SCHOOL-BASED THREAT ASSESSMENT FIDELITY DOCUMENT

School District Guide to Program Fidelity and Compliance

2021

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BACKGROUND

In the Spring of 2019, the Washington State Legislature passed Second Substitute House Bill 1216 (2019–20) Session Law requiring the creation and implementation of numerous school safety and student well-being programs at the state, ESD, and school district level. Included in this legislation is Revised Code of Washington (RCW) 28A.320.123, in which all LEAs were required to have School-Based Threat Assessment Programs and teams in place by the 2020–2021 school year.

What is Threat Assessment?

Threat Assessment is a preventative, trauma informed process utilizing early interventions to keep students safe and engaged in school.

This structured, multidisciplinary group process is used to evaluate the risk posed by a student or another person, typically as a response to an actual or perceived threat or concerning behavior.

The primary purpose is to prevent targeted violence and is centered on an analysis of the facts and evidence of behavior in each situation. Threat Assessment Protocols are designed with recommendations of experts and focus on situational variables, not demographic characteristics.

Why is a Threat Assessment Conducted?

- When there are concerns regarding school violence and safety
- To know when a threat is real
- To know how to respond to a threat
- To ensure that we do not overreact or underreact
- To improve the quality of safety in our schools
- To utilize interventions that are prevention focused rather than exclusion, expulsion, and arrest

Threat Assessment Outcomes

The assessment conducted by the School-Based Threat Assessment Team may lead to:
- A specific plan for supervision
- Development of an individual accountability plan
- Linkage to social-skill building programs and other support systems in the community such as:
  - Faith communities
  - Mental health services
  - Alcohol/drug evaluation
  - Mentoring programs
- Implementation of a safety plan for any intended targets

In addition to the list above, the plan may include family/home options such as:
- Increased supervision of social media use
- Safety-proofing the home and removing weapons
- Increasing supervision in the home

The model also reduces over-reactive responses by schools with Zero-Tolerance policies which lead to exclusionary discipline for students who need support and do not pose a viable threat at the time of the assessment.

Accurate implementation of Threat Assessment Programs in schools helps to increase supports for students in need and emphasizes a supportive and healthy school climate providing a platform for students to reach out when a problem or concern exists and create a safer atmosphere for students and staff alike.

Compliance with HB 1216 (2019–20) and RCW 28A.320.123

This document outlines the steps districts can take to ensure compliance with Washington state law. The following links and information are meant as a guide and are not exhaustive examples of compliance. It is highly recommended that districts new to this process contact their local ESD for training opportunities. Please see contact information on page 14 of this document.

RCW 28A.320.123

RCW 28A.320.123 outlines district requirements for School-based Threat Assessment Programs. Under this RCW, districts are required to create and implement the following:

1. At a minimum, a school-based threat assessment program must:
    a. Provide for timely and methodical school-based threat assessment and management
    b. Be prompted by the behavior of a student rather than some combination of a student's demographic and personal characteristics
    c. Convene a multidisciplinary, multiagency team, including special education teachers and practicing educational staff associates, to:
        i. Identify and assess the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property
        ii. Gather and analyze information about the student's behavior to determine a level of concern for the threat that focuses on situational variables, rather than the student's demographic or personal characteristics
        iii. Depending on the determined level of concern, develop and implement intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching and learning environment, without excluding the student from the school; and
        iv. In the case of the threatening, or potentially threatening, behavior of a student with disabilities, align intervention strategies with the student's individualized education program or plan developed under section 504 of the rehabilitation act of 1973 by coordinating with the student's individualized education program or section 504 plan team;
    d. Create guidelines for each threat assessment team to collect, report, and review quantitative data on its activities; and
    e. Prohibit suspension or expulsion based merely on threat assessment referral or

performance
2. By the beginning of the 2020-21 school year, each school district shall adopt a policy and procedure to establish a school-based threat assessment program that meets the requirements of subsection (1) of this section. The school district policy and procedure must be consistent with the model policy and procedure p. 7 2SHB 1216.SL 1 developed under section 6 of this act, and with other school district policies, procedures, and plans addressing safe and supportive learning environments
3. The definitions in this subsection apply throughout this section unless the context clearly requires otherwise
    a. "School-based threat assessment" means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the threat is likely to be carried out
    b. "School-based threat management" means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students

GUIDANCE FOR COMPLIANCE

The following section provides specific guidance to ensure district compliance with each component of RCW 28A.320.123.

