

THREAT ASSESSMENT PROTOCOL

Adapted from *Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviours, Eighth Edition*
By J. Kevin Cameron

INTRODUCTION

The general purpose of this protocol is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of the multidisciplinary Threat Assessment Team (TAT) is to identify indicators that suggest a student may be moving on a pathway towards violence against some target and intervene in order to decrease the risk, prevent injury to self or others, and assist the student to receive the help he or she needs.

This protocol is not a substitute for training in the field of threat assessment and should not be used until adequate training is received. This protocol is to be used by multidisciplinary teams who are adequately trained in the theory and practice of student threat/risk assessment.

Prior to the implementation of this threat assessment protocol all students, staff, and parents will have been provided with information about the protocol so that fair notice is given that violence and threats of violence will not be tolerated. The TAT members and other appropriate school district personnel have taken the lead in presenting the protocol to ensure that students, parents and staff are all aware that the protocol is a District operating practice and that a consistent message is given regarding its use.

In schools all threats or threat related behaviour will be addressed according to this protocol.

DEFINITIONS

High-Risk Behaviours (Violence Potential)

The high-risk behaviours addressed in this protocol include but are not limited to:

- Verbal/written threats to kill or cause grievous bodily harm
- Internet website threats to kill or cause grievous bodily harm
- Possession of weapons (including replicas)
- Bomb threats
- Fire setting at school
- Group related intimidation and violence
- Sexual intimidation or assault

Fair Notice

The School Community will be informed of the school district's response to threat making behaviour. All students, parents and staff will be made aware of their obligation to report any threat making behaviour to school staff. (see Fair Notice, Appendix A)

Threat Assessment-(See Flow Chart Appendix B)

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill or cause harm to a target or targets) actually poses a risk. Many students, and others, engage in threat-making behaviour but research indicates that few pose a risk of harm to the target they have threatened. Multidisciplinary threat assessment teams engage in a data collection process, through structured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk there may be data that indicates a more comprehensive risk assessment is required.

School Threat Assessment Team

Each school will have a Threat Assessment Team (TAT). Membership is the Principal (TAT Leader), Vice-Principal, School Councillor and Police liaison officer. Members of the team should be trained annually in Threat Assessment procedures. Training is offered by the District Threat Assessment Team. . Training is based on Kevin Cameron's threat assessment model.

District Threat Assessment Team

The District TAT is available to assist school TAT's with threat assessment, support for students, and suspension and return to school planning. The district TAT is comprised of the Assistant Superintendent, District Principal for Safe Schools, Director of Health & Safety, and representatives from MCFD – Child & Youth Mental Health and Police. The District TAT is responsible for providing training for school TAT's and reviewing Threat Assessment Incident Reports, and providing support to the school TAT.

PROCEDURES

| | |
|--------|-------------------------|
| STEP 1 | Referral |
| STEP 2 | Threat Assessment |
| STEP 3 | Four Pronged Assessment |
| STEP 4 | Evaluation and Response |

Reporting

Any person in a school having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour shall promptly report the information to the school principal. No action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds.

Assessing Level of Threat

The reported behaviour/incident can be classified in four categories:

1. Immediate Risk Situation,
2. Threat Making Behaviours
3. Worrisome Behaviours
4. Exceptional Cases: High Profile Worrisome Behaviour

The Principal and TAT will determine which response is appropriate with the exception of immediate risk (See Appendix C Threat Assessment Screener). If the school based TAT requires assistance in determining the level of threat and appropriate course of action the District TAT can be consulted.

1. Immediate Risk Situations

These situations include armed intruders inside the building or on the periphery who pose a risk to some target or targets. When immediate risk is identified, the principal will contact the police (911) and take steps to ensure the safety of all school members. In these cases a threat is posed and the matter is one of immediate police intervention and protective school response, not threat assessment. TAT members do not have an immediate role as an organized team but may be utilized following the immediate risk situation to assist with a follow-up inquiry and recommendations.

2. Threat Making Behaviours

All high-risk student behaviours, as defined earlier, will be reported to the building principal who will notify the Police (non-emergency) in order to initiate a police investigation. In general, high-risk behaviours are those of students age twelve or older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that an individual “who in any manner, knowingly utters, conveys or causes any person to receive a threat...to cause death or bodily harm” has committed an offence.

The Police lay charges. The team will continue to conduct a threat assessment and determine follow-up recommendations. It is understood that collaboration with team

members will be ongoing, notwithstanding the fact that each team member has his or her own jurisdiction. When the protocol is activated parents/guardian of the threat maker or any potential targets will be notified at the earliest opportunity by one of the TAT members.

