

8.0 - Threat Assessment

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STUDENT THREAT ASSESSMENT – POLICY # JICM

The Pembina Trails School Division is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. To this end, the Board has established a protocol for responding to student threats/high-risk behaviours.

Each school in the division shall establish a Threat Assessment Team (TAT). The Threat Assessment Team is a multidisciplinary team trained in threat assessment and composed of professional school and divisional staff, police and other community resource contacts as required. One member of the team shall be assigned as Team Leader. Team members review student threats, consult and develop action plans and recommendations in order to provide intervention to students and their families in a proactive way.

The Threat Assessment Team (TAT) shall also ensure that appropriate support is provided to those against whom threats have been made and shall notify school staff and parents as required. The Team Leader shall be responsible for completing or designating the completion of a Threat Incident Report Form and, if necessary, a Stage I Threat/Risk Assessment Report.

The Team Leader shall be responsible for completing or designating the completion of the Threat Incident Report Form and if necessary, a Stage One Threat/Risk Assessment Report.

Threat/Risk Assessment Report:

The Threat Incident Report Form and Stage 1 Threat/Risk Assessment Report should be stored in a locked cabinet, separate from other records under the direct care of the principal at the school.

Copies of the Threat Incident Report Form and Stage 1 Threat/Risk Assessment Report are sent and stored with the Director of Clinical and Extended Services.

Copies of the Behaviour Intervention Plan following a Threat Incident Report or Stage 1 Threat/Risk Assessment Report will be stored in the student's support file at the school and in the student's clinical file at the Administration Office.

Within Pembina Trails School Division:

Transition Planning: The principal shall be responsible for transitioning the information and reviewing the principal file regarding the student Threat Incident Report and/or Stage 1 Threat/Risk Assessment Report.

Outside Pembina Trails School Division:

The principal should ensure that the Threat Incident Report or Stage 1 Threat/Risk Assessment Report is at the Administration Office in the clinical file before destroying the record. These reports will be culled to comply with PHIA and FIPPA Legislation (removing all third party information) prior to sending outside Pembina Trails School Division.

Additional information (These items can be found on the divisional website):

Protocol – Exhibit 1

Threat Risk Assessment Report

Stage 1 Threat Risk Assessment Report

Stage 1 Threat / Risk Assessment Interview and Report Guide

Exhibit 2, 3, & 4

STUDENT THREAT ASSESSMENT – REGULATION # JICM – R

For the purposes of this policy, the following definitions and responsibilities shall apply:

Immediate-Risk Situations are those situations involving high-risk threats that require immediate police intervention, such as when a student is in possession of a weapon and poses an *immediate and serious* threat to self/others.

When immediate risk is identified, the principal or designate will contact the police and take steps to protect all school members.

Threat-Making/Violent Student Behaviours include, but are not limited to, possession of weapons, bomb threats and threats to kill or injure others. Threats may be written, verbal, posted on the Internet or made by gesture. They may be direct, indirect, conditional or veiled. High risk-behaviours are those of students 12 years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that the student “who in any manner, knowingly utters, conveys or causes any person to receive a threat.... to cause death or bodily harm” has committed an offence. Although students under 12 years of age cannot be charged under the Law, their actions shall be subject to assessment using this protocol.

All threat-making student behaviours shall be reported to the principal or designate who will then activate the protocol for the initial response of the Threat Assessment Team (TAT) to assess the threat behaviour.

Worrisome Behaviours cause concern for members of the school system and may indicate that a student is moving toward a greater risk of violent behaviour. This may include drawing pictures, writing stories or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community due to violent content.

In keeping with a duty to respond to high-risk behaviour, all worrisome behaviours will be communicated to the Threat Assessment Team (TAT) for consultation.

Reporting

Any person in a school having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour, shall immediately report this information to the Principal or designate.

Duty to Respond

Plausible or not, schools shall respond to all high-risk/threat-related behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly. Deliberately false or misleading reports of violence under this policy will be handled as incidents of unacceptable personal conduct and the person making such false or misleading reports may be subject to disciplinary action.

Fair Notice

Students, staff and parents shall receive information highlighting threat assessment as a response that will be activated if student high-risk threatening behaviour occurs. This information shall be distributed in written form and referenced at the beginning of each school year.

Definition of School Site

The division's responsibility to respond to behaviors identified in this policy shall be primarily directed to and limited by the school site defined as any location, either permanent or temporary, where students perform any school-related duty or attend by reason of being a student. This includes, but is not limited to, the school buildings and the surrounding perimeters, including the parking lots, playing fields and alternate locations utilized for educational purposes, and may include sites away from the school when the threats result from circumstances arising from association at a school site.

Sharing Information

Information pertaining to the assessment of a student's threatening behaviour will be shared on a need-to-know basis as determined by the school administrator in consultation with the Threat Assessment Team (TAT).

When a threat assessment has been conducted and the student transitions to a new school, the findings of the assessment shall be shared with the receiving school.

A parent/guardian of a student who has made a threat shall be provided with a copy of the intervention plan/recommendations.

