



POLICY 7008
STUDENT THREAT ASSESSMENT

Adopted: 2004-08-24	Reviewed: n/a	Amended: 2011-11-01 2015-10-27 2018-04-10
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POLICY

SUBJECT: **STUDENT THREAT ASSESSMENT**

The Board of Education for School District No. 78 (Fraser-Cascade), is committed to promoting a safe and caring environment for all students and staff. This means that all threats will be taken seriously and that the appropriate assessments, interventions and disciplinary actions will be undertaken in accordance with the Policy 7008R - Student Threat Assessment Regulations, the Student Threat Assessment pamphlet (Appendix A), the District Violence Threat Risk Assessment Protocol (Appendix B), the SD#78 Disciplinary Guidelines (Appendix C); BC Ministry of Education Guidelines and related Policies: Student Code of Conduct (7007) and Student Suspensions (7200).

The district threat assessment process requires district staff trained in assessing threat-making behavior to conduct an investigation to determine any risk involving a student who has made a threat; whether the potential risk is to others or to the student him/herself.

At all times during a threat assessment process it is important to be aware that students may have an Individual Education Plan and/or unmet or undiagnosed needs.



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REGULATIONS

SUBJECT: **STUDENT THREAT ASSESSMENT REGULATIONS**

Definitions:

- Assault:** Any willful action that inflicts injury upon another student or staff member.
- Violence:** Is not limited to physical injuries or fatalities. It is recognized that any intentional words or actions meant to provoke another or to retaliate can escalate and result in injury. Threats of suicide are considered acts of violence.
- Zero Tolerance:** All assaults, threats and or forms of violence will be addressed through the threat assessment processes as out-lined below
- Risk:** A direct threat has not been made, but there has been increasing violent ideation or behaviors that suggest the frequency or intensity of violence or violence potential may be escalating.
- Threat:** An expression of intent to do harm or act out violently against someone or something.
- May be verbal, written, drawn, posted technologically, or made by gesture.
- Threats also include words or actions used to intimidate, harass or bully other persons.

Duty to Report

To keep schools safe and caring, staff, parents, and community members must report all threat-related behaviors to the principal and/or the appropriate authority, usually the RCMP. All threats will be taken seriously, and responded to.



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1. Procedures:

- a) Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and through a “*Fair Notice*” letter sent to parents indicating that each threat will be taken seriously;
- b) Students and staff who become aware of a threat are to inform the school administration immediately;
- c) Administration is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school discipline policy as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety;
- d) School principals, vice principals, counsellors and others have been trained in assessing student threat-making behavior. If circumstances warrant, the principal or designate will involve Student Support Services staff, the RCMP school liaison officer, and/or personnel from other relevant agencies.
- e) When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians. Whenever possible, parents should be an integral part of the risk assessment process.
- f) Parents, guardians or caregivers can expect their child to be interviewed by one or more of the personnel listed above if the child was involved in any threat-making behavior. In addition, it may be necessary to interview parents, guardians or caregivers to complete the threat assessment.
- g) For serious threats requiring significant interventions and protection of students and/or staff, district staff, the school principal, child care counsellors, RCMP and other appropriate agencies will be notified;
- h) The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team;
- i) Schools are to report all threats involving threat assessment procedures to the school-based Health and Safety Committees, the District Health and Safety Committee, and the School Board outlining the incident, the assessed threat level, actions and interventions taken and planned;
- j) Communication with the media will be done solely through the superintendent’s office.

Student Threat Assessment: Fair Notice and Protocol

School District No. 78 (Fraser-Cascade) is committed to making our schools safe for students and staff. To ensure that our schools remain safe, caring and healthy learning environments, schools will respond to all student behaviors that pose a potential risk to other students, staff, and members of the community.

The risk/threat assessment protocol (Appendix B) is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved. It is paramount that students, staff, and parents feel comfortable bringing forward information about any activity that evokes concern about possible targeted violence.

Our “Student Threat Assessment” protocol follows current best practices in the field of risk/threat assessment and includes ongoing training and support for our staff. Our community partners are also trained and assist us in threat assessment processes as well as the planning and delivery of interventions for identified students.