Table 1: RCW 28A.320.123 Compliance Guidance

RCW 28A.320.123	Guidance	Indicators (ie, "look-fors")
a. Timely and methodical	*Methodical*: Districts should work to gather all pertinent information regarding the incident including interviews with students, witnesses, staff, and parents. This must be done prior to convening the team. *Timely*: Once information has been gathered, districts should ensure that threat assessments are performed as expeditiously as possible and through the use of an approved threat assessment process that meets the requirements under HB 1216 (2019) and RCW 28A.320.123. If possible, an assessment should be held within 24-48	*Methodical*—*you might see:* School-based threat assessment investigative tools (e.g., parent/student interview forms, staff questionnaires) are established for team and used routinely. A routine process is established and followed each time a threat by a student is identified. *Timely*—*you might see*: Incident occurs online Sunday night, school-based threat assessment team meets to review completed student threat assessment (STA) documentation on Tuesday afternoon.

RCW 28A.320.123	Guidance	Indicators (ie, "look-fors")
	hours of the incident and no later than 72 hours. In the event that an assessment cannot be scheduled within this timeline, districts should ensure that the student in need of the assessment is connected to services in the interim. **Please note**: Crisis response occurs independently of a Threat Assessment. (Law Enforcement, district notification, Discipline see item e., special education (IEP))	On a Friday during the lunch period 2 students get into a fight and one student threatens to come back to school with a gun. Protective response by school staff occurs immediately, as per district protocol, when student suicidal ideation is noted. Suicidal thought or behaviors, if present, are responded to separately and immediately.
b. Prompted by the behavior	We do not assess the individual; we assess the situation at a point in time. Focus on facts and be aware of cultural and racial bias. For more information, see section on equity.	***You might see***: School-based threat assessment team members attend implicit bias training annually. STA data reviewed regularly for disproportionate impacts. Designated professional equity facilitator to review and measure STA protocol report for bias during meeting (needs more training in racial equity, othering and belonging, etc.)
c. Multidisciplinary, multiagency team, including special education teachers and practicing educational staff associates	Per WSSDA policy #3225, the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in: • Counseling, such as a school counselor, a school psychologist and/or school social worker • Law enforcement, such as a school resource officer	***You might see***: Some team members vary based on which staff are in close contact with the student. For instance, for a student involved in a sport, the coach might attend. Not every multidisciplinary team member needs participate in every threat assessment. However, core team members (an

RCW 28A.320.123	Guidance	Indicators (ie, "look-fors")
- School administration, such as a principal or other senior administrator - Other district or school staff - Community resources - Special education teachers and a - Practicing educational staff member		administrator, and a student support ESA) are always present. When faced with a potential threat by, or directed towards, a student receiving special education services or who has a 504 plan, the threat assessment team must include a team member who is a special education teacher.
i. Identify and assess the behavior	Utilize the tools within your district's threat assessment protocol to describe and assess the behavior. A threat was "made", but does the situation "pose" a threat?	*You might see*: Student threat assessment interview tools and questionnaires filled out completely and from multiple sources, where possible community/student safe reporting tool is available on district website and/or other means. the grievance(s) identify a threat or may help a team identify environmental or systemic issues (such as bullying, harassment, or bias) that are fueling the threatening behaviors
ii. Determine a level of concern	Refer to law enforcement or crisis response if there is imminent concern. Utilize school-based threat assessment resources to determine level of risk. (Targeted or Reactive threat)	*You might see*: School-based threat assessment teams indicating type and severity of risk on a threat assessment protocol document. Victim notification when appropriate. See RCW 28A.320.128 and WSSDA Policy 3143.
iii. Develop and implement intervention strategies (without	Consider resources, inhibitors, protective factors, supports, and services that could be utilized or put in place to keep	*You might see*: A student interview is completed after the incident and prior to the school-based

RCW 28A.320.123	Guidance	Indicators (ie, "look-fors")
excluding the student)	the student engaged in school. This would also include a holistic approach to supporting the student in all domains: individual, school, home, and community. If intervention strategies were implemented would the potential threat decrease?	threat assessment team meeting. School-based threat assessment team develops a complete Threat Management & Supervision Plan as part of the STA Protocol.
iv. Student with disabilities, align intervention strategies with the student's individualized education program	Work in conjunction with the Special Education Department to ensure the recommended interventions and prevention strategies align with the student's IEP/504 Plan.	*You might see*: When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a qualified special education staff person. Changes of program or setting recommended by school-based threat assessment team are reviewed by IEP team to determine appropriateness.
d. Collect, report, and review quantitative data	Ensure proper collection, reporting, and review of all documents, forms, and data. Maintain and store documents to ensure confidentiality under district protocol.	*You might see*: Team member files all STA documents once fully completed, following district protocol. Annual review of discipline equity includes a review of STA equity. STA data is reviewed for disproportionate impact on students of color, students who are economically disadvantaged, students with disabilities, etc.
e. Prohibit suspension or expulsion based	Students should not be suspended, expelled, or emergency expelled solely for	*You might see*:

