social Worker - Screener
- Law Enforcement Official – Screener
- Special Education Teacher

REPORTING A THREAT:

Staff, Students and Parents will make a report (verbal and/or written) to one of the screeners on the Threat Assessment Team. The screeners will determine if the situation requires the team to be convened. If the situation does **not** require a full investigation by the Threat Assessment Team, it will be directed to a meeting with a social worker for follow-up or be subject to disciplinary procedures.

THE ATTACHED DOCUMENTS WILL SERVE AS TOOLS FOR THE THREAT ASSESSMENT TEAM:

- Procedural Flow Chart
- Threat Assessment and Response Protocol
- Descriptors of Threat Assessment Levels
- Student Threat Assessment and Response Report
- Policy 4:190, which was adopted by the GCSEC Executive Board on November 20, 2019
- 105 ILCS 128/45: Threat Assessment Procedure



Identify Person of Concern

Conduct Initial Screening

Imminent Situation?

Alert Law Enforcement

Conduct Triage

Concerns?

Close & Document Case

Conduct Full Inquiry

Make Assessment

Poses a Threat?

Develop & Implement Management Plan

In Need Of Help?

Implement Referral or Assistance Plan

Close & Document Case

Monitor The Plan

Refer & Follow-up

Close & Document Case

THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence* (Cornell & Sheras, 2006)

IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text messaging, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended victim(s) and regardless of whether the intended victim is aware of the threat. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or verbiage such as slurs, insults, or verbal abuse that does not constitute a threat. Threats may be implied or stated in an indirect manner if a recipient would reasonably regard the behavior as a threat. **WHEN IN DOUBT, treat the expression as a threat and conduct a threat assessment.**

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

Student Interview

- Do you know why I wanted to talk with you?
- What happened when you were [place of incident]?
- What exactly did you say? And what exactly did you do?
- What did you mean when you said or did that?
- How do you think he/she feels about what you said or did?
- What was the reason you said or did that?
- What are you going to do now that you have made this threat?

Witness Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do?
- What do you think he/she meant when saying that?
- How do you feel about what he/she said or did?
- Why did he/she say or do that?

DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE

Transient Threat

Meets one or more of the following:

- Non-genuine expression or intended as joke or figure or speech
- Non-sustainable intent to harm or temporary anger that is resolved
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification

WHEN IN DOUBT, consider threat as substantive and assess further

Substantive Threat

Factors to consider in judging a threat to be substantive:

- Specific, plausible details such as a specific victim, time, place, and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)
- Student's age and capability of carrying out the threat
- Student's history of aggressive behavior
- Credibility of student and witness accounts

DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS

Serious
A threat to assault

Very Serious
Threat to kill, rape, or inflict severe injury or use weapons

RESPOND TO TRANSIENT THREAT

- ❖ Contact student's parents if necessary
- ❖ Notify intended victim's parents if necessary to prevent further problems
- ❖ See that threat is resolved through explanation, apology or making amends
- ❖ Consult with safety and security specialist/SRO if appropriate
- ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate
- ❖ Follow discipline procedures
- ❖ Develop Behavior Intervention Plan /behavior contract as appropriate
- ❖ Maintain threat assessment documentation in student's cumulative file, if completed, as appropriate

RESPOND TO SERIOUS THREAT

- ❖ Mobilize threat assessment team members as needed
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with SRO or safety/security specialist
- ❖ Refer for conflict resolution or counseling
- ❖ Follow discipline procedures
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in student's cumulative file

RESPOND TO VERY SERIOUS THREAT

- ❖ Mobilize threat assessment team and follow procedures for Serious threat, including protective action and notification of intended victim and parents of victim
- ❖ Provide direct supervision of student until parents assume control
- ❖ Notify assistant superintendent or designee
- ❖ Consult with SRO or safety /security specialist for investigation of threat
- ❖ Initiate immediate mental health assessment if emergency situation; otherwise notify parents of need for mental health assessment
- ❖ Follow discipline procedures
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in student's cumulative file

Priority Levels For Threat Cases

Priority 1 (Extreme Risk)

The person/situation appears to pose a clear and immediate threat of serious violence toward self or others and requires containment. The Team should immediately notify law enforcement to pursue containment options, and/or take actions to protect identified target(s). Once such emergency actions have been taken, the Team shall then develop and implement a management plan in anticipation of the person's release or return to campus.