Behaviours that warrant formal VTRA (Violence Threat Risk Assessment) activation:

- Serious violence or violence with intent to harm or kill
- Sexual intimidation, sextortion, extortion or assault
- Relational violence
- Gang related intimidation or violence
- Fire setting
- Hate incidents motivated by factors including, but not limited to, race, culture, religion and/or sexual orientation
- Verbal/written threats (clear, direct, and plausible)
- Threats made via social media to harm/kill or cause serious property damage
- Bomb threats (or possession/detonation of devices)
- Weapons possession (including replicas)
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)

All threat related behaviors will be reported to the school and the R.C.M.P.

What is a risk/threat assessment?

A risk/threat assessment is the process of determining if a threat maker (someone who utters, writes, emails to harm or kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students and others engage in threat making behavior, research strongly indicates that few actually pose a risk to harm the target being threatened. Although the majority of threats pose no risk, all threats must be taken seriously, investigated and responded to in some form.

Making a report

It is paramount that students, staff, and parents feel comfortable bringing forward information about any activity that evokes concern about possible violence. Students should be encouraged to speak directly to adults in the school, or report through the website www.erasebullying.ca

What is the purpose of a Student Threat Assessment?

- To maximize the safety of students, staff, parents and others
- To ensure a full understanding of the context of the threat
- To begin to understand the factors which contribute to the threat makers' behavior
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker
- To promote the emotional and physical safety of all

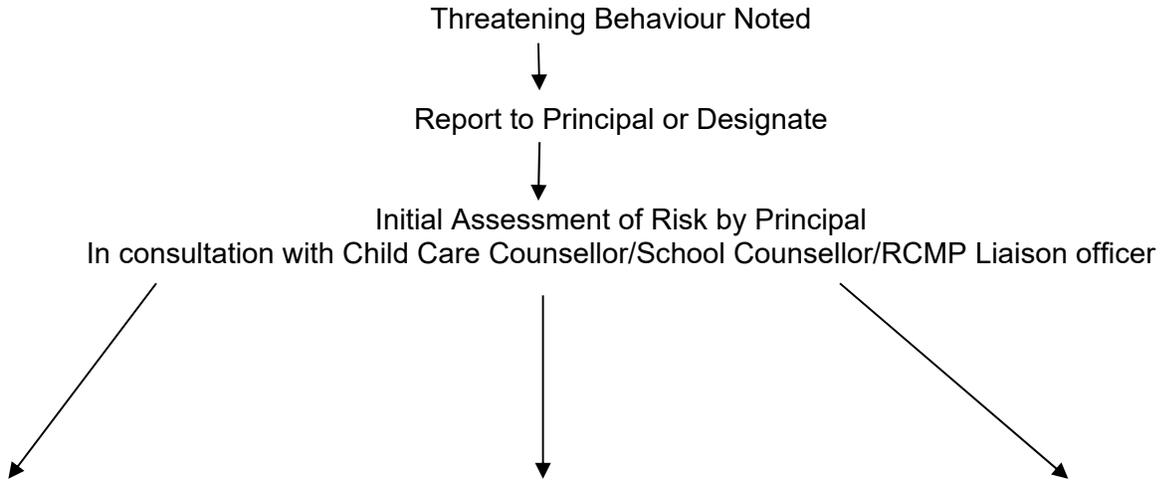
What happens in a Student Threat Assessment?

- All threat making behavior(s) by a student(s), which comes to our attention either verbally or through www.erasebullying.ca will be reported to the principal or vice principal who will activate the protocol for the initial response
- Once the team has been activated, interviews may be held with student(s), parents, staff and others to determine the level of risk and develop an appropriate response to the incident
- Intervention plans will be developed and shared with parents, staff and students as required
- When a student is new to School District No. 78 (Fraser-Cascade), information regarding any previous threat assessment recommendations will be formally requested from the previous school.

Can individuals refuse to be part of the Student Threat Assessment process?

