

Pine Creek School Division

# Violence Threat and Risk Assessment Guide

September 2018

## Contents

Appendix A - When to Convene the In-School Team to Conduct an Initial Threat/Risk Assessment .....	3
Appendix B - Threat/Risk Assessment Actions/Checklist .....	3
Appendix C - In-School Threat/Risk Assessment Summary .....	4
Appendix D - Threat Assessment Interview Questions .....	8
Appendix E - In-School Threat Assessment Questions .....	14
Appendix F - Stage One Intervention Plan.....	32
Appendix G - Divisional Threat Assessment Questions .....	34
Appendix H - Stage Two Intervention Plan.....	46
Appendix I - Risk Management/Student Support Plan.....	42
Appendix J - Violence Risk Threat Assessment Summary Form .....	44
Appendix K - Sample Fair Notice Notification for Parents and Students .....	47

# Appendix A

## When to Convene the In-School Team to Conduct an Initial Threat/Risk Assessment

*The following is a non-exhaustive list of situations in which a school administrator should consider convening a school team to conduct an In School Threat Assessment:*

1. When a student is arrested for weapons possession, assault, menacing or harassment, at school or in the community
2. When a student brings or has a weapon at school
3. When you receive information that a student may be planning to attack one or more students or staff members at school
4. When a student has directly threatened another student or staff member or has a targeted list
5. When a physical attack by a student did or could have resulted in serious injury to a another student or staff member
6. When a physical or verbal conflict between students is unresolved
7. When a student displays an escalating pattern of aggressive/violent behaviour
8. When students or staff members report being fearful of a particular student
9. When a student displays a high level of anger clearly inappropriate to a given provocation or event
10. When a student expresses violent ideation in verbal speech or writing
11. When a student justifies the use of his own aggression or violence to solve a problem

## Appendix B

### Threat/Risk Assessment Actions/Checklist

Once the principal or acting principal has been informed of a threat, and the safety of all students and staff has been ensured (which might include calling 911 in the case of immediate threat danger), the following will be undertaken. Team members should keep their threat assessment training materials ready and available to them to consider the details and complexities of each individual situation. This document and these appendices are tools to guide the team through the process, but do not replace the more detailed documents provided in training.

- Inform the Superintendent. If unavailable, the Student Services Coordinator.
- Inform police if appropriate.
- Assemble in-school threat assessment team.
- Begin In-School Threat/Risk Assessment Summary – Stage 1 (Appendix C).
- Continue to gather information (use Interview forms – Appendix D)
- Once the data necessary to confirm a threat or violent incident has occurred, inform parent/guardian(s) of threat maker and target of incident
- Determine level of concern using In School Threat Assessment Questions – Stage 1 (Appendix E). Complete In-School Threat/Risk Assessment Summary – Stage 1. (Appendix C). If ISTAT finds the threat to be medium to high risk, the student services coordinator will activate the DTAT.
- Complete Stage 1 Intervention Plan (Appendix F).
- If activated, Divisional Threat Assessment Team will conduct their investigation and will make a determination of level of threat.
  - Debrief with ISTAT, Student Services Coordinator, or Superintendent, as necessary.
  - Review information compiled by ISTAT, including Threat Assessment Interview Questions – Threat maker, Victim, Witness(es); Stage 1 Questions (Series 1 -8); In School Threat/Risk Assessment Summary; Stage 1 Intervention Plan.
  - Complete Divisional Threat Assessment Questions – Stage 2 (Appendix G). It may be necessary to re-interview, interview different people as deemed appropriate, ask clarifying questions to ISTAT, etc. Review any other information or documents that are available.
  - A clinician qualified to conduct Level B assessments may do a *Structured Assessment of Violence Risk in Youth (SAVRY)*, if deemed necessary by the DTAT. Note: The SAVRY is intended for use with youth ages 12 to 18.
  - Complete Stage Two Intervention Plan (Appendix H).
  - Complete Risk Management/Student Support Plan for Victim and/or Threat Maker, as appropriate (Appendix I).
- Student Services Coordinator will compile completed documents. The information and recommendations will be shared with the Principal and Superintendent.
- Threat Assessment and Response Summary Sheet (Appendix J) will be completed by Student Services Coordinator.

# Appendix C

## In-School Threat/Risk Assessment Summary – Stage I

(Data Collection and Immediate Risk Reducing Interventions)

Student: \_\_\_\_\_

School: \_\_\_\_\_

DOB: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

## Pre-Interview Considerations – Before interviewing the student of concern:

- a) Principal/Acting Principal: Make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.