RCW 28A.320.123	Guidance	Indicators (ie, "look-fors")
merely on threat assessment	the purpose of conducting a threat assessment. A student may face exclusion from school if the incident in question meets factors for exclusion under the Washington State Discipline Rules. It is important to note that threat assessment is not a disciplinary process, however, discipline may occur separately and at the same time as an assessment is being conducted or waiting to be conducted.	Disciplinary decisions are made independently of threat assessment process. Disciplinary decisions are not predicated on threat assessment team recommendations. The discipline process is a parallel process to the STA process. The discipline process may be informed by the STA process and vice versa; however, the STA process is a prevention process and harnesses the power of inclusion rather than exclusion (expulsion).

POLICY AND PROCEDURE ADOPTION

As stated in RCW 28A.320.123: "By the beginning of the 2020–21 school year, each school district shall adopt a policy and procedure to establish a school-based threat assessment program that meets the requirements of subsection (1) of this section. The school district policy and procedure must be consistent with the model policy and procedure (page 7 of 2SHB 1216) developed under section 6 of this act, and with other school district policies, procedures, and plans addressing safe and supportive learning environments."

To assist districts in compliance, the Washington State School Directors Association (WSSDA) collaborated with OSPI, the ACLU, District and ESD representatives, and other stakeholders to create a model policy and procedure. Both are available on the OSPI School-Based Threat Assessment Website and are linked below:
- School Based Threat Assessment Policy 3225
- School Based Threat Assessment Procedure 3225P

Districts may choose to adopt the model policy or its equivalent. If you have questions regarding the policy or its adoption, please contact Ella DeVerse at ella.deverse@k12.wa.us.

SALEM-KEIZER CASCADE THREAT ASSESSMENT MODEL

To meet the requirements under RCW 28A.320.123, OSPI and the nine ESDs have adopted and implemented the Salem-Keizer Cascade Threat Assessment Model, formerly known as the Salem-Keizer Student Threat Assessment model. The Salem-Keizer Cascade Threat Assessment Model is a preventative, multi-agency/multi-disciplinary, trauma informed protocol constructed with an equity lens to provide assessment protocols and safety planning procedures that are coordinated by a unique collaborative team made up of school, law enforcement, community mental health, courts, and juvenile justice. While other models exist, the Salem-Keizer Cascade Threat Assessment Model was created in a district for specific use in the school-based setting and meets the requirements under the RCW.

Table 2: Crosswalk of RCW 28A.320.123, U.S Secret Service National Threat Assessment Center Recommendations, and the Salem-Keizer Cascade Threat Assessment Model

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
RCW 28A.320.123		
(b) Be prompted by the behavior of a student rather than some combination of a student's demographic and personal characteristics;	Define prohibited and concerning behaviors.	A school-based threat assessment or level 1 student threat assessment would occur after indication of potential threat via direct, veiled, third-person, social media, writing or harmful aggressive actions. Objectivity and basing information in the process of information or direct quotes, rather than assumptions or profiling of a student. This model has been vetted by the U.S. Secret Service, FBI, US Department of Justice and Department of Education.
(c) Convene a multidisciplinary, multiagency team, including special education teachers and	Establish a multidisciplinary threat assessment team.	This model strongly encourages an administrator, counselor/school psychologist, case manager, SRO, teacher, head security, SPED Coordinator if applicable to be

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
practicing educational staff associates, to: i. Identify and assess the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property.		part of building level team, called a level 1 team. A community or level 2 team includes members from law enforcement, DCYF, behavioral health services, juvenile court, and other relevant social service agencies. Gang intervention, fire safety, and sexual assault partners attend when applicable.
(d) Create guidelines for each threat assessment team to collect, report, and review quantitative data on its activities; and		Complete step 7 from the level 1 student threat assessment protocol, called a Threat Assessment Data Sheet. The data sheet is used to collect and track student demographic information, reason for threat assessment, and the outcome. The data sheet is then given to school district's designated ESD for regional tracking and then regional data is submitted to OSPI for statewide tracking.
RCW 28A.300.640		
(a) "School-based threat assessment" means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or	Establish assessment procedures.	A level 1 student threat assessment should take place within 12-48 hours of events. Includes review of students cumulative file, attendance, disciplinary actions, student interview, witness interviews, parent interview, teacher interviews/participation, mental health evaluation