Priority 2 (High Risk)

The person/situation appears to pose a threat of self-harm or physical violence, usually to an identifiable target, but currently lacks immediacy and/or a specific plan — or a specified plan of violence does exist but currently lacks a specific target. This requires the Team to develop and implement a management plan.

Priority 3 (Moderate Risk)

The person/situation does not appear to pose a threat of violence or self-harm at this time, but does exhibit behaviors/circumstances that are likely to be disruptive to the community. This case warrants some intervention, referral, and monitoring to minimize risk for significant disruption to the community or escalation in threat. The Team should develop a referral and/or active monitoring plan.

Priority 4 (Low Risk)

The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral, and monitoring to minimize risk for escalation in threat. The Team should develop a monitoring plan.

Priority 5 (No Identified Risk)

The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. The Team can close the case without a management or monitoring plan, following appropriate documentation.

Student Threat Assessment and Response Report

PART I. THREAT REPORTED

Instructions:

This form should be completed by the school threat assessment team following a preliminary assessment by the school administrator.

Administrator completing form:

Position:

School:

Source of report: Teacher, instructional staff Support staff (bus driver, cafeteria, maintenance) Student Anonymous
 Other (specify):

Date assessment completed:

Information on student making threat/engaging in concerning behavior:

Name of student:

Date of birth:

Grade:

Address:

Home phone:

Emergency contact:

Relationship:

Is there a history of violent behavior in school? Yes No Unknown

Is there a history of violent behavior away from school? Yes No Unknown

Is there a history of discipline referrals? Yes No Unknown

Other information:

Information about the threat/concerning behaviors:

Date threat occurred:

Date administrator learned of threat:

Where the threat was made:

Who reported the threat:

What was reported (quote as closely as possible; use quotation marks to identify direct quotes):

Information on target/recipient(s) of threat:

Has the intended target and/or victim(s) been identified? Yes No

Name(s) and grade of victim(s):

Primary recipient(s) of the threat (check all that apply):

Student Teacher Parent Administrator Other

PART II. FINDINGS FROM INTERVIEWS

Student Interview

What exactly was said or done:

What was meant by what was said or done:

Student's understanding of how what was said/done would make target feel:

Reason student said or did concerning act:

What student now plans:

Witness Interview

What exactly the student said or did:

What witness thinks student meant:

What witness thinks was motive for what student said/did:

Threat Recipient(s) Interview (if applicable)

What exactly the student said or did, if witnessed:

Nature of relationship with student; whether there is history of conflict or prior threats:

What recipient thinks was motive for what student said/did:

PART III. ANALYSIS OF FINDINGS

1. What are the student's motive(s) and goals?

2. Have there been any communications suggesting ideas or intent to attack?

3. Has the subject shown inappropriate interest in:
 school attacks or attackers
 weapons (including recent acquisition of any relevant weapon)
 incidents of mass violence (terrorism, workplace violence, mass murderers)

If yes, describe:

4. Has the student engaged in attack-related behaviors such as
 developing an attack idea or plan
 making efforts to acquire or practice with weapons
 casing, or checking out, possible sites and areas for attack
 rehearsing attacks or ambushes

If yes, describe:

5. Does the student have the means to carry out an act of targeted violence?

6. Is the student experiencing hopelessness, desperation, and/or despair?

7. Does the student have a trusting relationship with at least one responsible adult?

8. Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?