Place the student of concern in a safe and secure area and closely monitor the student throughout the process. Do not allow student of concern access to coats, backpacks, desks, or lockers. Determine if the threat maker has access to the means (knife, gun, etc.) Note: Location, duration, and person(s) responsible for monitoring: \_\_\_\_\_

\_\_\_\_\_

- b) Principal/designate: If appropriate, check the locker, backpack, desk, etc. Note: Who did the search, when, what was searched, what was found, etc. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note: Items found in these searches will be critical to the interview process and the threat level determination.

- c) When possible, interview the Threat Maker(s) or Student of Concern after initial data has been collected such as locker check, interviewing the individual who reported the threat, as well as the police member doing an occurrence check for prior police contacts. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment. The interview should be conducted using non-leading questions and constructed in a manner that reduces the anxiety of the interviewee and maximizes the potential for the interviewee to speak rather than the interviewer(s).
- d) There should never be more than two people in the room interviewing the Threat Maker or Student of Concern.

Step 1:

**Principal:** Notify the superintendent. Note: Superintendent was notified at \_\_\_\_\_ by \_\_\_\_\_.

Step 2:

Call RCMP, if appropriate, and share initial data. Police will determine if a history of weapons possession, use, or violence is noted in police accessible records. **Note:** Who called RCMP, when, name of officer, information obtained: \_\_\_\_\_

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Step 3:

Assemble In School Threat Assessment Team: Determine who will interview sources of data, including all participants directly and indirectly involved, as well as “hard” data collection as outlined below. Immediate data may be obtained from multiple sources, including:

- Target(s)
- Witnesses
- Threat maker(s)
- Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- Friends, classmates, acquaintances
- Parents/caregivers (call both parents where families are separated)
- Current and previous school records (call the sending school)
- Police Records Check
- Check the student, locker, desk, backpack, recent text books/assignment binders, cars, etc. for data consistent with the threat making or threat-related behaviour
- Check/search or question parents/caregivers about the student, bedroom, etc.
- Activities: Internet histories, diaries, notebooks
- Relevant community agency staff
- Review security video footage, if available

Step 4:

Notify the Threat Maker’(s) and Target’(s) parents/guardians once data necessary to necessary to confirm a threat or violent incident has occurred. *Note: Parents of younger students may require notification earlier in the process. Notification might occur before all interviews are completed.*

- Threat Maker’s parent(s)/guardian(s) have been notified of the situation during this Stage One data collection phase by: \_\_\_\_\_ at: \_\_\_\_\_
- Threat Maker’s parent(s)/guardian(s) have NOT been notified because \_\_\_\_\_  
\_\_\_\_\_
- Target’s parent(s)/guardian(s) have been notified of the situation during this Stage One data collection phase by: \_\_\_\_\_ at: \_\_\_\_\_
- Target’s parent(s)/guardian(s) have NOT been notified because \_\_\_\_\_  
\_\_\_\_\_

Step 5:

Other Agencies: Community agency staff may be involved in the In-School Threat Assessment as consultants to the ISTAT, as well as to serve as sources of initial data relevant to the case at hand (such as past or current involvement by the other agencies).

Once community agency staffs are informed of the initial school data, they may release necessary information or physically join the team. Generally, when a student reveals information that poses a significant risk of harm to the health and safety of themselves or others, then that information is disclosed immediately as required, with or without consent, to provide an appropriate response.

Outside Community Agencies contacted: \_\_\_\_\_

Outside Personnel contacted, nature of involvement: \_\_\_\_\_

**Note:** At this point of the Stage One process, some data may not be available to complete this form but enough information is usually available to determine if:

- a) an immediate risk is posed; and
- b) if a Divisional (Stage Two) evaluation is required

Step 6:

In-School TAT members collate the data and discuss all relevant information regarding the student. Use the In School Threat Assessment Questions – Stage 1 (Appendix E) to frame the discussion:

As a team, ask the questions:

To what extent does the student pose a threat to school/student safety?

Does the student pose a threat to himself/herself or someone outside the school (e.g., family)? The Stage One Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage Two Threat Assessment.

**Low Level of Concern**

- Risk to the target(s), students, staff and school safety is minimal.
- Threat is vague and indirect.
- Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence.
- 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.
- Within the general range for typical baseline behaviour for the student in question.
- Monitoring of the matter may be appropriate.