STUDENT THREAT ASSESSMENT PROTOCOL – FLOW CHART

Type of Threat/Risk

What to Do

Threat Making / Violent Behaviour

- Verbal or written threats to seriously harm self or others, e.g. suicide, threats to kill which may or may not identify specific potential victims, threats to burn down school, etc.
- Harm directed at self, others or property, e.g. fire setting, bomb threats.
- Possession of potentially lethal weapons with no threats made and no aggressive behavior, e.g. knife in pocket or gun in locker.



Threat Making/Violent Behaviour Guidelines

1. Administration notified immediately.
 2. Threat/ Risk Assessment Team is activated. Online Threat Incident Report Form is completed.
3. (a) Decision made to do Threat/Risk assessment.
 - Principal/designate consults with Superintendent's Dept. and/or divisional contact.
 - Contact and consult with police re: involvement and to determine if charges will be laid (for students 12 years of age or older).
 - Team members begin assessment.
 - Principal/designate notifies parents of threat maker at "earliest" opportunity after initial data collected.
 - Team members write report & share recommendations with school staff and parents as required.
 - Team members provide ongoing support as required.

- 3.(b) Decision made not to do Threat/Risk Assessment.

Team makes recommendations as needed: share actions taken with staff, students and parents as required.

Exceptional Cases: High Profile Worrisome Behaviour

Any worrisome behaviour in a setting where there is an audience that may be traumatized and their reaction may trigger a broader traumatic response.



Exceptional Cases: High Profile Worrisome Guidelines

1. Administration notified immediately.
 2. Threat/Risk Assessment Team is activated. Online Threat Incident Report Form is completed. Consult with Superintendent's Dept. and/or divisional contact. May consult with police if deemed necessary.
- 3.(a) Decision made to do Threat/Risk Assessment. Proceed as with "Threat Making/Violent Behaviour" Guideline 3.(a).

3. (b) Decision made not to do Threat/Risk Assessment.

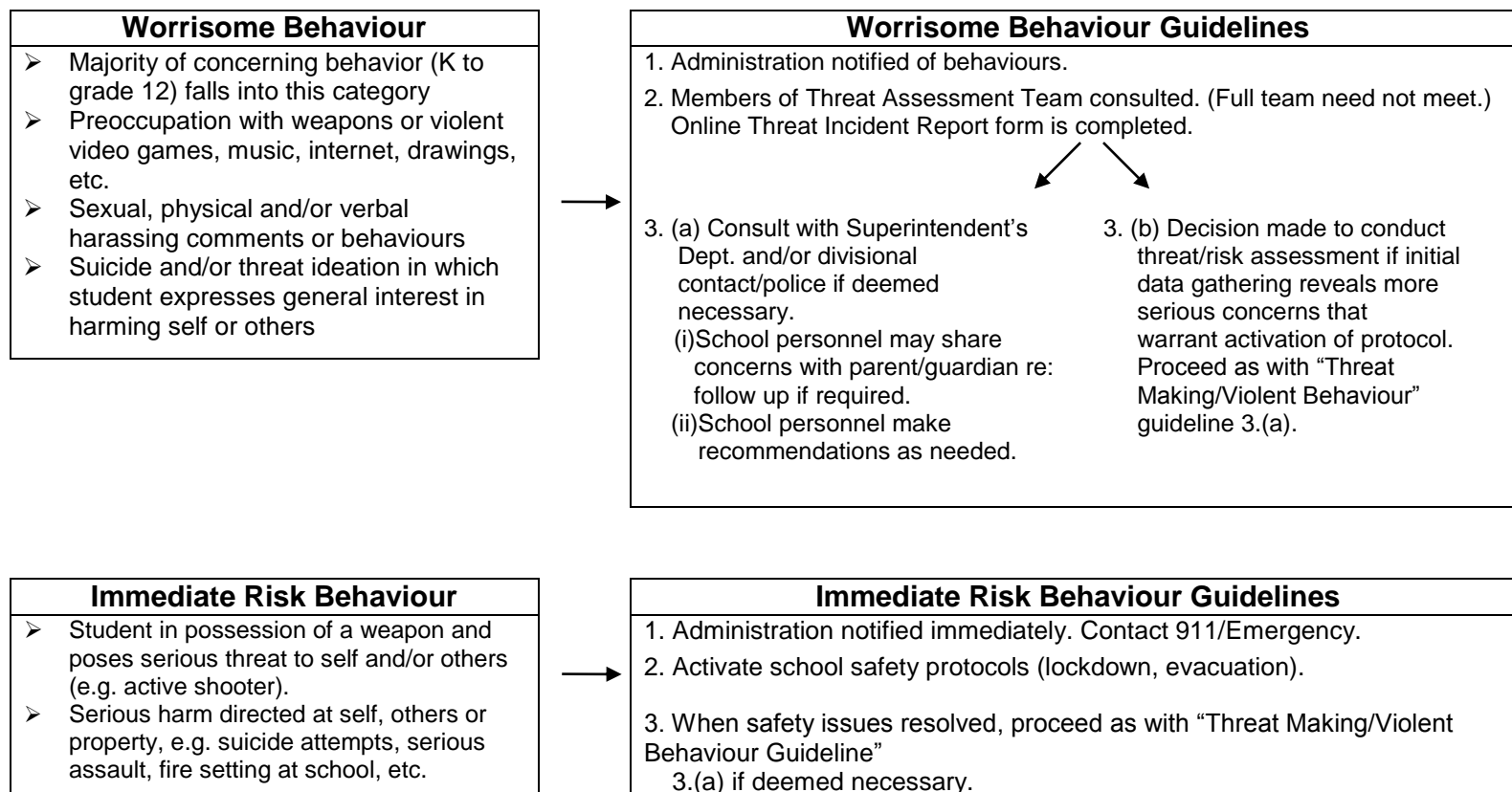
Team makes recommendations/does follow-up as needed to avoid under-reaction or overreaction.