9. Is the student's conversation and "story" consistent with his or her actions?

10. Are other people concerned about the student's potential for violence?

11. What circumstances might affect the likelihood of an attack?

12. Are any of the following indicators of potential for violence present?

| Indicators | Yes | No | Unknown | Comments |
|--|--------------------------|--------------------------|--------------------------|----------|
| Ideas or plans about injuring him/herself or attacking a school or persons at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Communications or writings that suggest that the student has an unusual or worrisome interest in school attacks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments that express or imply the student is considering mounting an attack at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Communications or writings suggesting the student condones or is considering violence to redress a grievance or solve a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Rehearsals of attacks or ambushes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

PART IV. DETERMINATION OF THREAT LEVEL

Check one:

- Imminent threat
 High risk threat
 Moderate risk threat
 Low risk threat

Basis for determination:

PART V. RESPONSE

Once the threat is classified, follow all corresponding, prescribed responses specified below.

Imminent Threat Response

Steps taken to contain the threat:

Low Risk Moderate Risk High Risk/Imminent

| RESPONSES TO LOW RISK THREAT | RESPONSES TO MODERATE RISK THREAT | RESPONSES TO HIGH RISK/IMMINENT THREAT |
|---|---|---|
| <input type="checkbox"/> Consult with threat assessment team, as needed <input type="checkbox"/> Contact subject student's parents and/or guardians, if necessary <input type="checkbox"/> Notify intended victim(s)'s parents and/or guardians, if necessary <input type="checkbox"/> See that threat is resolved through explanation, apology, or making amends <input type="checkbox"/> Consult with Safety and Security specialist and/or SRO, if necessary <input type="checkbox"/> Refer subject student for services to resolve problem, if appropriate <input type="checkbox"/> Follow discipline procedures as per conduct policy <input type="checkbox"/> Develop behavior intervention plan and/or contract, as appropriate <input type="checkbox"/> Refer for school- or community-based services, as appropriate <input type="checkbox"/> Assign a case manager to monitor student and status of intervention, as appropriate <p>Documentation</p> <input type="checkbox"/> Complete appropriate Parts of Student Threat Assessment and Response Report and maintain with student's discipline record | <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Notify subject student's parents and/or guardians <input type="checkbox"/> Provide direct supervision of subject student until parents and/or guardians assume control <input type="checkbox"/> Caution the subject student about the consequences of carrying out the threat <input type="checkbox"/> Protect and notify intended victim(s) and parents and/or guardians of victim(s) <input type="checkbox"/> Consult with SRO to assist in monitoring/supervising subject student and determining need for law enforcement action. <input type="checkbox"/> Notify superintendent or designee <input type="checkbox"/> Follow discipline procedures as per conduct policy <input type="checkbox"/> If needed, refer subject student for mental health assessment <input type="checkbox"/> Assign a team member to monitor student and status of intervention, as appropriate <input type="checkbox"/> If warranted by findings of mental health assessment, develop/monitor safety plan. <p>Documentation</p> <input type="checkbox"/> Submit report to [designated administrative office] within 72 hours of receipt of threat. <input type="checkbox"/> Submit updated report every 30 days until resolution and closure of case <input type="checkbox"/> Maintain threat assessment documentation in the Student Threat Assessment and Response Report. | <input type="checkbox"/> Notify law enforcement per regulation to contain threat; and consult with Safety and Security <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Provide direct supervision of subject student until removed from campus by law enforcement or parent/guardian. <input type="checkbox"/> Caution the subject student about the consequences of carrying out the threat <input type="checkbox"/> Protect and notify intended victim(s) and parents and/or guardians of victim(s) <input type="checkbox"/> Notify subject student's parents and/or guardians <input type="checkbox"/> Notify superintendent or designee <input type="checkbox"/> Follow discipline procedures as per conduct policy <input type="checkbox"/> Refer subject student for mental health assessment, notifying parents of requirements for re-admission to school <input type="checkbox"/> Assign team member to monitor student and intervention/safety plan. <input type="checkbox"/> Develop/monitor safety plan <p>Documentation</p> <input type="checkbox"/> Submit report to [designated administrative office] within 72 hours of receipt of threat. <input type="checkbox"/> Submit updated report every 30 days until resolution and closure of case <input type="checkbox"/> Maintain threat assessment documentation in the Student Threat Assessment and Response Report. |