3. Worrisome Behaviours

Worrisome behaviours are those that cause concern for members of the school system and which may indicate that a student is moving toward a greater risk of violent behaviour. This would include instances where a student may be engaging in behaviours such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content. The majority of threat-related behaviour, from Kindergarten to Grade 12, falls into this category. All worrisome behaviours will be communicated to the school principal. In these cases the team is not activated formally. The principal may consult with the school team including the school counsellor as to whether or not there should be some formal assessment. The police may be consulted but no formal complaint will be made. If data is obtained that suggests the student has uttered threats to kill, or is in possession of a weapon, then the team is formally activated to deal with the new data.

4. Exceptional Cases: High Profile Worrisome Behaviour

Canadian schools are within the impact zones of two high profile school shootings (Littleton, Colorado and Taber, Alberta). Elevated sensitivity by some students, staff, and parents to threat making behaviours and worrisome behaviours in the aftermath of these school shootings, and other high profile violent incidents, is typical. As such, there are situations where students engage in threat-related behaviour that would be assessed as worrisome behaviour but, due to the context of the threat, formal activation of the TAT may be required (e.g., during lunch hour a fifteen year old student posts a picture he drew on the cafeteria wall depicting a boy shooting students in a school cafeteria). In these exceptional cases, the worrisome behaviour occurs in a setting where, by circumstance or design, there is an audience that may be traumatized and their reactions to the incident may trigger a broader trauma response in the school and community system. In these cases, failure to recognize the traumatizing impact of high profile worrisome behaviour (under-reacting) may result in dramatic over-reacting by members of the school and community system. To avoid over-reactions we recommend a formal activation of the TAT.

Four Pronged Assessment

When data are obtained that suggests a student who has made a threat actually poses a threat, other members of the larger team may become involved in the “comprehensive response” phase that can draw on the expertise and/or jurisdictional authority of the physicians, child protection workers, forensic psychologists, or psychiatrists. Threat makers may be suspended from school during an assessment period to protect them or others from potential harm.

Personality of the student

A pattern of collective character, behavioural, temperamental, emotional, and mental traits of an individual. A product of inherited temperament and environmental influences forming world view and interactions.

1. Family Dynamics

Patterns of behaviour, thinking, beliefs, traditions, roles, customs and values that exist in a family. How do perceived family dynamics impact the student's life?

2. School Dynamics and the student's role in these dynamics

Patterns of behaviour thinking, beliefs, customs, traditions, roles, and values existing in the school culture. How does the student perceive themselves to fit into this value system?

4. Social dynamics

Patterns of behaviour, thinking, beliefs, customs, traditions and roles existing in the larger community. How do these patterns impact the attitudes, sense of identity and possible decisions about acting or not acting on a threat.

Evaluation & Response

Pre-suspension and Assessments and Interventions

School Administration is responsible for determining whether suspension is warranted but consultation with the TAT should always be a precursor to a final decision on the matter. A full Threat Assessment Report should be done at this time (see Appendix D). The isolation and disconnection felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports and plan for an appropriate return to school.

Guidelines for Re-entry into School

When data suggest a student poses a threat to others the student may be suspended from school until a more comprehensive assessment can be conducted. TATs guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry into a school where a suspension has occurred. This is best accomplished when the TAT outlines, in writing, steps the student, family, school, and others need to follow to ensure an appropriate assessment is conducted prior to re-entry into the school. (See Re-entry Plan Appendix E) Following the completion of necessary assessments, the initial TAT members may work with the student and his or her parents to develop a plan for re-entry that may become a signed contract. The TAT will determine which members of staff should be informed of the re-entry plan. The principal will ensure that appropriate information is conveyed to those staff members.

Students Under Twelve Years of Age

For students under the age of twelve who engage in threat-related behaviours, developmental issues need to be taken into consideration. Just because a student is ten or eleven years of age does not mean he or she cannot pose a risk. Students who are even younger may benefit from police involvement as a way for the law enforcement team member to provide a “teaching moment” for the child. Generally speaking, most threat-related behaviour exhibited by elementary aged students would fall into the third category of “worrisome behaviours”.

Further Steps to be Considered for Threat Related Behaviours

The TAT is responsible for ensuring that the recipient of the threat(s) is assessed and services provided as necessary. As the threat may be directed towards one or two students, an entire class, or the school population in general, the circumstances will dictate how far reaching an intervention may be. The TAT shall determine if crisis counselling or a critical incident response is needed to re-establish calm. (See Flow Chart – Appendix B)

There may be cases where the recipient of a threat has been engaged in high-risk behaviours themselves that lead to the threat in the first instance. In those situations the recipient of the threat may need to be assessed for high-risk behaviour as well. In some cases the recipient of the threat may be found to be the threat maker.

The administrator will notify all school staff, within a reasonable time period, when the TAT has been formally activated as a result of high-risk student behaviour.