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
evidence that the threat is likely to be carried out. ii. Gather and analyze information about the student's behavior to determine a level of concern for the threat that focuses on situational variables, rather than the student's demographic or personal characteristics;		information, police records etc. The protocol has questions to determine risk level, context of the threat, and information that is significant from four domains: individual, family, school, and community. In addition, a safety and intervention format for planning is included, following the questions of the protocol.
iii. Depending on the determined level of concern, develop and implement intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching and learning environment, without excluding the student from the school; and	Develop student supports and/or intervention options.	A level 1 student threat management plan develops intervention strategies for the student covering the four domains mentioned above. A special education coordinator/staff is included in the planning process when the student receives special education services. The level 1 protocol information can be used to inform the IEP/504 process and include team members. This process allows for additional supervision, ongoing monitoring, and supportive interventions that attempt to help navigate the student(s) maintaining a

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
iv. In the case of the threatening, or potentially threatening, behavior of a student with disabilities, align intervention strategies with the student's individualized education program or plan developed under section 504 of the rehabilitation act of 1973 by coordinating with the student's individualized education program or section 504 plan team.		presence in the learning environment. A level 1 student threat assessment can be referred to the community or level 2 team to explore community support to assist with supervision if the student's behavior shows extreme reactive or targeted aggression.
(b) "School-based threat management" means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while	Create and promote a safe school climate.	This model addresses both physical safety and a sense of psychological safety for schools through a protocol with questions to gather context of the threat and significant information about the student. The protocol provides level 1 teams a standardized process to determine the threat's level of aggression. Intervention and support strategies are

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
providing for the education of all students.		developed within the protocol by the level 1 team to mitigate the threat. Level 1 members schedule on-going reviews of the threat management plan to determine when the plan can be closed.

A two-tiered process allows for level 2 teams to provide schools with insight from professionals trained in the model and threat assessment. In addition to providing schools with threat management recommendations that further focus on prevention and inclusion, level 2 teams provide shared ownership and responsibility in promoting school and community safety. |
| | Provide training for all stakeholders. | ESD's provide free training to all school districts using the Salem-Keizer Cascade Model. School districts are encouraged to select and train level 1 teams in each school building. Each level 1 team should be comprised of at least four members.

Level 2 teams are trained and coordinated by the ESD's to when schools refer a student of concern for additional recommendations. ESD's also offer training overviews to increase awareness of student |

School-Based Threat Assessment Minimum Requirement per Washington state RCW 28A.320.123 and RCW 28A.300.640	Aligned Recommendations from the U.S. Secret Service National Threat Assessment Center	Aligned Elements of Salem-Keizer Cascade Threat Assessment Model recommended by Washington state and adopted by the ESDs
		threat assessment and recognizing pre-attack behaviors; such groups could include School Boards, school transportation, higher education institutions, and other community partners.