*Adapted with thanks from Seven Oaks School Division/Educational & Clinical Support Services Guidelines

STUDENT THREAT ASSESSMENT PROTOCOL – FLOW CHART

Type of Threat/Risk

What to Do



STUDENT THREAT ASSESSMENT – EXHIBIT # JICM – E - 1

Adapted by: Threat Assessment Sub Committee, Pembina Trails School Division, Revised: September 2008

Assessing Violence Potential: Protocol for Dealing with Student Threat/ High-Risk Student Behaviours

PURPOSE:

A school cannot ignore any threat of violence. Plausible or not, every threat must be taken seriously, investigated and responded to. A clear, vigorous response is essential for three reasons: first and most important, to make sure that students, teachers, and staff are safe (that is, that a threat will not be carried out); second, to assure that they will feel safe; and third, to assure that the person making the threat will be supervised and given the treatment that is appropriate and necessary to avoid future danger to others or self.

High profile school shootings in Canada and the United States, as well as terrorist attacks and other high profile violent traumas, have understandably increased anxiety among many students, staff, parents and others. Without formal procedures in schools and communities to assess high risk and threat making behaviour, the likelihood of over-reacting or under-reacting is increased.

The general purpose of a student threat/risk assessment team protocol in school jurisdictions is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of the multidisciplinary threat assessment team protocol is to identify indicators that suggest a student may be moving on a pathway towards violence against some target and intervene to decrease the risk, prevent injury to self or others and assist the student to receive the help he or she needs to address the issues contributing to the high-risk student behaviour.

NEED FOR TRAINING:

This protocol is not a substitute for training in the field of threat assessment and should not be used until adequate training is received. This protocol is used as part of the "Threat Assessment Training" program (2001) developed by J. Kevin Cameron and Superintendent Glenn P. Woods who is the OIC Behavioural Sciences Branch, Royal Canadian Mounted Police, Ottawa, Canada. The training guide and program is part of a collaborative initiative led by the Canadian Threat Assessment Training Board to train multidisciplinary Threat/Risk Assessment Teams. This protocol is to be used by multidisciplinary teams who are adequately trained in the theory and practice of student threat/risk assessment obtained by participating in Level 1 Threat/Risk Assessment training or some other suitable training program.

IMPORTANCE OF SAFE SCHOOL CULTURE

Pro-social school programs and/or safe school culture are acknowledged to be imperative and the only way to effectively reduce school violence. Healthy, safe school cultures offer students clearly articulated proactive and pro-social standards of conduct to which all parties are held accountable and are environments where positive interactions and social responsibility are actively promoted and valued. It is critical for students themselves to be actively involved in the development of safe school initiatives and programming.

Composition and Function of a Threat/Risk Assessment Team (TAT)

The Threat Assessment Team (TAT) is a multidisciplinary team (principal, clinician(s), counsellor, police, etc.) trained to identify students and situations that would cause students to potentially traumatize their school through violence, threats of violence or other disruptive behaviours. Members are also trained to intervene in a proactive way to eliminate or minimize the negative impact these behaviours could have on students, staff, parents and community.

The team constitutes an experienced, knowledgeable group that reviews threats, consults with division staff and community-based contacts as appropriate and provides recommendations and advice to the school Principal and Team Leader. Note that if a member of the team is threatened, that member should not be the team member designated to interview the threat maker. It is strongly recommended that a police officer should either be included as a member of the team or regularly consulted as a resource person.

As a first step when a situation has occurred that warrants activating the TAT team, one person on the team – or perhaps more than one in a large school – shall be assigned as Team Leader(s). The designated leader shall have completed appropriate threat assessment training. Duties may include:

- arranging for the preliminary gathering of data that will assist the team in gauging the level of threat;
- overseeing the planning of the interview processes;
- ensuring that the recipient(s)/target(s) of the student threats/behaviours are assessed and services provided as necessary;
- ensuring that the need for more extensive intervention to re-establish calm (e.g. crisis counselling or a crisis response team) has been assessed. This includes circumstances such as a threat directed towards one or two students, an entire class or the school population in general.
- completing or designating the completion of a Threat Risk Assessment Protocol (see Attachment A) and if necessary Stage 1 Threat/Risk Assessment Report (see Attachment B1 and Stage 1 Threat/Risk Assessment Interview and Report Guide B2).
- ensuring Copies of Threat Incident Report (A) are stored at the school in the student's Student Services file and with the Director of Clinical and Extended Services. If the TAT proceeds to a Stage 1 Threat/Risk Assessment, ensuring copies of the Stage 1 Threat/Risk Assessment Report (B1) are completed and stored at the school in the student's Student Services file with copies forwarded to the Director of Clinical and Extended Services.

The Principal shall notify appropriate divisional personnel, school staff and parents of involved students within a reasonable time period when the protocol has been activated as a result of high-risk student behaviour.