Completion of Threat Assessment Incident Report

The school principal (or designate) is responsible for completing a Threat Assessment Screener Report (see Appendix C) whenever the TAT has been formally activated

Workers’ Compensation Board Violent Incident Reports

The WCB requirement to complete a Violent Incident Report in cases where a staff member feels threatened is not superseded by the above procedures. See Appendix F Violent Incident Report Form

The Interview

Guiding questions to be used with Threat Assessment Screener at Stage 1

The following eleven questions are courtesy of the work done by Robert Fein, Bryan Vossekuil, William Pollack, Randy Borum, Bill Moadzeleski, and Marissa Reddy who developed *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*. U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools program and U.S. Secret Service, National Threat Assessment Center, Washington, D.C., 2002.

Assessment and planning for intervention should be a concurrent process that takes into consideration the following four factors:

- Personality of the student
- Family dynamics
- School dynamics
- Social dynamics

Standard practice should include structured interviewing of the following sources of data:

- Reporter(s)
- Collaterals
- Parents/caregivers
- Target(s)
- Threat maker

1. What are the student's motive(s) and goals?
 - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - Does the student have a major grievance or grudge? Against whom?
 - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
 - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his/her ideas and/or intentions?
 - Have friends been alerted or "warned away"?
3. Has the student shown inappropriate interest in any of the following?
 - School attacks or attackers;
 - Weapons (including recent acquisition of any relevant weapon);
 - Incidents of mass violence (terrorism, workplace violence, mass murderers).

4. Has the student engaged in attack-related behaviours?
 - Developing an attack idea or plan;
 - Making efforts to acquire or practice with a weapons;
 - Casing, or checking out, possible sites and areas for attack;
 - Rehearsing attacks or ambushes.
5. Does the student have the capacity to carry out an act of targeted violence?
 - How organized is the student's thinking and behaviour?
 - Does the student have the means, e.g., access to a weapon to carry out an attack?
6. Is the student experiencing hopelessness, desperation and/or despair?
 - Is there information to suggest that the student is experiencing desperation and/or despair?
 - Has the student experienced a recent failure, loss and/or loss of status?
 - Is the student known to be having difficulty coping with a stressful event?
 - Is the student now, or has the student ever been, suicidal or "accident prone"? Has the student engaged in behaviour that suggests that he or she has considered ending their life?
7. Does the student have a trusting relationship with at least one responsible adult?
 - Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
 - Is the student emotionally connected to-or disconnected from-other students?
 - Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or support services?
8. Does the student see violence as acceptable, desirable or the only way to solve problems?
 - Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
 - Has the student been "dared" by others to engage in an act of violence?
9. Is the student's conversation and "story" consistent with his or her actions?
 - Does information from collateral interviews and from the student's own behaviour confirm or dispute what the student says is going on?
10. Are other people concerned about the student's potential for violence?
 - Are those who know the student concerned that he or she might take action based on violent ideas or plans?
 - Are those who know the student concerned about a specific target?
 - Have those who know the student witnessed recent changes or escalations in mood and behaviour?

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

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)