EQUITY IN SCHOOL-BASED THREAT ASSESSMENT

OSPI Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:
- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
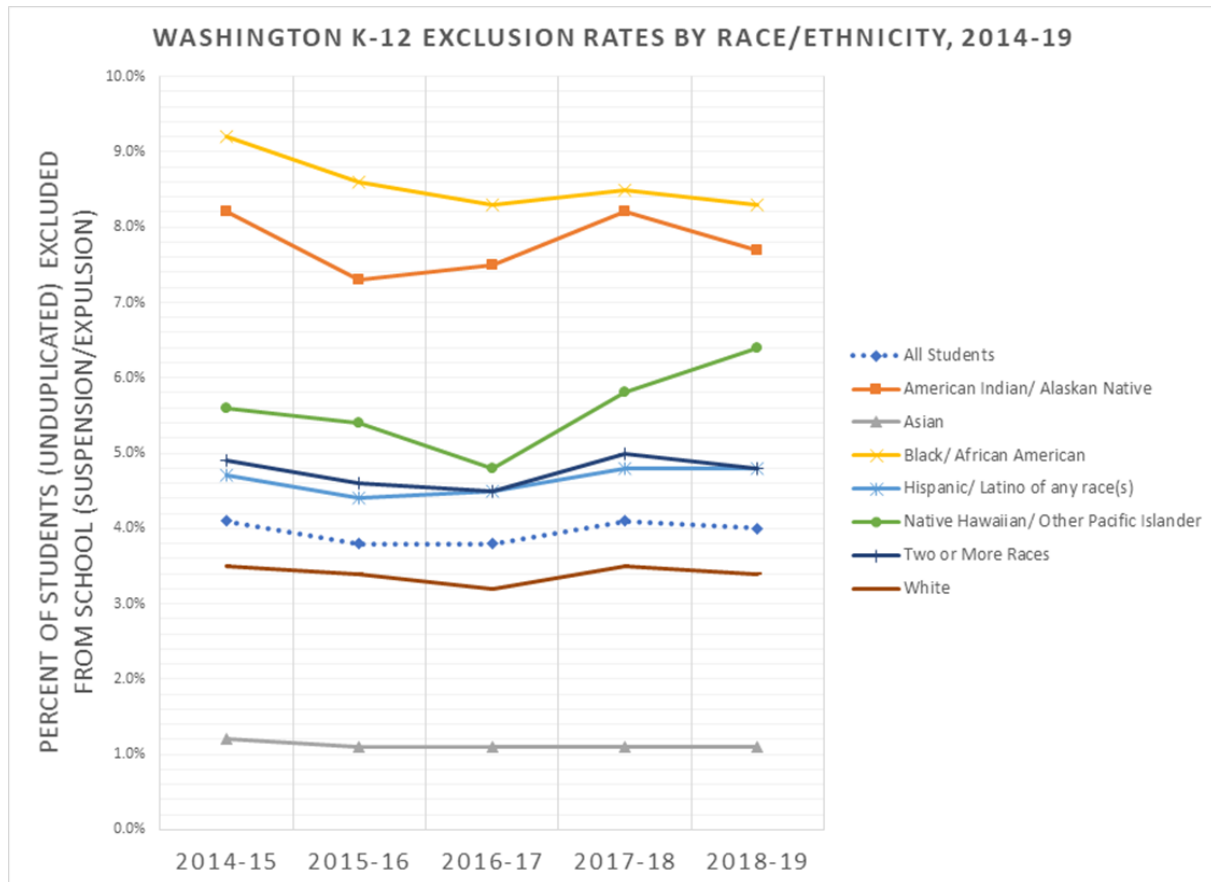
Preventing & Addressing Discrimination in Student Discipline

Guidelines for implementing Washington's Equal Educational Opportunity Laws: Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC. Published October 2019

These guidelines describe how school districts can meet their obligations under state law to administer student discipline without discrimination based on race, ethnicity, creed, religion, color, national origin, sexual orientation including gender expression or identity, veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

Like other states, Washington has experienced significant and persistent disparities in the discipline of students based upon race/ethnicity, disability status, language, sex and other factors. While overall rates of exclusionary discipline (suspension and expulsion) have declined over the last decade, significant disparities persist. These trends warrant serious attention from school districts, as well as OSPI, to work toward equitable opportunities and outcomes for each and every student (Equity In Student Discipline)

Figure 1: Washington K–12 Exclusion Rates by Race/Ethnicity, 2014–19

WASHINGTON K-12 EXCLUSION RATES BY RACE/ETHNICITY, 2014-19

Legend:
- All Students
- American Indian/ Alaskan Native
- Asian
- Black/ African American
- Hispanic/ Latino of any race(s)
- Native Hawaiian/ Other Pacific Islander
- Two or More Races
- White

https://www.k12.wa.us/student-success/support-programs/student-discipline/equity-student-discipline

Determining equitable practices throughout the student threat assessment process requires how we constitute framing diversity, equity and inclusion practices:

- Promote cultural self-awareness and understanding
- Engage in cross-cultural learning activities to gain in-depth knowledge of the history
- and culture of ethnic and cultural groups
- Explore how current events influence and affect the wide range of health, functioning, and quality-of-life outcomes and risks (theory of change)
- Examine historical and institutional power of the "isms". How is the student situated among peers? Are authoritative persons representative of the cultural values of the student? Looking at equity in school-based threat assessment means equipping the student of concern with effective services and supports they need for treatment, restorative practice, and positive reinforcement to improve conditions of physical and social environments.