It is important for all parties to engage in the process of keeping our schools safe, but if for some reason there is a reluctance to participate in the process, by the threat maker, parent/guardian, or any individual, the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

Flow Chart of Fraser-Cascade School District Threat Assessment Protocol



<u>Worrisome Behaviour</u>	<u>Threat-Making Behaviour</u>	<u>Immediate Risk</u>
<ul style="list-style-type: none"> • School-Based Team <ul style="list-style-type: none"> - referral to community support - counselling - restorative process - meet with parents 	<ul style="list-style-type: none"> • Call District Support (Assistant Superintendent/Student Services Support Coordinator) • Threat Assessment Team (TAT) meets <p>Full Threat Assessment process</p> <ul style="list-style-type: none"> - determine actions - determine communication plan (involved individuals, school district) - involve parents - interviews - develop follow-up plan - possible referral to police (SLO School Liaison Officer or 911), Mental Health or Hospital 	<ul style="list-style-type: none"> • Call 911 • Determine Action • Consult with police/emergency responders • Lockdown • Hold secure • Shelter in place • Notify District Office
↓	↓	↓
<ul style="list-style-type: none"> • Monitor 	<p style="text-align: center;"><u>Resolved</u></p> <ul style="list-style-type: none"> • Threat/Risk Management plan <ul style="list-style-type: none"> - monitor 	<ul style="list-style-type: none"> - Call District Support (Assistant Superintendent/Student Services Support Coordinator) <p>Arrange District CIRT (Critical Incident Response Team) support</p>

Threat / Risk Assessment Report Form

- Sources of data should be obtained from **multiple** sources including teachers and other school staff, students, target(s), threat maker(s), parents/caregivers, RCMP and others. There should be at least two interviewers collecting data.
- A **pre-suspension assessment** (see Appendix C – Disciplinary Guidelines) should be conducted before sending home a student who has been engaged in risk/threat making behaviour.
- The first hypothesis/assumption should always be that the student’s behaviour is a “**cry for help**”.
- The risk/threat assessment process should involve “**re-huddling**” as individuals begin to collect data. A primary focus of “re-huddling” is ongoing consultation with the RCMP and a member of the Child and Youth Mental Health team.
- Assessments should be data driven, not based on emotional responses. Clinical interviewing should focus on **empathy, listening**
- Try to ascertain if the threat maker/s has **access to weapons** (including replicas)

Student: _____ School _____

D.O.B. _____ Grade _____ Age _____

Parent’s Name _____ Date of Incident _____

Step 1 Make Sure All Students Are Safe

- Appropriately detain the student(s)
- Do not allow access to coats backpacks, or lockers
- Try to determine if the threat maker has access to the means (knife/gun, etc.)
- If there is imminent danger call the RCMP Liaison Officer or 911

In emergency safety situations - all disciplines have the ability to share information on a need to know basis – as supported by case law, and expanded upon by privacy commissioners

*The **Supreme Court of Canada** (1998) has established legal precedent by ruling (in *R. vs. M (M.R.)*) that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules. Two principles relevant to Threat/Risk Assessment Protocols were established by the Supreme Court:*

The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population; and secondly that school officials have greater flexibility to respond to ensure the safety of the general student population in an educational setting that law enforcement officials have in a public setting.

*May 9th, 2008 **Ontario and B.C. Privacy Commissioners** discussed information sharing as it pertains to disclosure in emergencies and other urgent circumstances.*

“In light of recent events, such as the tragic suicide of a student at Carleton University, and the Virginia Tech massacre of 2007, the Information and Privacy Commissioner of Ontario, Dr. Ann Cavoukian, and the Information and Privacy Commissioner of British Columbia, David Loukidelis, are reaching out to educational institutions, students, parents, mental health counsellors and health care workers in both provinces: personal health information may, in fact, be disclosed in emergencies and other urgent circumstances. The two commissioners want to ensure that people realize that privacy laws are not to blame because they do permit disclosure”

Step 2 Best Practice

If we have assessed the contextual nature of the threat and believe it warrants a multi-disciplinary approach, then the following steps should be taken. These steps are not intended to be taken sequentially (they may vary on a case-by case basis), as all risk assessments differ greatly by degree, and the course of the assessment can change rapidly depending on information received and other variables. These recommendations highlight best practice.