APPENDIX A

| |
|--------------------|
| FAIR NOTICE |
|--------------------|

Responses to Threat-Making Behaviour

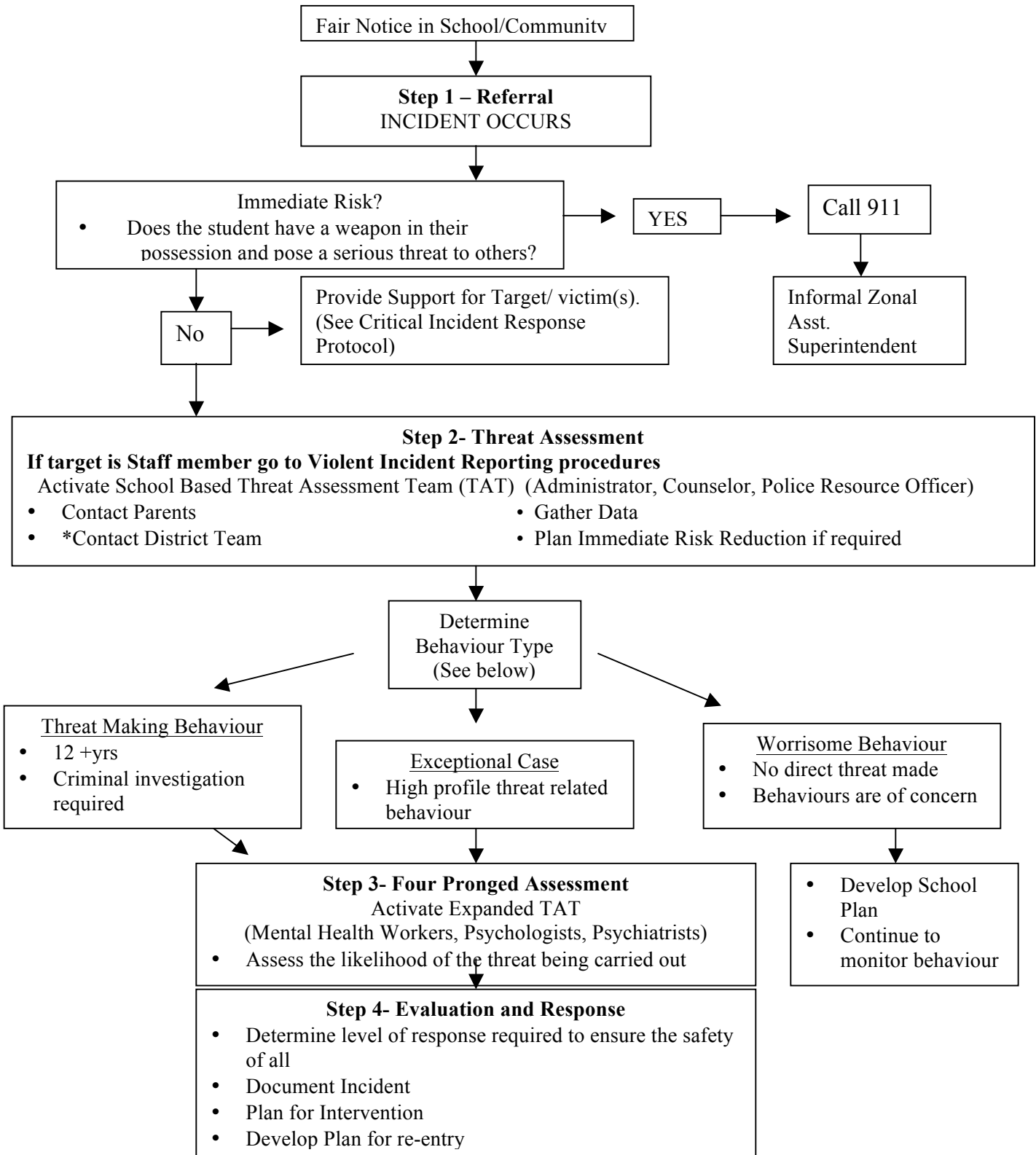
In order to maintain a safe caring and orderly environment, the school will be vigilant in dealing with threat-making behaviour and will follow a district-developed protocol to assess risk. Any threats to harm or injure students or staff, whether written, spoken or on the internet and any high risk behaviours such as possession of weapons will be investigated by the school staff who are trained in evaluating risk. The investigation may include interviewing students who are involved in threat-making incidents in order to ascertain levels of risk. Parents of students who are directly involved will be notified.

Although we have few incidents of this nature in our school, we want to do all we can to make our schools safe places. Parents and students are encouraged to report any information they have of threat-making behaviour to a member of the school's staff. The best defense we have against serious violent incidents in school is communication between the school and students and their parents. We value your co-operation in keeping our schools safe, caring and orderly.

To be communicated to school community – in school's code of conduct, included in agenda books or school newsletters on an annual basis.

APPENNDIX B

THREAT ASSESSMENT PROTOCOL – FLOW CHART



***PLEASE NOTE THAT THE DISTRICT THREAT ASSESSMENT TEAM CAN BE CONSULTED AT ANY TIME DURING THIS PROCESS. CONTACT DISTRICT PRINCIPAL FOR SAFE SCHOOLS.**

APPENDIX C



Adapted from *Assessing Violence Potential Protocol for Dealing with High Risk Student Behavior*, 8th Edition

THREAT ASSESSMENT STAGE 1

The following threat assessment report is intended for use during a Stage One assessment when gathering initial data and/or when examining worrisome behaviour. If level of risk cannot be determined after completing this report and/or an intervention plan cannot be developed without consulting other professionals and gathering more data, refer to the full report form.

The document will guide your inquiry, note concerns, and help you develop an Intervention Plan to maximize student safety. Contact the District Office if necessary for guidance. *Remember to actively seek information from the following:*

- Current and Previous school/discipline records
- Law enforcement and Youth Probation Office
- Interviews with staff, students, parents, target(s), threat maker
- Searches of school locker, backpack, jacket/clothes, car, bedroom
- Other agencies: mental health, child protection, drug/alcohol counseling, other
- Activities/hobbies: Internet, journals/diaries, notebooks, drawings, writings, movies, videogames
- Parent/guardian interview: offer support, seek their help and understanding

Remember: Threat-making behaviour is often a cry for help. Ensure threat-maker is safe from self-harm.

School _____ Date _____

Threat Assessment Members:

Administrator _____ School Counsellor _____

Police Liaison _____ Other _____

Other _____ Other _____

| | | | |
|------------------------|-------------|-------------------------|----------------------|
| Student name _____ | | Parents/Guardians _____ | |
| DOB _____ | Grade _____ | Phone _____ | Outside Agency _____ |
| Date of Incident _____ | | MOE Designation _____ | |

Step 1: Make sure all students are safe; Make sure threat-maker is safe and not suicidal.