Moving along this pathway to success requires responding to the student's individual needs and putting interventions in place to ensure the student is provided opportunities to move towards improved self-efficacy.

Throughout the school-based threat assessment, from initial interviews to conducting a level 1 or level 2 meeting, applying an equity focused lens promotes situational awareness and provides school teams with useful information about a student's risks and protective resources. Cultural awareness and competency in the work of improving student outcomes. An equity lens applies context throughout the threat assessment and postvention process minimizes the reinforcement of harmful stereotypes and promotes physical and psychological safety of the school community. A quick formative equity assessment is a useful tool to assist threat assessment teams in moving from singular perceptions towards a holistic purview, avoiding stigmatizing language understanding barriers faced by the student of concern:

Table 3: Threat Assessment Program Equity Assessment

Indication	Rating Scale			
Gauges how well school teams are focusing efforts to apply an equity lens supporting the threat assessment process	*0–Never*	*1–Rarely*	*2–Sometimes*	*3–Mostly*
To what extent are best practices used to ensure STA teams are multidisciplinary?				
Recommendations reflecting opportunities/risk factors and gaps inclusive of student's culture?				
Are best practices used to ensure cross collaboration with care givers/families?				
Are best practices used to ensure cross collaboration with external youth serving agency partners?				
Are protocol questions culturally responsive, relating content to cultural context?				
Discussions are focused; what is this decision, action, proposal, or policy referral trying to accomplish in this case?				
Does the plan include the thoughts and input of those who are most impacted to reduce potential negative impacts?				
What are some possible unintended consequences of this decision, action, proposal, or policy discipline?				
Clarify roles and responsibilities, how will case management duties be assigned?				
Do these interventions help close racial inequities/disparities (culturally relevant)?				

Indication	Rating Scale			
Are best practices identified, matching social determinants of health and postvention services to student needs?				
What is the process to reassess and improve supports through continual flow of follow up? Reassess and improve or reduce supports if misaligned, not adequate or no longer relevant.				
Representation of SBTA team members is reflective of the student/family and school community.				
All team members accept responsibility and hold themselves and each other accountable to provide supports and services to the student, in a least restrictive environment to access education and be invested in learning.				
Intentional discussion surrounding what are the existing barriers to improving equitable outcomes?				
Root cause analysis is applied to process discovery of the root causes of the threat in order to identify appropriate supports and interventions.				
Policies related to confidentiality standards (FERPA, HIPAA, and state confidentiality laws, student records and transcript files) are adhered to.				

ASSISTANCE FOR DISTRICTS

To assist school districts Regional School Safety Centers have been established in the nine ESDs to provide training and technical assistance for the implementation of these programs.

For more information on available services and trainings, please contact the Threat Assessment Coordinator at your region's ESD.

Table 4: Threat Assessment Coordinator Contact List

ESD	Threat Assessment Coordinator	Phone	Email
ESD 101	Leon Covington	509-789-3609	lcovington@esd101.net
ESD 101	Alise Mnati	509-323-2786	amnati@esd101.net
ESD 105	Chris Weedin	509-853-2047	chris.weedin@esd105.org

ESD	Threat Assessment Coordinator	Phone	Email
ESD 105	Shawn Bender	509-454-2489	shawn.bender@esd105.org
ESD 112	Denise Dishongh	360-953-3336	denise.dishongh@esd112.org
ESD 112	Adam Scattergood	360-952-3399	adam.scattergood@esd112.org
ESD 112	Don Lawry	360-952-3644	don.lawry@esd112.org
ESD 113	Dan Beaudoin	360-462-2503	dbeaudoin@esd113.org
ESD 113	Ryan Neese	360-464-6868	rneese@esd113.org
ESD 114	Kristin Schutte	360-405-6849	schuttek@oesd114.org
ESD 114	Malorie Woods	360-478-6891	mwoods@oesd114.org
ESD 121	Lawrence Davis	425-917-7738	ldavis@psesd.org
ESD 121	Nasarin Ahmed	425-917-7639	nahmed@psesd.org
ESD 123	Shelby Jensen	509-316-6774	sjensen@esd123.org
ESD 123	DeLeon Gause	509-316-1314	dgause@esd123.org
ESD 171	Shelley Seslar	509-665-2631	shelleys@ncesd.org
ESD 189	Erin Wood	360-299-4017	ewood@nwesd.org
OSPI Threat Assessment Contact			
Ella DeVerse		*564-999-1200*	*ella.deverse@k12.wa.us*

LEGAL NOTICE