1. **Has the school's SLO (School Liaison Officer) been contacted?** Even if you believe the threat does not constitute a criminal code violation it is imperative to consult with the SLO. If a school based SLO is unavailable then another school based SLO should be contacted. If this is unsuccessful then the Corporal or Sgt of the SLO program should be contacted.
 - ***Discretion is used within both the school and police systems, and not all threatening behaviour constitutes alerting the RCMP, but if school based staff trained in risk assessments embark on an assessment the RCMP are to be aware and in most incidences actively involved.***
2. Have you checked the student's locker? This search should include not only looking for weapons, but also going through the student's book, planners, agenda, etc. to see if there is any written material of concerns (threats, suicidal thoughts, religiosity, etc)
3. Has the student's parents or guardians been contacted? We need to give parent(s) **fair notice**, but they do not need to be contacted immediately. It must be discussed as to whether they will be a **"trigger"** for the student. It is more about how we inform the parents that should be discussed.
4. Has the liaison for child & youth mental health been contacted? We should ascertain whether the student has a history with mental health concerns. In addition, input from mental health can prove helpful in understanding the student's acting out behaviour.
5. Has the counsellor sent out a confidential inquiry to the student's teachers?
6. Has the Coordinator of Student Support Services been contacted?
7. Have we alerted the school's Child Care Counsellor regarding the incident? Often these individuals will know the baseline behaviour of the student in question, as well as contextual factors that may be influencing the student's behaviour.
8. Do we believe the parents are reliable enough to check their son/daughter's room? If not, can the RCMP check the house either through the criminal code, or a consensual search? Is it safe enough for school based staff to conduct interviews in the family's home?
9. If the RCMP believes they have enough cause to apprehend the student because they pose a risk to themselves or others, they must transport that student to a local hospital.

Interviews

Interviews should be led by individuals with at least Level II Risk Assessment training. This does not preclude individuals without this training from interviewing, but the process should be guided by someone with knowledge of the terminology and process of risk assessments.

Identify who is to be interviewed, in what order and by whom. It is best to have people interviewed by individuals they feel most comfortable with. Interviews should focus on collecting data and verifying information. Remember that these students, depending on their typology, often will be responsive to interviewing.

****These are guiding questions. Answers to these questions may come through different sources including; interviews, school files, background checks, etc. In addition, the risk/threat assessment team should go over these questions (time permitting) before embarking on the interviewing in an effort to exact the best data possible.***

Series I Questions (The Incident)	Notes:
Where did the incident happen and when?	
How did it come to the team's attention?	
What was the specific language of the threat, detail of the weapon brandished, or gesture made? Is the threat vague, specific, plausible, detailed?	
Who was present and under what circumstance did the incident occur?	
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?	
Was the threat direct/indirect conditional or veiled?	
What could be possible motives for the student's threat or behaviour? Does the threat of violence appear provoked or unprovoked?	

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? Have they threatened to use a weapon? <i>Generally, a student should be asked directly about their availability to weapons.</i>	
Has the student (subject) developed a plan and is it general or specific (time, date, identified target/site selection, journal or 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, sprinkler	

systems, and video surveillance in schools or elsewhere?	
Has the student engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons (firearms), or engaged in fire setting, etc.?	
Is there any evidence of attack related behaviours in their locker, backpack, vehicle, etc. at school or bedroom, shed, garage, or elsewhere?	
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, how has it manifested itself? (Baseline)	
If so, what is the frequency, intensity and recency (FIR) of this violence? Does the frequency, intensity or recency (FIR) of the violence denote a significant increase in the individual's behaviour baseline?	
What has been their past human target/or site selection? Have they dehumanized target(s)?	
Do they have a history of depression or suicidal thinking/behaviour? Obsessive thoughts?	
Is there evidence of (homicide/suicide) fluidity?	
Does the threat maker (subject) use drugs or alcohol?	
What is the nature of the student's achievement/ academic progress?	
Does the student feel treated unfairly? Grievances, grudges? Against whom? Result of attempts to solve these problems.	