- Call 911 if danger is imminent, follow lock-down procedures if necessary
- Appropriately detain the threat maker; watch for suicidal behaviours
- Do not allow access to locker, backpacks, personal belongings, etc.

Step 2: Notify the student's parents/guardians

- Parents have been notified of the situation and this assessment by _____
- Parents have NOT been notified because _____

**Step 3: Interview witnesses including all participants directly & indirectly involved and the threat maker.
Refer to pages 9-11.**

Step 4: Complete the following data collection. Completed by _____

Who is the target(s)? _____

How is he/she related to the threat maker? _____

List all witnesses to the event: _____

Describe the incident/concern. What happened? Note specific language used in the threat(s). Where did it happen? Who was present? What precipitated the incident?

- Evidence of a plan to hurt self or others? _____
Is it specific, detailed and plausible? _____
- Violent ideation or threats conveyed in stories, diaries, drawings, writings? Boasting? _____
- Homicidal or suicidal ideation? Obsessions? _____
- Motives for the threat/behaviour? _____
- Has student carried out "practice behaviours" relevant to threat? _____
- Physical conduct that would substantiate intent to follow through on the threat. _____

- How the threat maker appeared (physically and emotionally). _____
- Interest in weapons or acts of violence?
Weapon seeking? Access to firearms? _____
- Violence seen as a way to problem solve? _____
- Impulsive? Emotional? Extreme reactions? _____
- History of disruptive/aggressive behaviour? _____
- History of suspensions, expulsions, moves? _____
- Academic progress and achievements? _____
- Irrational beliefs/ideas? Mental health? _____
- Student accepts responsibility for actions? _____
- Are peers and staff fearful of student? _____
- Drug and alcohol concerns? _____
- Initiator or victim of bullying/harassment? _____
- Hobbies and activities? Video games, sports,
movies, creative expression? _____
- Experiencing hopelessness, personal
failure, desperation, depression? _____
- History of violence towards others, objects,
property, fire setting, vandalism, fighting? _____
- Feels treated unfairly? Grudges? Against
whom? Attempts to resolve? _____
- Recent loss, trauma, loss of status, shame,
rejection, humiliation, break-ups? _____
- Anti-social peer group? _____
- Quality of support from peer group? _____
- Quality of support from parents/adults? _____
- Quality of supervision at home? _____
- How will student react to discipline for
the current situation? _____
- How did the incident end?
What happened to the threat-maker after the incident? _____

Step 5: Review findings with the Threat Assessment Team and determine level of risk.

- Does the threat match the student's baseline behaviour? _____
- What happened to the threat maker after the incident?? _____
- What happened to the other students or employees directly involved after the incident? _____
- What steps have been taken to ensure the threat will not be carried out? _____
- Suggestions to prevent school violence in the future. _____

Low Level of Concern

- Risk to the target(s), students, staff, and school safety is minimal.
- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

Medium Level of Concern

- The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time)
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.
- Increase in baseline behaviour.

High Level of Concern

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.

Step 6: Decide on a Course of Action

With the input of *all* School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed in school with appropriate (increased) supervision.

Low to Medium Level of Concern

- Implement the attached Intervention Plan. (*Most students can be managed at school with interventions.*)

Medium to High Level of Concern

- The School Threat Assessment Team has determined that a Level II Threat Assessment is needed and that law Enforcement investigation is needed. *Immediately notify the District Threat Assessment Team (DTAT) Coordinator at (604) 869-2411.*

- *If there is imminent danger, call the RCMP Liaison Officer or 911 (e.g., a gun is found).*

- While awaiting contact from the Level II, District Threat Assessment Team (DTAT), complete the Intervention Plan below and use it to provide for student safety. Document all interim steps taken by the School Threat Assessment Team (STAT).

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

Step 7: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Level 1 screening.

SCHOOL (attach additional pages as needed)

- Disciplinary action taken: _____
- If suspended, student will return on: _____
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ by _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or Weekly check-in with (Title/Name): _____
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by: _____
- Late Arrival and/or Early Dismissal.
- Increased supervision in these settings. _____
- Behaviour plan (attach a copy to this Threat Assessment Screening).
- Intervention by support staff (Psychologist, Social Worker, Counsellor).

- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: _____
- Referral to IEP team to consider possible Special Education Assessment.*
- If Special Education student, review IEP goals and placement options.*
- Review community-based resources and interventions with parents or caretakers.
- Maintain permission to share information with community partners such as counselors and therapists.
- Other action:

PARENT/GUARDIANS (attach additional pages as needed)

- Parents/Guardians will provide the following supervision and/or interventions: _____
- Parents/Guardians will: _____

Monitor this Intervention Plan regularly and modify it as appropriate.