STAGE I ASSESSMENT – Multidisciplinary Team (Initial Response)

Primary Function: Data Collection, Evaluation of Initial Level of Risk (Low, Moderate, High) and Risk Reducing Intervention.

Student Threat/Risk Assessment Team (TAT) Membership:

- ☐ School principal and/or their designate
- ☐ Clinician(s) (e.g. psychologist, social worker)
- ☐ School team member (e.g. Counsellor, Resource Teacher)
- ☐ Winnipeg Police Service member
- ☐ Others: e.g. Child Welfare Agency

STAGE II ASSESSMENT – (Comprehensive Response)

Primary Function: Comprehensive Evaluation and Longer Term Intervention and Treatment

Planning

Student Threat/Risk Assessment Team (TAT) Membership:

- ☐ Child and Family Services and related child welfare agencies
- ☐ Psychiatrists
- ☐ Community service providers (e.g. MATC, Youth Emergency Crisis Stabilization System)

Additional Resources

- ☐ Criminal Profilers
- ☐ Forensic Psychologists
- ☐ Other

*Note: Professionals who conduct Stage I Assessments are also part of the Stage II Assessment process. However, in the majority of school-based threat assessments the Stage 1 Assessment team's intervention and planning is usually sufficient to reach a final disposition on the case.

DETERMINING WHEN TO ACTIVATE A THREAT/RISK ASSESSMENT

There is a wide range of student behaviour that is of concern to schools and families. It is sometimes difficult, however, to determine whether or not to activate a formal threat/risk assessment. The following guidelines are intended to help school personnel make this determination but there are no hard and fast rules. It is important to carefully consider each and every individual incident to ensure the most appropriate response. There are two main categories of behaviour to consider:

Behaviours that Typically Do Warrant Threat/Risk Assessment

All high-risk violence/threat making student behaviours, as defined below, shall be reported to the principal (and/or their designate) who will then activate the "Stage I" protocol for consultation with Superintendent's Department and the initial response of the TAT to assess the level of violent or threat behaviour. In general, high-risk behaviours are those of students who, if age twelve or older, could be charged under Section 264.1 (1) of the Criminal Code of Canada which states that a student "who in any manner, knowingly utters, conveys or causes any person to receive a threat...to cause death or bodily harm has committed an offense".

When data is obtained that suggests a student who has made a threat actually poses a threat (see Attachment B2: "Stage 1 Threat/Risk Assessment Interview and Report Guide" as a guide for interviewing and data collection), other members of the larger team may become involved in the "Stage II Assessment" phase that can draw on the expertise and/or jurisdictional authority of physicians, child welfare workers, criminal profilers, forensic psychologists or psychiatrists.

A. Threats

Threat assessment rests on two critical principles: first, that all threats and threat makers are not equal; second, that most threat makers are unlikely to carry out their threat. However, all threats must be taken seriously and evaluated.

A threat is an expression of intent to do harm or act out violently against someone or something.

Threats may be written, verbal, drawn, posted on the internet or made by gesture only and, as noted by the Federal Bureau of Investigation (FBI) may be:

- ☐ direct
- ☐ indirect
- ☐ conditional
- ☐ veiled

Some threats (veiled and indirect) may not meet the standard of law for criminal charges but do warrant assessment. An example might be when TAT members become aware of a target who is the subject of a gang related hand sign that denotes "let's get him" or "take him out". These situations are often unique to the culture and dynamics of each school and community. In other cases, TAT members may know from prior assessments that a particular student of concern has used a non-verbal but veiled throat cutting gesture prior to severely beating his targets. In such a case, the TAT would be justified in

responding to this pre-incident indicator because, for this student, it has already been determined that “the gesture” is part of his “clear and discernible pattern of offending”.

B. Violence

When violence occurs, the following general guidelines can help administrators to determine if the case should be dealt with as a disciplinary matter only or as a violence/threat/risk assessment case:

Consult with a TAT member if:

- ☐ lower baseline violence appears unprovoked;
- ☐ clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.);
- ☐ intent to harm present;
- ☐ if the frequency, intensity, recency (FIR) of the violence denotes a significant increase in behavioural baseline of the perpetrator(s).

Activate TAT and protocol if:

- ☐ serious violence occurs;
- ☐ there is intent to seriously injure the target(s);
- ☐ when illegal weapons (knives, guns, replicas, machetes, etc.) are brandished or used in the commission of the offence;
- ☐ direct, clear and plausible threats to kill or seriously injure are communicated.

In some cases students will be suspended from school during an assessment period to protect others from potential harm, to protect themselves, or both. The findings of the assessment will be documented by the TAT members facilitating the assessment using the Stage I Threat/Risk Assessment Report template (see Attachment B1). This assessment report shall be completed and stored at the school in the student’s Student Services file with copies forwarded to the Director of Clinical and Extended Services.

C. Exceptional Cases: High Profile Worrisome Behaviour

Canadian schools are within the impact zones of several high profile school shootings from Littleton, Colorado and Taber, Alberta to Dawson College, Montreal and Virginia Tech. Elevated sensitivity by some students, staff and parents to threat-making behaviours and worrisome behaviours in the aftermath of these school shootings, and other high profile violent incidents, is typical. As such, there are situations where students engage in threat-related behaviour that would be assessed as “worrisome behaviour” but, due to the context of the threat, formal threat/risk assessment may be required (e.g. during lunch hour a fifteen year old student posts a picture he drew on the cafeteria wall depicting a boy shooting students in a school cafeteria).