Series IV Questions (The Target)	Notes:
Does the target have a history of violence or threats of violence? If yes, what are the frequency, intensity and recency of the violence?	
Is the target more at risk for perpetrating violence than the threat maker?	
Does the student feel treated unfairly? Grievances, grudges? Against whom? Result of attempts to solve these problems.	
What has been their past human/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, follower)?	
Is there a difference between the threat maker's individual baseline and their peer group baseline behaviour?	
Who is in the target's peer structure and where does the target fit (i.e. leader, co-leader, follower)?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	
Is there a power imbalance between victim and threat maker (age, size, social power, etc.)?	
Is the threat maker a member of a closed peer group? Does their peer group reinforce antisocial attitudes?	
Are peers fearful of the student?	

Series VI Questions (Empty Vessel)	Notes:
Does the student have a healthy relationship with a mature adult both within and outside of the school?	

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.)? Do they identify with and justify these types of actions?	
What type of violent games, movies, books, music, and internet searches does the student 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?	

Series VII Questions (Family Dynamics)	Notes:
How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)? Who does the child live with (shared custody, fostering, natural parents)?	
Is the student (subject) connected to a healthy/mature adult in the home? Sibling relationships?	
Who seems to be in charge of the family and how often are they around? What is the family structure, ethnic background? What is the nature of their living environment?	
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 FIR? What support can or will the parents provide?	
What is the history of behaviour in the home? Is there evidence of escalating behaviour in this setting? 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 their father is home but high risk during the times their	

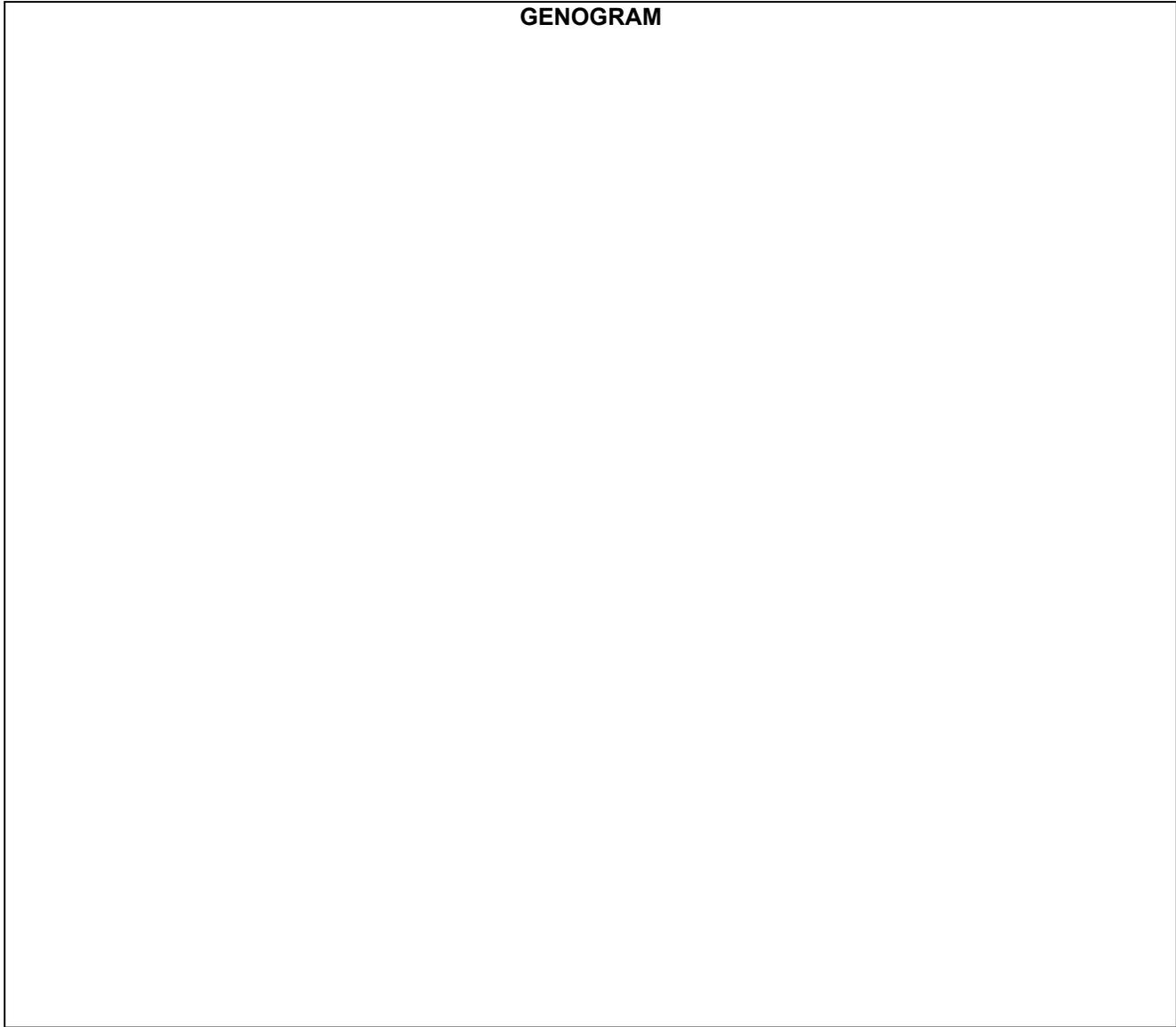
father is absent)?	
Does the student have a history of trauma, including car accidents, falls, exposed to violence, abuse, etc.?	
Has the student been diagnosed with a DSM IV diagnosis?	
Is there a history of emotional/ mental health concerns or drug and alcohol abuse in the family?	
Are the parent(s) or caregiver(s) aware of the contents of the bedroom area or is the bedroom off limits? If so, is it due to a "rule-the-roost" dynamic or a parental attitude about privacy?	