Principal, Plan Supervisor
(Maintains responsibility until reassigned or modified)

Date

School Counsellor

Parent/Guardian

Step 8: FAX this completed screening to the District Threat Assessment Coordinator, (604) 532-1458.

- File this copy in the student's discipline folder. Do not destroy this copy.

APPENDIX D



THREAT ASSESSMENT STAGE 2 REPORT FORM

Sources of Data may be obtained from multiple sources including teachers and other school staff, students, target(s), threat maker(s), parents/caregivers and others.

- Current and *previous* school/discipline records
- Law Enforcement, Probation, Diversion, etc.
- Parent interview: offer support, seek their help in understanding, clarify interest in/access to weapons
- Searches of the student(s), lockers, and cars
- Searches of the student(s), bedroom etc.
- Other agencies: mental health, human services, etc.
- Activities: internet histories, diaries, notebooks

Student _____ School _____

DOB: _____ Student Number _____ Grade: _____ Age: _____

Parent's Name: _____ Date of Incident: _____

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s)
- If there is imminent danger call the RCMP Liaison Officer or 911
- Do not allow access to coats, backpacks, or lockers

Step 2: Determine if the threat maker has access to the means (knife, gun, etc.)

Step 3: Interview witnesses including all participants directly and indirectly involved.

Step 4: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and this assessment.
- Parents/guardians have NOT been notified because: _____

Step 5: Initiate the Stage 2 Threat Assessment

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

| Series I Questions (The Incident) | Notes |
|---|-------|
| ➤ Where did the incident happen and when? | |
| ➤ How did it come to the interviewee's attention? | |
| ➤ What was the specific language of the threat, detail of the weapon brandished, or gesture made? | |
| ➤ Who was present and under what circumstance did the incident occur? | |
| ➤ What was the motivation or perceived cause of the incident? | |
| ➤ What was the response of the target (if present) at the time of the incident? | |
| ➤ What was the response of others who were present at the time of the incident? | |

THREAT ASSESSMENT REPORT FORM

| Series II Questions (Attack-Related Behaviours) | Notes: |
|--|---------------|
| ➤ Has the student (subject) sought out information consistent with their threat making or threat-related behaviour? | |
| ➤ Have there been any communications suggesting ideas or intentions to attack a target currently or in the past? | |
| ➤ Has the student (subject) attempted to gain access to weapons or do they have access to the weapons they have threatened to use? | |
| ➤ Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)? | |
| ➤ Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules and locations of police or security patrol? | |
| ➤ Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e.: lighting fire to cardboard tubes cut and taped to look like a pipe bomb, etc.)? | |
| ➤ Is there any evidence of attack related behaviours in their locker (backpack, car, trunk, etc.) at school or bedroom (shed, garage, etc.) at home? | |
| ➤ Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen” | |

| Series III Questions (The Threat Maker / Subject) | Notes: |
|--|---------------|
| ➤ Does the threat maker (subject) have a history of violence or threats of violence? | |
| ➤ If yes, what is the frequency, intensity and recency (FIR) of the violence? | |
| ➤ What has been their past human target selection? | |
| ➤ What has been their past site selection? | |
| ➤ Do they have a history of depression or suicidal thinking/behaviour? | |
| ➤ Is there evidence of fluidity? | |
| ➤ Does the threat maker (subject) use drugs or alcohol? | |

THREAT ASSESSMENT REPORT FORM

| Series IV Questions (The Target) | Notes: |
|---|---------------|
| ➤ Does the target have a history of violence or threats of violence? | |
| ➤ If yes, what is the frequency, intensity and recency (FIR) of the violence? | |
| ➤ What has been their past human target selection? | |
| ➤ What has been their past site selection? | |
| ➤ Is there evidence the target has instigated the current situation? | |

| Series V Questions (Peer Dynamics) | Notes: |
|--|---------------|
| ➤ Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process? | |
| ➤ Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (i.e.: leader, co-leader, and follower)? | |
| ➤ Is there a difference between the threat maker's individual baseline and their peer group baseline behaviour? | |
| ➤ Who is in the targets peer structure and where does the target fit (i.e. leader, co-leader, and follower)? | |
| ➤ Is there a per who could assist with the plan or obtain the weapons necessary for an attack? | |

| Series VI Questions (Empty Vessel) | Notes: |
|---|---------------|
| ➤ Does the student of concern (subject) have a healthy relationship with a mature adult? | |
| ➤ Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school-based attacks? | |
| ➤ How have they responded to prior violent incidents (local, national, etc.)? | |
| ➤ What type of violent games, movies, books, music, Internet searches, does the student (subject) fill themselves with? | |
| ➤ Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?) | |
| ➤ What related themes are present in their writings, drawings, etc.? | |
| ➤ Is there evidence of fluidity and/or religiosity? | |