**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 reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- A moderate or lingering concern about the student’s potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.

**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.
- Categorization of risk indicates the individual is at a high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

**Reasons supporting determination of level:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 7:

Decide on a course of action:

Are there risk reducing interventions that need to be put in place immediately? Record on Stage 1 Intervention (Appendix F) form.

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**

Develop a Stage 1 Intervention Plan (Appendix F) Note: Most students can be managed at school with interventions.

**Medium to High Level of Concern**

The Threat Assessment Team has determined that a Divisional (Stage 2) Threat Assessment is needed.

# Appendix D

## Threat Assessment Interview Questions - Interview threat maker (or group):

Pupil Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Time of interview: \_\_\_\_\_ Duration of Interview: \_\_\_\_\_

Interviewed by: \_\_\_\_\_

The following questions are meant as a guide for gathering information during an interview. Interviewers will revise the wording and/or order of the questions, for the purpose of adapting the questions to the interviewee's developmental level and reducing the anxiety level of the interviewee.

1. Where did the incident happen?
2. Date and time of incident?
3. Who was threatened?
4. Were there any witnesses?
5. How was the threat made?
6. What words were used or what was said?
7. What gestures were made?
8. What weapons were shown, if any?
9. What was going on when the incident happened, what was the context?

## Appendix D Continued

10. What was the intent of your threat or what were you thinking of getting out of the threat?
11. What was the person's reaction to the threat?
12. Is this your first time threatening this individual? Or anyone?
13. Do you have access to weapons at home or anywhere else?
14. Do you have a specific plan to carry out the threat?
15. What does the plan involve? (time, place, date, target, method, access to weapons)
16. Is there anyone else helping you with the plan?
17. Did you tell anyone that you were planning on threatening?
18. Do you feel treated unfairly? By whom?
19. Is there anything going on at home, at school, with your peers, friends that could have provoked you to act this way or make you feel you need to hurt others?
20. Where and with whom do you love with?
21. Are you under the influence of drugs or alcohol at the moment?

**Threat Assessment Interview Questions - Interview witness:**

Pupil Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Time of interview: \_\_\_\_\_ Duration of Interview: \_\_\_\_\_

Interviewed by: \_\_\_\_\_

The following questions are meant as a guide for gathering information during an interview. Interviewers will revise the wording and/or order of the questions, for the purpose of adapting the questions to the interviewee's developmental level and reducing the anxiety level of the interviewee.

1. Where did the incident happen?
2. Date and time of incident.
3. Who was threatened?
4. Were there any witnesses besides yourself?
5. How was the threat made?
6. What words were used or what was said?
7. What gestures were made?

8. What weapons were shown? If any
9. What was going on when the incident happened, what was the context?
10. According to you, what was the intent of the threat?
11. What was the person's reaction to the threat?
12. Has this person threatened this target or others before?
13. Do you know if this person has access to weapons at home or anywhere else?
14. Are you aware of a specific plan to carry out the threat?
15. Has he or she talked to you about the threat?
16. Did you tell anyone else about what the threat maker said?
17. Do you think that there is something going on at home, at school, with peers, friends that may have provoked this person to behave this way?

*Adapted from Kevin Cameron Treat Assessment Training Guide Edition*

**Threat Assessment Interview Questions - Interview target or victim**

Pupil Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Time of interview: \_\_\_\_\_ Duration of Interview: \_\_\_\_\_  
Interviewed by: \_\_\_\_\_

The following questions are meant as a guide for gathering information during an interview. Interviewers will revise the wording and/or order of the questions, for the purpose of adapting the questions to the interviewee’s developmental level and reducing the anxiety level of the interviewee.

1. Where did the incident happen?
2. Date and time of incident.
3. Were there any witnesses?
4. How was the threat made?
5. What words were used or what was said?
6. What gestures were made?
7. What weapons were shown?

8. What was going on when the incident happened, what was the context?
9. According to you, what was the intent of the threat?
10. How did you react to the threat?
11. Is this your first time being threatened by this individual? (Or group?)
12. Do you know if this person has access to weapons at home or anywhere else?
13. Are you aware of a specific plan to carry out the threat?
14. Do you think that there is something going on at home, at school, with peers, friends that may have provoked this person to behave this way?

*Adapted from Kevin Cameron Treat Assessment Training Guide 2 Edition*

# Appendix E

## In-School Threat Assessment Questions – Stage 1

The following eight “series” of questions are comprehensive and cover data collection useful for Stage One Threat Assessment. These questions are not used in an interview process; they are used to frame the ISTAT discussion in determining if the student poses a risk to himself and others, and what level of risk the student poses.