Series VIII Questions (Contextual Factors - Triggers)	Notes:
Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military, etc?	
Has the student been impacted by divorce or separation and if so, how?	
Does the student see violence as a way to solve problems?	
Has the threat maker been abused? Is it ongoing?	
Are they being initiated into a gang and is it voluntary or forced recruitment?	
Have they recently had an argument or "fight" with a parent/caregiver or someone close to them?	
Have they recently been charged with an offence or suspended or expelled from school?	
Is the suspension going to increase or decrease the level of risk? What are the factors that will increase/decrease risk?	

Series IX Questions (School/Community Dynamics & Structure)	Notes:
What is the history of trauma in the school/community (i.e. suicide, tragic death, violent acts)? How did the school respond?	
Is the current threat making incident occurring in	

response to international, national or local critical periods (i.e. anniversary date, media event)?	
Is the flow of information open between all levels of the system (i.e. Naturally Open – Naturally Closed – Traumatically Open – Traumatically Closed)?	
Is the flow of information in this case open or is some other dynamic influencing this particular case (i.e. the threat/violence occurred in the back of the school while the witnesses and threat maker were smoking “pot” and no one wants to implicate themselves)?	
What is the relationship between parents and school – historically and currently?	
Could a parent(s) or caregiver(s) be adding to or maintaining the justification process?	
Could a staff member(s) be adding to or maintaining the justification process?	
If several parents or staff members seem to be overreacting or under-reacting is there an underlying “human systems dynamic” driving the behaviour?	

GENOGRAM



Worrisome Behaviors	towards	High Risk Factors
The plan. Lacks coherence, realism. Unorganized. Not well thought out.	vs.	The plan. Plan is specific, plausible, detailed. Organized.
Themes. Variable, not focused on particulars, scattered, no perseverating.	vs.	Themes. Fixed. Focused on particulars. Perseverating.
Targets. General (unless site selection)	vs.	Targets. Focused, target search has been narrowed down.
Access to Weapons. No Access to Means	vs.	Access to Weapons. Has direct access to the Means
Precipitating Events. No Event, none or little justification.	vs.	Precipitating Event. Triggering event, leading to justification. Possible lose of connection.
Personal Resources. Healthy connections in multiple domains.	vs.	Personal Resources. No personal resources.
Timeline. Not a factor. Early stages or no plan evident.	vs.	Timeline. Student appears to have run out of options.