In these exceptional cases, the “worrisome behaviour” occurs in a setting where, by circumstance or design, there is an audience that may be traumatized and their reactions to the incident may trigger a broader trauma response in the school and community system. In these cases, failure to recognize the traumatizing impact of high profile “worrisome behaviour” (under-reacting) may result in dramatic overreacting by members of the school and community system. To avoid overreactions, a formal activation of the threat/risk assessment protocol is warranted. Parents shall be contacted and involved in follow up planning as required.

Some examples of high-risk violence/threat making behaviours include but are not limited to:

- ☐ serious violence or violence with intent to harm or kill;
- ☐ verbal/written threats to kill others;
- ☐ internet website/MSN threats to kill others (refer to Appendix 1 for abbreviations commonly used on the internet);
- ☐ possession of weapons (including replicas);
- ☐ bomb threats;
- ☐ fire setting;
- ☐ sexual intimidation or assault;
- ☐ gang related intimidation and violence.

Some additional issues to be considered when assessing violence/threat making behaviours:

- ❖ There is no profile or checklist for the high-risk student. Some students who actually pose a threat display very few traits of the traditional high-risk students while others seem to meet the general criteria. In reality, students who commit serious acts of school violence can function anywhere on the High-Risk Student Continuum *(traditional, mixed-type and non-traditional). The key point is that multidisciplinary teams should not be deceived by stereotypes of the traditional high-risk student while failing to take seriously the threats of those who appear non-traditional.
[*A traditional (stereotypical) high-risk student is one already diagnosed with oppositional defiant disorder (ODD), conduct disorder, or coded as severe emotionally/behaviourally disturbed. The system is already well aware of this student due to a history of violent or disruptive behaviour. A non-traditional high-risk student has demonstrated no relevant prior violent behaviour and has rarely or never been in trouble.]
- ❖ Fluidity between homicidal and suicidal domains is common in many youth who commit serious acts of violence. Many threat makers do not pose a risk to others but may be thinking of killing themselves. However, it is not the role of the threat assessment team to assess suicidal students unless the student has engaged in other high-risk behaviour that has resulted in the team being called in the first place. General suicide risk assessment, independent of threats towards others, is outside of the specialized role of the TAT: counsellors or others trained in suicide prevention would continue to handle these cases independent of the team. Where the TAT may become involved is when factors contributing to the suicidal behaviour of the student are identified and related to school dynamics (e.g. the student is the recipient of violence or threats of violence at school).
- ❖ High-risk behaviours are assessed using dispositional and contextual data. Teams are not just interested in the disposition or personality of the threat maker; they are also interested in the context within which threats occur. Contextual variables (e.g. a student loses a friend from the basketball team who was just killed in a car accident; parents just separated and his girlfriend broke up their relationship and the student has just threatened to kill a classmate who has been bullying him for years) are examples of factors that may contribute to threat-making behaviour at a certain point in time. The implication is that someone could

be high-risk under certain circumstances that when addressed may result in eliminating the risk.

BEHAVIOURS THAT TYPICALLY DO NOT WARRANT FORMAL THREAT/RISK ASSESSMENT

In practice, the TAT members regularly consult with each other on situations of concern but “formal” action (activating the School Division Protocol) is only taken when particular criteria are met. There are several situations where the protocol will either not be activated or will be a later consideration rather than a primary intervention.

A. Immediate Risk Situations:

These situations include armed intruders inside the building or on the periphery who pose a risk to some target or targets, or active shooter (attacker) scenarios. When immediate risk is identified, the principal or designate will contact the police through 911 and take steps to ensure the safety of all school members, as outlined in established protocols (e.g. hold and secure, full-scale lockdown, etc.) In these cases a threat is posed and the matter is one of immediate police intervention, not threat assessment. TAT does not have an immediate role here but may be utilized following the immediate crisis to assist with a follow-up inquiry and recommendations. Parents shall be contacted as determined by police in consultation with the principal.

In these situations, the TAT will not undertake a formal Threat/Risk Assessment until the situation has been stabilized, the assailant detained and the services of the formal TAT requested. In many cases, the legal system will have already referred the assailant for a comprehensive forensic assessment.

B. Students Under Twelve Years of Age:

When students under the age of twelve engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Although formal activation of the TAT may not occur, students who are even younger may benefit from police involvement as a way for the law enforcement team member to provide a “teaching moment” for the child. School Resource Officers can play an important role in these circumstances.

Generally speaking, most threat-related behaviour exhibited by elementary aged students would fall into the category of “worrisome behaviours”. Just because a student is ten or eleven years of age, however, does not mean they cannot pose a risk. If there is a significant increase in baseline behaviour, weapons possession, or clear, direct and plausible threats, the formal TAT will still be activated.

C. Worrisome Behaviours:

Worrisome behaviours are those that cause concern for members of the school system and may indicate that a student is moving toward a greater risk of violent behaviour. This would include instances where a student may be engaging in behaviours such as:

- ☐ drawing pictures;
- ☐ writing stories in class;

- making vague statements that do not, in and of themselves, constitute “uttering threats” as defined by law, but are causing concern for some members of the school community because of their violent content.