### Series I Questions – The Incident

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?

Was there stated:

- Justification for the threat?
- Means to carry out the threat?
- Consequences weighed out?
- Conditions that could lower the level of risk?

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? Did they add to or detract from the justification process?

What was the response of others who were present at the time of the incident? Did they add to or detract from the justification process?

**Notes:**

**Series II Questions – Attach-Related Behaviours**

Has the student sought out information consistent with his/her 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 attempted to gain access to weapons or does he/she have access to the weapons she/he has threatened to use?

Has the student developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?

Has the student been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?

Has the student engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?

Is there any evidence of attack related behaviours in his/her locker (back pack, 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?”

**Notes:**

### Series III Questions – Threat Maker Typology

Does the threat maker appear to be more:

- a. Traditional Predominately Behavioural Type? (see Violence Threat Risk Assessment Level I Training Guide 4th Edition pg. 41-44)
- b. Traditional Predominately Cognitive Type?
- c. Mixed Type?
- d. Non-Traditional

Does the threat maker have a history of violence or threats of violence? If yes, what is his/her past?

- a. (HTS) Human Target Selection
- b. (SS) Site Selection
- c. (F) Frequency of Violence or Threats
- d. (I) Intensity of Violence or Threats e. (R) Recency
- e. In the case at hand, what is his/her current:
- f. (HTS) Human Target Selection b. (SS) Site Selection
- g. Does it denote a significant increase in baseline Behaviour?
  - **(Note:** In Stage One Threat Assessment, history of violence is a significant risk enhancer, but the best predictor of future violent behaviour is an increase or shift in Baseline. This may also include an individual who has become more withdrawn or quiet as opposed to acting out!)

Does the threat maker have a history of depression or suicidal thinking/behaviour? Is there evidence of fluidity in his/her writings, drawings or verbalizations?

Does the threat maker use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?

Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

**Notes:**

**Series IV Questions – The Target Typology**

Remember that in some cases, the target is higher risk for violence than the threat maker, with the most common case being where the threat maker is the victim of bullying and the target is the bully.

Does the target have a history of violence or threats of violence? If yes, what is his/her past: If yes, what is the frequency, intensity & recency (F.I.R.) of the violence?

What has been his/her past human target selection?

What has been his/her past site selection?

Is there evidence the target has instigated the current situation?

**Notes:**

**Series V Questions – Peer Dynamics**

Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

Who is in the threat maker's peer structure and where does the threat maker fit (i.e., leader, co-leader, and follower)?

Is there a difference between the threat maker's individual baseline and his/her peer group baseline behaviour?

Who is in the target's peer structure and where does the target fit (i.e., leader, co-leader, and follower)?

Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

**Notes:**

**Series VI Questions – Empty Vessels**

Does the student of concern have a healthy relationship with a mature adult?

Does the student have inordinate knowledge versus general knowledge or interest in violent events, themes, or incidents, including prior school - based attacks?

How has he/she responded to prior violent incidents (local, national, etc.)?

What type of violent games, movies, books, music, Internet searches, does the student fill himself/herself with?

Is there evidence that what he/she is filling him/her with is influencing his/her behaviour? (Imitators vs. Innovators?)

What related themes are present in his/her writings, drawings, etc.? Is there evidence of fluidity and/or religiosity?

**Notes:**

**Series VII Questions – Contextual Factors**

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.?

Have his/her parents just divorced or separated?

Is he/she the victim of child abuse and has the abuse been dormant but resurfaced at this time?

Is he/she being initiated into a gang and is it voluntary or forced recruitment?

Has he/she recently had an argument or “fight” with a parent/caregiver or someone close to him/her?

Has he/she recently been charged with an offence or suspended or expelled from school?

Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?

**Notes:**

**Series VIII Questions – Family Dynamics**

How many homes does the student reside in (shared custody, goes back and forth from parent to grandparent's home)?

Is the student connected to a healthy/mature adult in the home?

Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home that may be influencing level of risk?

Who seems to be in charge of the family and how often is he/she around?

Has the student engaged in violence or threats of violence towards his/her siblings or parent(s)/ caregiver(s)? If so, what form of violence and to whom, including frequency, intensity, and recency (F.I.R.)?

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 or 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 his/her father travels away from home for work)?