Print name of administrator: _____ Date: _____

Signature of administrator: _____

(Signature indicates agreement with identified level of threat and the above actions have been taken.)

PART VI. STUDENT THREAT ASSESSMENT AND RESPONSE REPORT UPDATE

Instructions:

This section should be completed by the administrator and other team members such as the school psychologist, school social worker, or others, as appropriate, within one week of incident.

Date of Update

Disciplinary action(s) taken:

Student suspended? Yes No

Student recommended for expulsion? Yes No

Student recommended for further disciplinary action and/or consideration? Yes No

Comment:

Special Education? If yes:

Recommendation to reconvene IEP team? Yes No

Develop Functional Behavioral Assessment and/or Behavior Intervention Plan for IEP? Yes No

If no, should the student be referred to Child Study or Local Screening? Yes No

Comment:

Actions with potential victim(s) of the threat or students impacted by the threat:

Case Manager Name:

Case Manager Job Title:

Offered or provided brief supportive counseling? Yes No Provided Declined

Communicated with victim(s) and parent(s) or guardian(s)? Yes No

Altered schedule to minimize contact with student who made the threat? Yes No

Advised victim(s) and/or parent(s) or guardian(s) of their right to contact police? Yes No

Name of staff member who provided this information:

Student services staff to monitor student at regular intervals? Yes No

Name of staff member who will monitor student:

Informed victim(s) and parent(s) or guardian(s) of re-entry date and plan for re-entry of student who made the threat, if applicable? Yes No

Additional Comments:

Actions with student making the threat:

Case Manager Name:

Case Manager Job Title:

Alter schedule to minimize contact with threatened student? Yes No

Student services staff to monitor? Yes No

Name of staff member who will monitor student:

School-based supportive counseling offered or planned? Yes No

Name/position of staff member who will provide counseling to student:

Referral for private or community-based mental health services? Yes No

Consult with any other agency? Yes No

Agency & Name of Contact:

Other actions planned:

Print name of administrator: _____ Date: _____

Signature of administrator: _____
(Signature indicates agreement with identified level of threat and the above actions have been taken.)

PART VII. VERIFICATION OF CASE CLOSURE

This case has been resolved and necessary actions have been taken to provide support or assistance to the student who made the threat and to any impacted students.

Signature of case manager (if appropriate): _____ Date: _____

Signature of administrator: _____ Date: _____

Document Status: Draft Update - New To District

4:190 Targeted School Violence Prevention Program

New/Unpublished Section

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment. PRESSPlus1

The Superintendent or designee shall develop and implement the Program. PRESSPlus2 The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s). PRESSPlus3
2. Establish Building-level Threat Assessment Team(s) PRESSPlus4 to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors. PRESSPlus5

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.

105 ILCS 128/, School Safety Drill Act.

745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.

29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. While this policy is optional, **105 ILCS 128/45, added by P.A. 101-455, requires school districts to implement a threat assessment procedure by 12-6-19** that may be part of a school board targeted school violence prevention policy. Thus, regardless of whether the board adopts a policy, an administrative procedure must exist to comply with the law. See 4:190-AP1, *Targeted School Violence Prevention Program*, (available at PRESS Online by logging in at www.iasb.com) for a sample implementation procedure. **Issue 102, October 2019**

PRESSPlus 2. To balance the requirement to implement a threat assessment procedure (105 ILCS 128/45, added by P.A. 101-455) with the practicalities of managing a district and to align with the best practices outlined in IASB's *Foundational Principles of Effective Governance* (www.iasb.com/pdf/found_prin.pdf), this sentence delegates the duty to implement a procedure to the superintendent. See 4:190-AP1, *Targeted School Violence Prevention Program*, (available at PRESS Online by logging in at www.iasb.com) for a sample implementation procedure. **Issue 102, October 2019**

Ensuring school safety begins with establishing a comprehensive targeted school violence prevention program, which "includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern,

defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders." *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.dhs.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Guide.pdf. **Issue 100, February/March 2019**

PRESSPlus 3. The establishment of threat assessment teams in K-12 public schools is Recommendation #1 of the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, presented to the Office of the Governor on 4-5-18, at: www.iasb.com/safety/. Illinois higher education institutions have required threat assessment teams since the passage of the Campus Security Enhancement Act of 2008 (110 ILCS 12/20(b)(2), eff. 1-1-09) in response to the shootings that took place at Virginia Polytechnic Institute and State University on 4-16-07 and Northern Illinois University on 2-14-08. **Issue 100, February/March 2019**

PRESSPlus 4. 105 ILCS 128/45, added by P.A. 101-455, **requires school districts to establish a threat assessment team by 2-19-20**. If a school district is unable to establish a threat assessment team with school district staff and resources, it may use a regional behavioral threat assessment and intervention team. See 4:190-AP2, *Threat Assessment Team (TAT)*, (available at PRESS Online by logging in at www.iasb.com) and its accompanying exhibits for further information on threat assessment teams and how to connect with a regional behavioral threat assessment team. **Issue 102, October 2019**

PRESSPlus 5. **Consult the board attorney for guidance concerning liability in this area.** Except for cases of willful and wanton conduct, the Local Governmental and Governmental Employees Tort Immunity Act (TIA) likely protects districts from liability for failure to properly identify and/or respond to a student's behavior that results in injury or suicide. See 745 ILCS 10/3-108 and *Grant v. Board of Trustees of Valley View School Dist. No. 365-U*, 286 Ill.App.3d 642 (3rd Dist. 1997). Every situation is fact specific, and the issues require careful evaluation. A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its board attorney, to minimize liability, such as adding limiting phrases and ensuring other policies are followed.

In addition to the TIA, school officials and districts may also be entitled to qualified immunity in civil rights lawsuits that seek to hold them liable for a suicide. For further discussion, see f/n 13 in policy 7:290, *Suicide and Depression Awareness and Prevention*. **Issue 100, February/March 2019**

(105 ILCS 128/45)

Sec. 45. Threat assessment procedure.

(a) Each school district must implement a threat assessment procedure that may be part of a school board policy on targeted school violence prevention. The procedure must include the creation of a threat assessment team. The team must include all of the following members:

(1) An administrator employed by the school

district or a special education cooperative that serves the school district and is available to serve.

(2) A teacher employed by the school district or a

special education cooperative that serves the school district and is available to serve.

(3) A school counselor employed by the school

district or a special education cooperative that serves the school district and is available to serve.

(4) A school psychologist employed by the school

district or a special education cooperative that serves the school district and is available to serve.

(5) A school social worker employed by the school

district or a special education cooperative that serves the school district and is available to serve.

(6) At least one law enforcement official.

If a school district is unable to establish a threat assessment team with school district staff and resources, it may utilize a regional behavioral threat assessment and intervention team that includes mental health professionals and representatives from the State, county, and local law enforcement agencies.

(b) A school district shall establish the threat assessment team under this Section no later than 180 days after the effective date of this amendatory Act of the 101st General Assembly and must implement an initial threat assessment procedure no later (02/19/20) than 120 days after the effective date of this amendatory Act of the 101st General Assembly.

(c) Any sharing of student information under this Section must comply with the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act.

(Source: P.A. 101-455, eff. 8-23-19.)