The majority of high-risk behaviour, from Kindergarten to grade 12, falls into this category. In keeping with the duty to respond to threat-related behaviour, all worrisome behaviours will be communicated to the principal or designate who will consult with some members of the TAT and if deemed necessary, the Superintendent's Department. In these cases, the team is not activated formally. This allows the principal to consult confidentially on cases without needing to activate the formal team for what may be minor incidents. The police may be consulted but not through a formal “complaint” because there is not sufficient data/evidence to warrant that action. If further data is obtained that suggests the student has uttered threats to kill, or is in possession of a weapon, then the team is formally activated to deal with the new data. Parents shall be contacted and involved in follow-up planning as required.

In many cases, following up on “Worrisome Behaviours” results in good early intervention measures. There are also cases where “a little data leads to a lot” and what seems like a minor case can quickly evolve to the formal activation of the TAT.

D. Non-School Hour Cases:

If information is received by a TAT member regarding a threat that is “clear, direct, and plausible” before or after school hours, police will be called and parent(s) or caregiver(s) will be notified immediately so that they can take steps to notify and protect the target. As a second step, the TAT will be activated if the situation is deemed to have potential to pose ongoing risk to some member(s) of the school community.

THREAT / RISK ASSESSMENT PROCESS: ISSUES FOR CONSIDERATION

Definition of Threat Assessment/Stage I Assessment:

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to harm a target or targets) actually poses a risk to the target(s) being threatened. Although many students, and others, engage in threat making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary TATs engage in a data collection process, through semi-structured interviews, to determine “initial levels of risk” that may be posed and plan necessary risk-reducing interventions. Interviewing the target, bystanders, peers, teachers, caregivers, checking the locker and the bedroom are all part of the “data collection and immediate risk reducing intervention” associated with this stage. This stage is focused on the threat or violence at hand and whether or not the student poses an immediate risk. Some cases are isolated incidents between two individuals related to a particular issue and no actions by the TAT are required beyond the Stage I assessment and intervention. Other cases are simply a moment in time along the complex, evolutionary pathway to serious violence where TATs learn that the incident at hand is one of many increases in baseline over the past weeks, months or years and without further intervention the student is likely to escalate further. In these situations, although the particular threat behaviour may be assessed as low risk, evaluation of the data indicates a more comprehensive risk assessment is required.

Definition of Risk Assessment/Stage II Assessment

A risk assessment is typically a more lengthy process that involves a number of standardized tests and measures that go beyond the scope of the school-based multidisciplinary TAT assessment. After the “initial level of risk” is assessed and “immediate risk reducing intervention” has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student who has made a threat (or has already engaged in violence) actually poses a threat or risk of further violence to some known or unknown target(s) at some unknown period in time. The student may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student’s functioning and to use that data to guide longer term intervention and treatment goals. At this stage, the TAT can draw on the expertise and/or jurisdictional authority of child protection workers, forensic psychologists or psychiatrists, specialized treatment programs, etc. While the primary purpose of the multidisciplinary TAT is to respond to threat assessment cases, individual members of the TAT may also be involved in risk assessment cases as well. The focus is on more comprehensive (often global) evaluation and longer term treatment planning.

Fair Notice:

Prior to any threat assessment protocol being implemented, all students, staff and parents should be provided with information about the protocol and procedures so that “fair notice” is given that threat behaviour will not be tolerated. The TAT leader and other appropriate school division personnel should take the lead in presenting the protocol to ensure that students, parents and staff are all aware that the protocol is a division policy and that a consistent message is given regarding the use of the protocol. All members of the school community must know that schools have “a duty to respond to threat-related behaviours”. In other words, all high-risk behaviours will be taken seriously and high-risk students assessed accordingly.

A school shall publicize its threat response and intervention process at the beginning of every school year (or to new students when they transfer into the school). The school shall clearly explain what is expected of students – for example, students who know about a threat are expected to inform school authorities. As well, schools shall practice lock down procedures. The school shall also make clear to parents that if their child makes a threat of any kind, they will be contacted and will be expected to provide information to help evaluate the threat. (See Pembina Trails School Division Fair Notice and Process Brochure.)

Create an Expectation for Responsible Reporting:

All staff and students need to be advised that any person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the school principal and/or his/her designates. Actively teach students that seeking adult support for worrisome behaviour is not “ratting or snitching” but, rather, a social responsibility for the wellbeing of all. School staff need to actively counter the “code of silence”.

It is also important for all to understand that no action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds. In such exceptional cases, the person making the malicious report should be dealt with according to school division policy and law, where applicable.

Responsible Sharing of Information:

Most provinces have legislation that permits information sharing under circumstances where there is imminent danger. It is important to review the relevant legislation and guidelines in Manitoba (Manitoba Pupil File Guidelines, Child Protection Services), and Canada (Youth Criminal Justice Act) to ensure compliance while providing for school safety.

The Supreme Court of Canada 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 Violence 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.

Schools officials have greater flexibility to respond to ensure the safety of the general student population in an educational setting than law enforcement officials have in a public setting.