Does the student have a history of trauma (car accidents, falls, exposure to violence, abuse, etc.)?

Has the student been diagnosed with a DSM IV diagnosis? Is there a history of mental health disorders in the family?

Is there a history of drug or alcohol abuse in the family?

**Notes:**

# Appendix F

## Stage One Intervention Plan

Student(s): \_\_\_\_\_ Date: \_\_\_\_\_

Interventions recommended by: \_\_\_\_\_

This Intervention Plan will be reviewed by: \_\_\_\_\_ on: \_\_\_\_\_ and modified as necessary.

Disciplinary action taken: \_\_\_\_\_

Intended victim warned and/or parents/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 (name, title): \_\_\_\_\_

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: \_\_\_\_\_

Modify daily schedule by: \_\_\_\_\_

Develop a behaviour intervention plan, or develop a BIP

Identify precipitating/aggravating circumstances and intervene to alleviate tension - describe:

\_\_\_\_\_

Drug and/or alcohol intervention with: \_\_\_\_\_

Referral to clinician

Review community-based resources and interventions with parents/guardians

Obtain permission to share information with community agencies (use PCSD Release of Information Form)

Other action: \_\_\_\_\_

Parents/guardians will provide the following supervision and/or intervention: \_\_\_\_\_

\_\_\_\_\_

**Signatures**

Principal/Designate: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Parent: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Other: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Appendix G

## Divisional Threat Assessment Questions – Stage 2

The following ten “series” of questions are comprehensive and cover data collection useful for Stage Two Threat Assessment. These questions are not used in an interview process; they are used to frame the ISTAT discussion in determining if the student poses a risk to himself and others, and what level of risk the student poses.

A clinician qualified to conduct Level B assessments may do a *Structured Assessment of Violence Risk in Youth* (SAVRY), if deemed necessary by the DTAT. The SAVRY is intended for use with youth 12 to 18 years of age.

### Series I Questions – Details of the Incident – Threats (Weapon Possession)

Where did the incident happen & when? How did it come to the team’s attention?  
What was the specific language of threat?

Was the threat direct, indirect, conditional or veiled?

Who was present & under what circumstance was the threat made?

What was the response of the target (if present) and/or others who were present at the time of the threat?

### Violence

Where did the incident happen & when?  
How did it come to the team’s attention?

What was the specific language used during the violent incident? Who was present & under what circumstance did the violence occur?

What was the response of the target and/or others who were present at the time of the incident?

Was the violence provoked or unprovoked?  
Was intent to harm present?

Were illegal weapons (knives, guns, replicas, machetes, etc.) brandished or used in the commission of the offence?

Was there intent to seriously injure the target(s)

### Notes:

**Series II Questions – Attack – Related Behaviours**

Has the threat maker sought out information consistent with their threat making behaviour (i.e., has the student who threatened to “bomb the school” been downloading bomb making instructions off the Internet?

Has the threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?

Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?

Has the threat maker been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & 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?

Is there any evidence of attack related behaviours in their locker (back pack, car, trunk, etc.) at school or bedroom (shed, garage, etc.)?

**Notes:**

**Series III Questions – Threat Maker Typology**

Does the threat maker have a history of violence or threats of violence? If yes, what is the frequency, intensity & recency (F.I.R.) of the violence?

Does the F.I.R. of the violence denote a significant increase in behavioural baseline of the perpetrator(s)?

What has been their past human target selection?  
What has been their past site selection?

Have they primarily engaged in instrumental violence or affective violence?  
Do they have a history of depression or suicidal thinking/behaviour?

Is there evidence of fluidity?

Are they open and honest about the incident?

Is there current incident an increase in behavioural baseline?

Do they feel justified in attacking the target and have they also dehumanized the target?

**Notes:**

**Series IV Questions – Empty Vessel**

Does the threat maker or student of concern have a healthy relationship with a mature adult? If they do not have a healthy connection, what (or who) are they filling themselves with?

Have there been any communications suggesting ideas or intentions to attack a target? Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen?”

Does the student have inordinate knowledge or interest in violent events, themes, or incidents, especially prior school - based attacks?

How have they responded to prior violent incidents (local, national, etc.)?

Do they identify with the aggressor’s behaviour & justify their actions? Do they talk about how they would or could do it better?

What type of violent games, movies, books, music, Internet searches, does the threat maker fill himself/herself 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?

**Notes:**

**Series V Questions – Target Typology**

Does the target have a history of violence or threats of violence?