THREAT ASSESSMENT REPORT FORM

| |
|------------------------|
| <p>Genogram</p> |
|------------------------|

| Series VII Questions (Family Dynamics) | Notes: |
|---|---------------|
| ➤ How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents' home)? | |
| ➤ Is the student (subject) connected to a healthy / mature adult in the home? | |
| ➤ Who all lives in the family home (full-time and part-time)? | |
| ➤ Who seems to be in charge of the family and how often are they around? | |
| ➤ Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)? | |
| ➤ What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home? | |
| ➤ Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others? | |
| ➤ Does the student's level of risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)? | |

THREAT ASSESSMENT REPORT FORM

| | |
|---|--|
| Series VII Questions (Family Dynamics) continued | |
| ➤ Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc. | |
| ➤ Has the student been diagnosed with a DSM IV diagnoses? | |
| ➤ Is there a history of mental health disorders in the family? | |
| ➤ Is there a history of drug or alcohol abuse in the family? | |

Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *“To what extent does the student pose a threat to school/student safety?”* *“Do they pose a threat to themselves or someone outside the school (i.e. family)?”*

Low Level of Concern

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

Medium Level of Concern

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time)
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: *“I’m serious!”*
- Moderate or lingering concerns about the student’s potential to act violently.
- Increase in baseline behaviour.

High Level of Concern

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.

Step 7: Decide on a Course of Action

With the input of *all* Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Low to Medium Level of Concern

- Implement the Intervention Plan (*Most students can be managed at school with interventions*)

Medium to High Level of Concern

- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.
- District Resource Counselor will notify Student Support Service Administration.
- *If there is imminent danger, call the RCMP Liaison Officer or 911 (e.g. a gun is found).*

APPENDIX E

Re-entry Plan Outline

This Safety Plan Outline must be completed for each student who knowingly poses a safety concern in the Delta School District. Please complete this outline, discuss it with the student's parents and all staff that interact with identified student, file it in the student's confidential file, and send a copy of it to Paul Kerslake at Special Programs. For further assistance in completing this form, please see the attached example.

Date:

Student Name:

School

Program:

Safety Issues

Nature of the safety concern (what does the student do that makes him/her a safety concern, e.g. pinches staff, kicks, runs away from school, etc.) :

Known triggers (what do you know causes the student to act this way, e.g. work that is challenging, changes in schedule, not getting his/her way, etc.):

Proactive Strategies

Ecological Changes (What changes have been or can be made in the physical interpersonal, or program environment to better fit the student's needs, e.g. decrease task difficulty, provide (picture) schedule, reduce noise, etc):

Positive Programming (Longitudinal instruction designed to teach skills to facilitate behavioural changes, e.g. counselling, social skills instruction, relaxation training, etc.):

Focussed Support (Specific strategy to reduce or eliminate the need for a reactive strategy, e.g. reinforcement programs such as Alt-R, DRO, DRL, etc.):

Reactive Strategy

Situational Management (What to do if the student acts out, usually a list of interventions to follow to attempt to de-escalate the immediate safety concern, e.g. remove demands, give in to student wants, move away from student, change activity, if student gets physical then use CPI restraint until student is calm, etc):

Designated staff will implement the following crisis management plan when necessary.

| Precursor Behaviours (What you see) | Staff Responses (What you do) |
|--|--|
| Anxiety: (noticeable increase or change in) | Be Supportive: (empathetic, non-judgmental response) |
| Defensive: (cues that this student is beginning to lose the ability to think or process information) | Be Directive: (set simple, clear, enforceable limits) |
| Acting Out: (risk to self or others) | Crisis Intervention Plan*: (injury prevention) |
| Tension Reduction: (cues that this student is calm) | Therapeutic Rapport: (re-establish rapport - do not recriminate) |

Response Progression Crisis Intervention Plan*: a) keep a safe distance; b) clear the area; c) assign one person to direct the actions of intervening adults; d) physical restraint strategies as a last resort when there is a danger to self/others.

Post Incident Debriefing: (ensure all involved employee(s) are included)

Other means to minimize risk: (i.e. clothing, earrings, etc.)

Criteria for calling home:

Reintegration Plan: (if required)

This plan will be reviewed:

- a. regularly by the principal or designate;
- b. if any change in behaviour occurs such that the risk of violence is different and/or an incidence of violence occurs.

A safety plan meeting will be convened:

The principal designate will call a safety plan review meeting if new information indicates that the safety plan needs to be reviewed or modified.

