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Student Threat/Risk Formal Assessment

Pine Creek School Division THREAT/RISK ASSESSMENT

The Building Team should initiate a Threat Assessment when a *student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently*. This document does not need to be completed for student discipline issues involving threats between students that occur in the heat-of-the-moment. This document addresses the cases in which there is a concern about or there appears to be a plan for targeted violence. If there is a concern about a student being at risk for self-harm, complete the Suicide Risk Assessment. In some cases both the Threat Assessment and the Suicide Risk Assessment will need to be completed. Assemble the building Threat Assessment Team and all other faculty and staff who have information about the situation being assessed. This protocol must be completed by a trained employee with the assistance of the team. If no trained employees are available, call Patti Loewen at (204) 685-2077 or Laurie Stewart at (204) 685-2249 for support.

This Threat Assessment protocol will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. *Actively seek* information from any of the following as appropriate:

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

Complete this protocol electronically. Print it out. Have all team members print and sign their names.

Date of Report:

Student:

School:

DOB:

Student Number:

Grade:

Age:

Parents' Name:

Date of Incident:

Step 1: Make Sure All Students Are Safe

- ? Appropriately detain the student(s) being assessed until this protocol is completed.
- ? Do not allow access to coats, backpacks, or lockers.
- ? If there is imminent danger, call the local RCMP detachment or call 911.

Step 2: Complete Incident Report

- ? Complete an Incident Report as per your school protocol.
- ? Fax the Superintendent at Division office. Fax number: (204) 385-2825

Step 3: Notify the Student's Parent(s) or Guardian(s)

- ? Parents/guardians have been notified of the situation and this screening.

? **Parents/guardians have NOT been notified because:**

Step 4: Initiate the Level I Threat Assessment Screening

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 behaviors that suggest movement from thought to violent action?

Document and discuss all warning signs that apply.

Who are the Targets of the threat?

Describe the incident or concern.

Who was present?

Where did the incident occur?

What happened?

Assess and Discuss All Areas Notes

? Is there evidence of a plan to hurt *self* or *others*? Is the threat vague, or specific, plausible and detailed?

? Violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings, or videos? Subtle threats, boasts, innuendos, or predictions?

? Homicidal ideation? Suicidal ideation? Obsessive thoughts?

? *Motives* for the student's threat or behavior?

? Has the student engaged in behaviors relevant to carrying out the threat? "Practice sessions"?

? Interest in weapons or acts of violence? Weaponseeking? Access to firearms? At home or friends?

? Violence seen as a way to solve problems?

? Difficulty controlling impulses or emotions? Are emotional reactions extreme or disproportionate to the situation?

? History of disruptive behavior? Aggressive behavior? Suspension? Expulsion?

? Nature of the student's achievement/academic progress?

? Irrational beliefs or ideas? Mental health concerns?

? Student accepts responsibility for actions? Denials?

? Are peers fearful of the student? Staff fearful of the student?

? Drug or alcohol concerns? Nature of substance use/abuse?

? Initiator or victim of harassment or bullying?

? Student experiencing hopelessness, personal failure, desperation, depression?

? History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)?

? Student feels treated unfairly? Grievances, grudges? Against whom? Result of attempts to solve these problems?

? Recent loss or emotional trauma? Loss of status: Shame, rejection, humiliation, failed love relationship?

? Member of a closed peer group? Does the student's peer group reinforce antisocial attitudes?

? Quality of support? Quality of the student's relationships with peers/adults at school?

? What support will parents provide? Lack of supervision?

? How will the student react to discipline in the current situation? Student's reaction to recent or past disciplinary incidents?

Step 5: Review Findings of this Threat Assessment process

As a team, ask the question: "*To what extent does the student pose a threat to school/student safety?*"

? *Low Level of Concern*

Risk to the target(s), students, staff, and school safety is minimal. Example: In the heat of the moment, a

student becomes angry and makes a statement such as, "I am going to blow you all up!"

- 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.

? **Medium Level of Concern**

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

Example: A student with history of inadequate anger management makes a statement to a peer that he is going to pull the fire alarm and shoot people as they come out of the building. Call to family indicates no weapons in the home.

- 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.

? **High Level of Concern**

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

Example: A student shares parts of a plan with his friends to target specific students in their school. He has more thoroughly explained plans for targeted violence in a Language Arts essay. When family is contacted, it is discovered that there are handguns in the home.

- 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.

Step 6: Decide on a Course of Action

Using the Level of Concern from above, decide between the two following courses of action.

? **Low to Medium Level of Concern**

- Complete the Step 7 Action and Intervention Plan on page 4. (*Most students can be managed at school with increased support and interventions.*)

? **Medium to High Level of Concern**

- *If there is imminent danger, call the 911 (e.g., a gun is found).*
- **Immediately notify *Division-Based Threat Assessment Team***

- Complete the Step 7 Action and Intervention Plan and use it to provide for student safety.

Document all interim steps taken by the School-based Team.

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.

This Threat Assessment Screening is guided by findings and recommendations published in the *Safe School Initiative, Threat Assessment in Schools* (U.S. Department of Education, U.S. Secret Service, 2002), *Threat Assessment: An Approach to Prevent Targeted Violence* (National Institute of Justice, 1995), and *The School Shooter: A Threat Assessment Perspective* (Federal Bureau of Investigation, U.S. Department of Justice, 1999) in addition to other sources.

Step 7: Develop an Action and Intervention Plan

Use the following Plan to address all concerns identified during this Threat Assessment process.

SCHOOL (attach additional pages as needed)

- ? Adult supervision is needed and will be conducted by:
 - ? If suspended, student will return on:
 - ? Intended victim warned and/or parents or guardian notified.
 - ? Suicide assessment initiated on:
 - ? 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:
 - ? Modifications to daily schedule:
 - ? Behavior plan (attach a copy)
 - ? Intervention by support staff (Psychologist, Social Worker, Counselor).
 - ? Identify precipitating/aggravating circumstances, and intervene to alleviate tension.
- Describe:
- ? Drug and/or alcohol intervention with:
 - ? Referral to resource to consider possible for assessment and behavioural programming
 - ? Review community-based resources and interventions with parents or caretakers
 - ? Name and phone # of probation or parole officer:
 - ? Intervention Plan case manager:

Review date:

PARENTS/GUARDIANS

? Parents will provide the following supervision and/or intervention:

Signatures of those involved in the process:

Parent signature:

Date:

Administrator:

Date:

Superintendent:

Date:

Other Team Members:

Date:

Date:

! File this copy in the student's Clinical File . Do not destroy this copy.

For Office Use Only:

Date Received:

Date Reviewed:

Level of Concern:

Feedback to the school:

Date Contacted:

Contact made to whom:

Additional Concerns:

_____ Discipline Concern

_____ Concern of Suicide Risk

_____ Mental Health Concern

Reviewer: