
SENATE BILL 5216

State of Washington

66th Legislature

2019 Regular Session

By Senators O'Ban and Frockt

1 AN ACT Relating to multistage threat assessments to increase
2 safety in K-12 schools and institutions of higher education; amending
3 RCW 28A.600.022; adding a new section to chapter 28A.320 RCW; adding
4 a new section to chapter 28A.310 RCW; and adding a new section to
5 chapter 28B.10 RCW.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.320
8 RCW to read as follows:

9 (1) A threat assessment is a multistage structured team process
10 that is used to evaluate the risk posed by a student or another
11 person, typically as a response to an actual or perceived threat or
12 concerning behavior. If the threat assessment indicates that there is
13 a risk of violence in a specific situation, the team conducting the
14 threat assessment must collaborate with others including the
15 appropriate law enforcement agencies to develop and implement a plan
16 to manage or reduce the threat posed by the student or another
17 person.

18 (2) By December 31, 2019, school districts shall develop and
19 implement a multistage threat assessment process that meets local
20 safety needs and aligns with an evidence-based model.

1 (3) At a minimum, the multistage threat assessment process must
2 include the following essential components:

3 (a) Based on behaviors, not characteristics of individuals;

4 (b) Incorporated into the school district's broader system of
5 student supports;

6 (c) Include engagement with families whenever possible; and

7 (d) Address the needs of students with individual education
8 programs, disabilities, or other special needs.

9 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.310
10 RCW to read as follows:

11 Each educational service district shall develop and maintain the
12 capacity to offer training, coordination, and evaluation on the
13 multistage threat assessment process developed under section 1 of
14 this act. An educational service district may demonstrate capacity by
15 employing staff with sufficient expertise to offer the training or by
16 contracting with individuals or organizations to offer the training.
17 Training may be offered on a fee-for-service basis, or at no cost to
18 school districts or educators if funds are appropriated specifically
19 for this purpose or made available through grants or other sources.

20 **Sec. 3.** RCW 28A.600.022 and 2016 c 72 s 107 are each amended to
21 read as follows:

22 (1) School districts should make efforts to have suspended or
23 expelled students return to an educational setting as soon as
24 possible. School districts must convene a meeting with the student
25 and the student's parents or guardians within twenty days of the
26 student's long-term suspension or expulsion, but no later than five
27 days before the student's enrollment, to discuss a plan to reengage
28 the student in a school program. Families must have access to,
29 provide meaningful input on, and have the opportunity to participate
30 in a culturally sensitive and culturally responsive reengagement
31 plan.

32 (2) In developing a reengagement plan, school districts should
33 consider shortening the length of time that the student is suspended
34 or expelled, other forms of corrective action, and supportive
35 interventions that aid in the student's academic success and keep the
36 student engaged and on track to graduate. School districts must
37 create a reengagement plan tailored to the student's individual
38 circumstances, including consideration of the incident that led to

1 the student's long-term suspension or expulsion. The plan should aid
2 the student in taking the necessary steps to remedy the situation
3 that led to the student's suspension or expulsion. The plan should be
4 communicated with law enforcement and service providers as
5 appropriate.

6 (3) Any reengagement meetings conducted by the school district
7 involving the suspended or expelled student and his or her parents or
8 guardians are not intended to replace a petition for readmission.

9 NEW SECTION. **Sec. 4.** A new section is added to chapter 28B.10
10 RCW to read as follows:

11 (1) A threat assessment is a multistage structured team process
12 that is used to evaluate the risk posed by individuals or groups,
13 typically as a response to an actual or perceived threat or
14 concerning behavior. If the threat assessment indicates that there is
15 a risk of violence in a specific situation, the team conducting the
16 threat assessment must collaborate with others including the
17 appropriate law enforcement agencies to develop and implement a plan
18 to manage or reduce the threat posed by the student or another
19 person.

20 (2) By December 31, 2019, institutions of higher education shall
21 develop and implement a multistage threat assessment process that
22 meets local safety needs and aligns with an evidence-based model.

23 (3) At a minimum, the multistage threat assessment process must
24 include the following essential components:

25 (a) Based on behaviors, not characteristics of individuals;

26 (b) Incorporated into the institution of higher education's
27 broader system of student supports;

28 (c) Include engagement with families or emergency contact within
29 the limits of state and federal law and consistent with violence risk
30 reduction principles;

31 (d) Address the needs of students taking into consideration
32 disabilities and psychological or medical conditions; and

33 (e) Involve coordination with school districts for students
34 enrolled in the running start program established in chapter 28A.600
35 RCW.

1 (4) Any plan for return to enrollment status should be
2 communicated with law enforcement and service providers as
3 appropriate.

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