Therefore, if an individual is in possession of information that may indicate that there is an imminent danger to the health and safety of any person or persons and the source of the information is reliable, the *information* can be shared *without consent*. If information has been shared without consent, the individual shall be advised with whom the information was shared as required by law.

The Youth Criminal Justice Act also provides direction regarding sharing and disposal of information:

All sharing of youth justice information (i.e. relating to young persons aged 12-17 inclusive who are being dealt with under the criminal law) is subject to the nondisclosure provisions under ss. 119(2) of the Youth Criminal Justice Act.

Under ss.125 (6), the Youth Criminal Justice Act enables information in a YCJA record to be shared with any professional or other person engaged in the supervision or care of a young person – including a representative of any school board or school or any other educational or training institution – for a range of reasons, including safety of staff, students or other persons. Such sharing of information does not require the young person's consent.

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

The Manitoba Pupil File Guidelines (pages 22-24) outlines the process related to third party requests for information. A third party is a person, group of persons or an organization other than the person that the information is about and other than the school division or district maintaining the record. In particular:

- Personal Information (FIPPA) – staff may disclose personal information about a pupil if disclosure is necessary to protect the mental or physical health or the safety of any individual or groups of individuals (clause 44(1)(l)).
- Personal Health Information (PHIA) – staff may disclose personal health information about a pupil if the school division or district reasonably believes that the disclosure is necessary to prevent or lessen a serious and immediate threat to the mental or physical health or safety of the pupil or another individual or to the public health or public safety (clause 22(2)(b)).
- Youth Criminal Justice Information (YCJA) – Youth criminal justice information in a pupil file can be disclosed by school staff to ensure the safety of staff, students or other persons (subsection 125(6) of the YCJA).

Involving Parents in Threat/Risk Assessment:

A. Parent (Caregiver) Notification – (Threat Maker)

Parent(s) or caregiver(s) of the threat maker should be notified at the “earliest opportunity”. Specifically, notification should occur after the TAT has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential.

Notification guidelines follow that of the standard practice for fist fights between two students at a school. Before school administration calls home, they collect some initial data, talk with the students involved and then notify the parents (caregivers) of the situation and the circumstances surrounding it.

In the case of threat/risk assessment, the parent(s) or caregiver(s) are also part of the assessment process as they are necessary sources of insight and data regarding the “bedroom dynamic”, “increases or decreases in baseline”, and other contextual factors that may be either “risk-reducing or risk-enhancing”. As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and school to more fully assess the student and collaboratively plan for appropriate intervention where necessary. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all. (See Pembina Trails School Division Fair Notice and Process Brochure).

B. Parent (Caregiver) Notification – (Target):

In the event a student has been determined by the TAT to pose a moderate or high level risk to a specific target(s), the parent(s) or caregiver(s) of the target(s) should be notified at the “earliest opportunity.” Often the target and his/her parent(s)/ caregiver(s) are fearful or traumatized by the situation. Notification therefore should be done with skill, tact and planning. A plan should be made for possible emotional supports the family may need. As such, if the threat is “clear, direct and plausible” or the TAT feels violence may be imminent, notification will occur after the target is secured/protected (if the case is unfolding during school hours and the target is present at school) from potential harm. If the initial threat is not “clear, direct and plausible”, and data collected by the TAT indicates a low level of risk to the target(s), the parent/caregiver of the target(s) may be informed.

C. Common Reasons for Delay of Notification:

If the student discloses child abuse during the threat/risk assessment process, Child Protection personnel will collaborate with the TAT on appropriate timing of parent(s) or caregiver(s) notification of the threat/risk assessment. The Child Protection agency may opt to notify parents or caregivers themselves as part of their child protection investigation.

In some cases, prior history with the parent(s) or caregiver(s) of the threat maker or target may denote that the parent(s) or caregiver(s) pose a risk of violence to staff or others. In these cases, notification of such adults would be timed to minimize potential risk and the police member of the TAT may opt to notify the parent(s) or caregiver(s) themselves.

Taking the time to do a proper initial assessment can prevent some of the extreme overreactions that have occurred in several low risk cases across this country.

There are also times when a case may first appear as a threat assessment but quickly prove to be a minor non-threat related situation.

The Role of Police: Levels of Threat

In immediate risk situations such as armed intruders inside the building or on the periphery who pose a risk to some target or targets, or active shooter (attacker) scenarios, the principal or designate will contact the police through 911, and take steps to ensure the safety of all school members. In these cases an immediate risk is posed and the matter is one of immediate police intervention. In all other instances, the role of police will vary depending on the level of threat:

A. Low Level:

Poses little threat to public safety and in most cases would not necessitate police investigation for a possible criminal offence. Police interventions, if any, may involve minimum interview with the student and his or her parents.