In general, the longer the history of worrisome behaviours, the more specific and plausible the plan around the threat is, the stronger the motivation and the weaker the threat makers personal connections are, the more serious the risk. A threat that is assessed as high risk will almost always require immediate law enforcement intervention.

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.

Low Level of Risk

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.
- Have relevant connections to others/healthy adults friends.
- Typically there are no concerns around “fluidity”

Medium Level of Risk

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 to lingering concerns about the student’s potential to act violently.
- Increase in baseline behaviour.
- Have some healthy connections to others.

High Level of Risk

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.
- Have no healthy connections to others.
- Extensive history of warning signs and acts of violence including “leakage to others”.
- Threat maker/s is highly motivated. Has nothing to lose. Justification. History with the target. victim/persecution issues, entitlement, resentment.
- 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. Student has access to weapons.
- Information suggests strong concern about the student’s potential to act violently.
- Significant increase in baseline behaviour.

Step 3: 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 or medium to high level of concern, the student can likely be managed at school with appropriate (increased) supervision and school based/district supports.

- Low to Medium Level of Risk**
 - Implement the Intervention Plan. *(Most students can be managed at school with interventions.)*

- Medium to High Level of Risk**
 - Implement the Intervention Plan
 - Consult with the family regarding a safety plan at home
 - Refer the student for extra support (counseling, mental health)
 - Designate an individual who can check in with the student on a regular basis.
 - Make sure the student's support network is available to help student through this period
 - Ascertain any dates that may be problematic for the student (friend's suicide, break-up of parents, etc)

- High Level of Risk**
 - *If there is imminent danger, call the RCMP Liaison Officer at 911 (e.g., a gun is found).*
 - If not imminent carefully review the student's school placement. Does the student need a more supportive environment for the short term? Would they be agreeable to this arrangement?
 - Focus on interventions in all domains of the student's life.
 - Clearly ascertain if the student has "fluidity" flowing back between homicidal and suicidal thoughts.

Step 4: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the 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): _____
- Backpack, coat, and other belongings check-in and check-out by: _____
- Late Arrival and/or Early Dismissal.
- Increased supervision in these settings: _____
- Modify daily schedule by: _____
- Behaviour management/safety plan (attach a copy to this Threat Assessment Screening). Increase supervision in these settings.
- Intervention by support staff (Psychologist, Social Worker, Counsellor).
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: _____
- Drug and/or alcohol intervention with:
- Referral to SBT 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.
- Obtain consent to share information with community partners such as counsellors and therapists.

PARENT/GUARDIANS (attach additional pages as needed)

- Parents/Guardians will provide the following Supervision and/or intervention: _____
- Parents/Guardians will: _____

Monitor this Intervention Plan regularly and modify it as appropriate.

FOLLOW-UP QUESTIONS

What would it look like and what support would be needed if the situation got worse?

What would it look like and what support would be needed if the situation stayed its present course?

What would it look like and how would you know, if the situation improved?

Principal or Vice Principal	Date: Signature:
School Counsellor/Child Care Counsellor	Date: Signature:
Clinician/ Mental Health	Date: Signature:
School Liaison Officer (RCMP)	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

Send this completed screening to the District Level to the attention of the Coordinator of Student Support Services.

- File this copy in the student's Risk Assessment file. Do not destroy this copy.**

If concerns arise that the best practices laid out in this document are not being followed to the best of agencies ability, the concern can be addressed directly with the person(s) involved and the protocol referenced. If the concern continues, it can be taken to the person responsible for the protocol within your agency. This person will then follow up the concern with the appropriate counterpart.

This document reflects the thinking and work of Kevin J. Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response

Related Policies:

[7007 Student Code of Conduct](#)
[7200 Student Suspensions](#)