If yes, what is the frequency, intensity & recency (F.I.R.) of the violence?

What has been their past human target selection?

What has been their past site selection?

Have they primarily engaged in instrumental violence or affective violence?

Do they have a history of depression or suicidal thinking/behaviour?

Is there evidence of fluidity?

Are they open and honest about the incident or dishonest?

Is there any evidence of an increase in their baseline behaviour?

Do they feel justified in attacking the threat maker and have they also dehumanized the threat maker?

**Notes:**

**Series VI Questions – Peer Dynamics and Structure**

Was there a clear victim and perpetrator dyad with power imbalance (e.g., age, size, social power, etc.?)

Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

Is the target more at risk for perpetrating violence than the threat maker?

Who is in the threat maker's peer structure & where does the threat maker fit (i.e., leader, co-leader, and follower)?

Are there others in the threat maker's peer structure that may be directly or indirectly influencing the target & is their baseline behaviour higher or lower than the threat maker's? Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?

Who is in the target's peer structure & where does the target fit (i.e., leader, co-leader and follower)?

Are there others in the target's peer structure who may be directing or influencing the target & is their baseline behaviour higher or lower than the target's?

Is there a difference between the target's individual baseline & their peer group baseline behaviour?

**Notes:**

**Series VII Questions – Contextual Factors (Triggers)**

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.?

Have their parents just divorced or separated?

Are they victims of child abuse & has the abuse or memories of the abuse been dormant but resurfaced at this time?

Are they being initiated into a gang? If so, is recruitment voluntary or forced?

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 place where they have been suspended likely to increase or decrease their level of risk?

**Notes:**

**Series VIII Questions – School Dynamics and Structure**

What is the history of trauma in the school/community?

Is the current incident occurring in a defined international, national, or local critical period? Is the flow of information typically open between all levels of the system (i.e., Naturally Open

-Naturally Closed - Traumatically Open - Traumatically Closed) (pg. 47-50 in training manual)?

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)?

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 underreacting, is there an underlying “human systems dynamic” driving the behaviour?

**Notes:**

**Series IX Questions – Family Dynamics and Structure**

How many homes does the student reside in (shared custody, goes back and forth from parent to grandparent's home)?

Is the student connected to a healthy/mature adult in the home?

Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off-limits?

If they do not know the contents of the bedroom, is it due to a "rule-the-roost" dynamic or a parental attitude about privacy?"

Who all lives in the family home (full-time and part-time)?

What is the family structure (patriarchal, matriarchal, chaotic, stage two parentification, etc.)?

Has the student engaged in violence or threats of violence towards their siblings or parent(s)/guardian(s)? If so, what form of violence and to whom, including frequency, intensity, and recency (F.I.R.)?

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 or risk (at home, school or community) cycle according to who is in the home (e.g., the student is at low risk when his/her father is at home but high risk during times when their father is away from home for work.

Does the student have a history of trauma, including car accidents, falls, or exposure to violence, abuse, etc.

Has the student been diagnosed with a DSM-IV diagnosis? Is there a history of mental health diagnoses in the family? Is there a history of drug or alcohol abuse in the family?

**Notes:**

**Series X Questions – Baseline Overview**

What is the history of human target selection? What is the history of site selection? What are the frequency, intensity, and recency (F.I.R.) of violence, threats, or weapon possession?

Is there a difference from individual baseline versus peer group baseline?

Is there a drug and alcohol baseline related to violence and is it different from when the student is clean?

What is the student's cognitive baseline and is there evidence of evolution?

What is the student's affective baseline and is there evidence of evolution?

Has the student been diagnosed with a DSM-IV diagnosis? Is there a history of mental health diagnoses in the family? Is there a history of drug or alcohol abuse in the family?

**Notes:**

# Appendix H

## Stage Two Intervention Plan

Student(s): \_\_\_\_\_ Date: \_\_\_\_\_

Interventions recommended by: \_\_\_\_\_

This Intervention Plan will be reviewed by: \_\_\_\_\_ on: \_\_\_\_\_ and modified as necessary.