TERMINATION DATE:

(To be completed ONLY if a new WVRA indicates there is no risk of violence toward staff)

YYYY/MM/DD



APPENDIX F

Langley Schools VIOLENT INCIDENT REPORT – Part 1

INSTRUCTIONS

1. Complete one per employee involved
2. Provide the completed report to your Administrator/Supervisor
3. Administrator/Supervisor to follow investigation instruction on the reverse side.
4. If you have been injured, please complete an Employee Injury/Accident Report Form.
5. Incidents to be reported as soon as possible

| | | |
|---|--------------------|--|
| Background Information: | | |
| School/Site: | Specific Location: | |
| Date & Time of Incident | AM PM | Date & Time Employee Reported Incident |
| Name of Employee Involved in Incident | Work Phone # | Position |
| Name of Administrator / Supervisor | | Work Phone# |
| Teleclaim #1 _____ | | |
| Name of witnesses: 1: _____ 2. _____ 3. _____ | | |

Nature of injury or illness: (include body area/part affected; left vs. right; psychological; etc.)

Did the employee see a physician? Yes No If yes, when?

- Did the employee seek First Aid? Yes No (If no, remind the employee they should)
- Was the employee absent from work as a result of the incident? Yes No

If yes, provide dates: _____

If yes, please fill out an Employee Injury/Accident Form and file Teleclaim, 1-888-WORKERS

Description of the Violent Incident: (Attach supporting documents as required. Include sequence of events, sketch, equipment, etc.)

PERSON INVOLVED

Parent Other: _____

IF KNOWN: Name: _____ Student, Grade _____ Ministry Designated Student

ONLY COMPLETE IF PERSON IS UNKNOWN:

Male Estimate Age: _____ Height: _____ Hair Colour: _____ Hair Length: _____ Facial Hair: _____

Female

Weight: _____ Complexion: _____ Glasses? _____

Other identifying features (clothing, tattoos, scars, birth marks, accent, etc) _____

VEHICLE INVOLVED (if applicable): Make: _____ Model: _____ Year: _____ Licence # _____

Colour: _____ Condition / Identifying features: _____

Signature (employee): _____ **Print Name** _____ **Date** _____

DISTRIBUTION KEY: School Records Assistant Superintendent Director H&S

Personal information on this form is collected by School District #35 (Langley) for the purpose of investigation, correction and prevention of violent incidents in the workplace and for the administration of the Health and Safety Program. Personal information on this form is collected and will be protected in accordance with the freedom of Information and Protection of Privacy Act.

For further information, please contact the Manager – Health and Safety at School District #35 (Langley), 4875 –222 Street, Langley, BC V3A 3Z7

VIOLENT INCIDENT INVESTIGATION – PART 2
(To be completed by Supervisor)

STOP!

If this is WORKPLACE MISCONDUCT call HUMAN RESOURCES IMMEDIATELY. DO NOT investigate locally. Read the instructions and definitions carefully.

Definitions:

Workplace Misconduct, Improper Activity or Behaviour: “includes: the attempted or actual exercise by a worker towards another worker of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury”. (see WorkSafeBC OH&S Regulation 4.24 for full definition.)

Workplace Violence: “Means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury, and includes any threatening statement or behaviour which gives the worker reasonable cause to believe he or she is at risk of injury.” (See WorkSafeBC OH&S Regulation 4.27 for full definition).

Note: Worker as defined in the Workers’ Compensation Board Act, includes an employee or supervisor working at the time in question for the same employer or for a different employer.

Investigation Team: (Name / Position)

- 1) _____
 2) _____

INSTRUCTIONS for Administrator/Supervisor

1. Administrator/Supervisor to read Definitions and determine if the incident reported is best characterized as Workplace Misconduct or Workplace Violence.
2. If Workplace Misconduct, stop here and immediately forward the report to the Assistant Superintendent of Human Resources. Do not complete an investigation locally.
3. If Workplace Violence, assemble an investigation Team: 1 Administrator/Supervisor and 1 Worker Health and Safety Representative (typically of the same employee group as the employee involved).
4. Complete one investigation report per incident reported. Submit to Director, Health and Safety.
5. Investigations to be completed and submitted within 72 hours of the incident.

Investigation Team’s Summary of Incident: (attach supporting documents as required. Include sequence of events, sketch, equipment, etc.)

School/Site: _____

Incident Date: _____

Cause / Contributing Factor

School Administrator / Supervisor / Assistant Superintendent to Complete:

Corrective Action(s) Taken:

Actioned to:

Completion Date:

Checklist of Persons Notified: (if applicable)

Assistant Superintendent Student’s Parent/Legal Guardian Relevant Staff Transportation RCMP RCMP Attended: Yes No

Investigating Police Officer: _____ Case Number: _____

Outcome _____ Date _____

Recommended Corrective Action(s): (Attach supporting documents as required)

-
-
-

Signature: (Principal / Supervisor) _____ **Print Name:** _____ **Date:** _____

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For further information, please contact the Director, Health and Safety at School District #35 (Langley), 4875 – 222 Street, Langley, BC V3A