Disciplinary action taken: \_\_\_\_\_

Intended victim warned and/or parents/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 (name, title): \_\_\_\_\_

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: \_\_\_\_\_

Modify daily schedule by: \_\_\_\_\_

Develop a behaviour intervention plan, or review existing BIP

Identify precipitating/aggravating circumstances and intervene to alleviate tension - describe:

\_\_\_\_\_

Drug and/or alcohol intervention with: \_\_\_\_\_

Referral to clinician

Review community-based resources and interventions with parents/guardians

Obtain permission to share information with community agencies (use PCSD Release of Information Form)

Other action: \_\_\_\_\_

Parents/guardians will provide the following supervision and/or intervention: \_\_\_\_\_

\_\_\_\_\_

**Signatures**

Principal/Designate: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Parent: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Other: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Appendix I

## Risk Management/Student Support Plan

Student(s): \_\_\_\_\_ Date: \_\_\_\_\_

Interventions recommended by: \_\_\_\_\_

This recommendations are made in this plan to support the student’s reintegration to the classroom and school community, and to ensure his or her safety and well-being, as well as the safety of others.

<b>Concern/Goal</b>	<b>Recommendations to support the goal</b>	<b>Suggested duration of recommendations</b>	<b>Person(s) Responsible</b>

**Appendix I Continued**

Student(s): \_\_\_\_\_ Date: \_\_\_\_\_

Interventions recommended by: \_\_\_\_\_

This recommendations are made in this plan to support the student who has been the victim of a threat or of violence, to monitor and support his or her sense of safety and well-being.

<b>Concern/Goal</b>	<b>Recommendations to support the goal</b>	<b>Suggested duration of recommendations</b>	<b>Person(s) Responsible</b>

**Note:** A separate Student Support Plan or Student Safety Plan may be necessary for the victim/target.

# Appendix J

## Violence Risk Threat Assessment Summary Form

### Threat Assessment and Response Summary Sheet

#### GENERAL INFORMATION

**Instructions:** This form should be completed by the Student Services Coordinator upon completion of the threat assessment process. This form should be maintained in the student's cumulative file if the threat is determined to be high-risk behaviour. If the threat is determined to be worrisome behaviour, the form may be maintained in the student's resource or clinician file at the discretion of the team leader.

Team leader completing form:

Position:

School:

#### Information on the student making the threat:

Last Name:

First:

Grade:

DOB:

Address:

Home phone:

Parent/Guardian:

Cell phone:

Is there a history of violent behaviour in school?

Yes  No  Unknown

Is there a history of violent behaviour away from school?

Yes  No  Unknown

Is there a history of discipline referrals? Types of referrals:

Yes  No  Unknown

Other information:

#### Information about the threat:

Date Threat Occurred:

Date of Referral: [Click here to enter a date.](#)

Where and how threat was made:

Who reported the threat:

What was reported (quote as possible, use quotation marks to identify direct quotes)

#### Information on victim(s) or recipient(s) of threat:

Has the intended target/victim(s) been identified? Name(s) and grade(s) or target/victim(s):

Yes  No  Unknown

Primary recipient(s) of the threat (check all that apply):

Student  Teacher  Parent  Administrator  Other

Number of victim/recipient(s) of threat:

one  two  three  four  five or more

**This summary sheet is used to determine the level of threat and to guide response to the threat.**

**Name of student:**

**Date of threat:**

**Team members:**

To your knowledge did the student making threats:

**Have or seek an accomplice:**

Yes  No  Unknown

**Use a weapon in the threat:**

Yes  No  Unknown

**Report the threat as a specific plan:**

Yes  No  Unknown

**Have prior conflict with the recipient:**

Yes  No  Unknown

**Previously threaten the recipient:**

Yes  No  Unknown

**Experience being bullied by the recipient:**

Yes  No  Unknown

**Write plan(s) or a list:**

Yes  No  Unknown

**Follow or approach the recipient:**

Yes  No  Unknown

**Repeat the threat over time:**

Yes  No  Unknown

**Have the ability to develop and carry out the threat:**

Yes  No  Unknown

**Mention a weapon in the threat:**

Yes  No  Unknown

Based on the interviews and responses above, determine the type of threat (refer to Pine Creek Violence Risk Threat Assessment Procedure Manual). Check appropriate box and once identified, follow the responses, as necessary.

**Low level of concern/worrisome**

**Medium level of concern**

**High level of concern**

**Low level Concern**

**Medium Level Concern**

**High Level Concern**

Contact student's parents  
Notify intended victim's parents

See that threat is resolved through explanation, apology or making amends

Consult with divisional threat assessment team or team leader if necessary

Refer for conflict mediation or counseling to resolve problem if appropriate

Mobilize threat assessment team members as needed

Notify the student's parents

Protect and notify intended victim and parents of intended victim

Caution the student about the consequences of carrying out the threat

Provide direct supervision of the student until parents assume control

Consult with RCMP if deemed necessary

Mobilize threat assessment team members as needed

Notify the student's parents

Protect and notify intended victim and parents of intended victim

Notify superintendent or designate  
Caution the student about the consequences of carrying out the threat

Provide direct supervision of the student until parents assume control

Consult with RCMP

<input type="checkbox"/> Follow divisional code of conduct and discipline procedures. <input type="checkbox"/> Develop Behaviour Intervention Plan or behavioural contract as appropriate <input type="checkbox"/> Maintain threat assessment documentation in the student's resource or clinical file, if completed, as appropriate	<input type="checkbox"/> Refer for conflict mediation or counseling to resolve problem if appropriate <input type="checkbox"/> Follow divisional code of conduct and discipline procedures <input type="checkbox"/> Develop Behaviour intervention Plan or behavioural contract as appropriate <input type="checkbox"/> Maintain threat assessment documentation in the student's clinical file	<input type="checkbox"/> Refer for conflict mediation or counseling to resolve problem if appropriate <input type="checkbox"/> Follow divisional code of conduct and discipline procedures <input type="checkbox"/> Arrange for mental health assessment <input type="checkbox"/> Develop Behaviour intervention Plan or behavioural contract as appropriate <input type="checkbox"/> Maintain threat assessment documentation in the student's clinical file
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**ADMINISTRATIVE ACTION**

<input type="checkbox"/>	Consultation with Student in Office			
<input type="checkbox"/>	Warning Issued for Offense		Method:	Verbal      Written
<input type="checkbox"/>	Parent Notification Method	<input type="checkbox"/> Phone   Phone #: _____ Date: _____ Time: _____ Contact: _____	<input type="checkbox"/> Copy of Referral	<input type="checkbox"/> Letter (Hand delivered)
<input type="checkbox"/>	In-School Suspension	No. of Days:	Inclusive Dates:	
<input type="checkbox"/>	Out-of-School Suspension	No. of Days:	Inclusive Dates:	
<input type="checkbox"/>	Social Work Clinician Referral	Name of Clinician:	NOTE:	
<input type="checkbox"/>	Community Mental Health Referral	Name of Counselor:	NOTE:	
<input type="checkbox"/>	RCMP Referral	Officer #:	NOTE:	
<input type="checkbox"/>	Other Action (Explain): _____			
PRINCIPAL SIGNATURE: _____ DATE: _____				
STUDENT SERVICES COORDINATOR SIGNATURE: _____ DATE: _____				

# Appendix K

## Sample Fair Notice Notification for Parents and Students

*(To be sent home from each School on School Letter head each Fall)*

Re: Pine Creek School Division Violence Threat Risk Assessment

Protocol Dear Parents/Guardians:

The safety of our children is a top priority for everyone. The tragedies that have occurred where students commit violent acts against other students and educators in Canada and in the United States have caused government officials, educators, parents, students and other community members to assess how we make our schools and communities safe for our children and students.

Pine Creek School Division has received training on assessing threat-making behaviour. The training has helped our professionals to recognize signs of threat-making behaviours, assess them, and put in place interventions to support and reduce the level of risk. Pine Creek School Division has developed a plan to respond to situations in which students may be demonstrating behaviours that pose a risk to themselves or others. We wish to advise parents that we have adopted a protocol which requires schools to undertake a threat assessment in all cases of students making threats to harm others. These threats may be physical, verbal or written, or they may be gestures or messages posted on the Internet. The purpose of the Pine Creek School Division Violence Threat Risk Assessment Protocol is to determine how best to support students considered at risk so that their behaviour does not become hurtful or destructive to themselves or others. Parents of a student suspected of making a threat will be contacted once the data necessary to confirm a threat or violent incident has occurred and the level of violence potential has been determined.

The Pine Creek School Division Violence Threat Risk Assessment Policy (EBCC) is available online at [www.pinecreeksd.mb.ca](http://www.pinecreeksd.mb.ca).

Parents can play an active role in keeping our schools safe by advising the school of any information communicated to them from their children concerning threatening behaviours that their children may have been subjected to, in or out of school, in person or online.

This letter is intended to provide you with notice that all Pine Creek schools will respond to all threats in a professional manner that provides for safe, healthy, and caring learning environments. Any threats or threat making behaviours will be taken seriously and assessed accordingly.

Yours sincerely,

Principal  
School