B. Moderate Level:

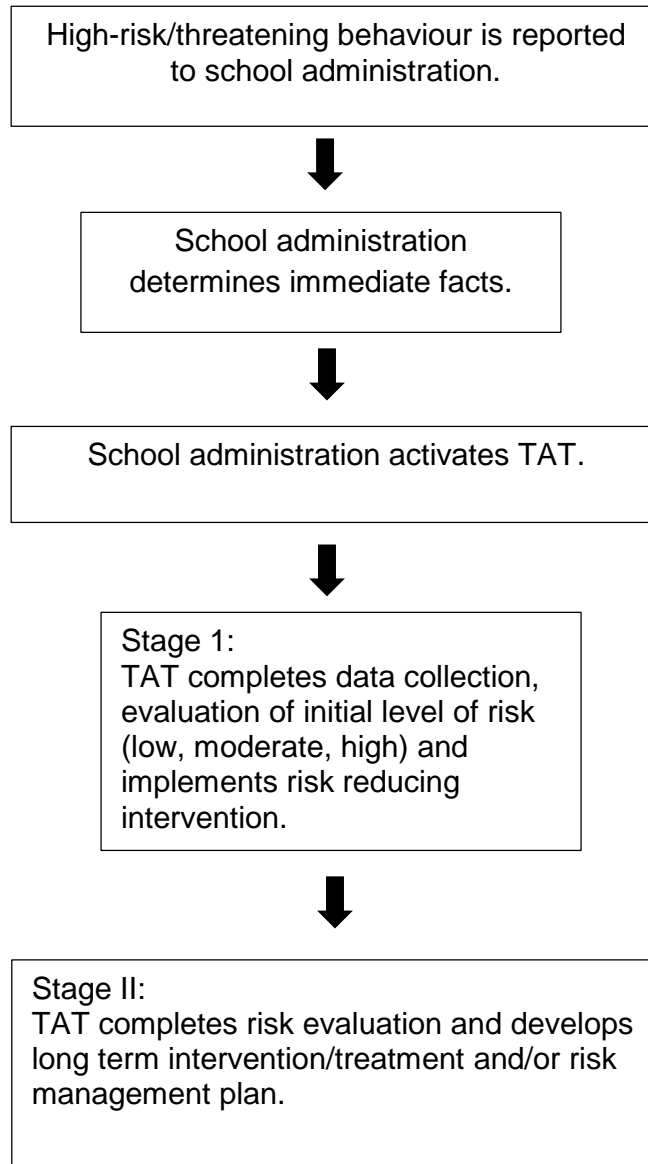
A moderate-level threat will sometimes warrant investigation as a possible criminal offence. The response should in most cases include contacting police, as well as other sources, to obtain additional information (and possibly reclassify the threat into the high or low category).

C. High Level:

A high-level threat is highly likely to result in criminal prosecution. The school should immediately inform the police and implement any crisis response plans deemed necessary. Police should be kept informed of subsequent actions taken in response to the threat.

CONDUCTING A THREAT/RISK ASSESSMENT

Overview of Process:



Pre-suspension Intervention Caution

It is imperative that school administration develop a preliminary intervention plan to manage threat makers prior to an out-of-school suspension. An out-of-school suspension is high risk as this period is often viewed by high-risk students as the “last straw”. It is in this stage that many threat makers decide to finalize a plan to terrorize their school or attack a specific target: this can include homicidal or suicidal acts. The suspension does not “cause” the violence to occur but creates the necessary “context” for the high-risk student, who is already struggling with suicidal and/or homicidal ideation, to take the final step from planning to action. School administration is responsible to determine whether suspension is warranted but consultation with the TAT team should always be a precursor to a final decision on the matter. If suspension is necessary, a critical question beyond “when to suspend” is “where to suspend”. The isolation and disconnection felt by high-risk students during an out-of-school suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports. In some cases this may involve hospitalization, placement through child welfare services or enlisting parent/caregiver support in helping to keep the child and others safe.

It is especially important that a school not deal with threats by simply kicking the problem out the door. Expelling or suspending a student for making a threat must not be a substitute for careful threat assessment and a considered, consistent policy of intervention. Disciplinary action alone, unaccompanied by any effort to evaluate the threat or the student’s intent, may actually exacerbate the danger – for example, if a student feels unfairly or arbitrarily treated and becomes even angrier and more intent on carrying out a violent act.

REMEMBER:

First Hypothesis in Threat Assessment: “It’s a cry for help!”

Second Hypothesis: “Fluidity.”

Data Collection/Interview Process:

A. The Interviewer:

“An investigative, sceptical, inquisitive mindset is critical to successful threat assessment.” (Fein, et. al. 2002)

An investigative mindset is central to successful application of the threat assessment process. Threat assessment requires thoughtful probing, viewing information with healthy scepticism and paying attention to key points about pre-attack behaviours. Authorities who carry out threat assessments must strive to be both accurate and fair. Moreover, threat assessors should question the information in front of them continuously. Ideally, there should be credible verification of all essential “facts.” Information about a potential attacker’s interests, statements and actions should be corroborated, wherever possible.

The investigative mindset and perspective also rely on common sense. Threat assessors working to understand a given situation should step back periodically from the individual details of an inquiry or investigation

and ask whether information gathered makes sense and supports any hypothesis developed concerning the risk posed by the subject of the threat assessment inquiry.

1 (V. Fein, B. Pollack, R. Modzeleski, Threat Assessment in Schools Guide 2002.)

B. The Interviewed:

The following are individuals who should be interviewed when a formal threat assessment is activated:

- ☐ the reporter(s);
- ☐ collaterals (teachers and other school staff, students);
- ☐ the parent(s)/caregiver(s);
- ☐ the target(s);
- ☐ the threat maker(s)

C. Planning/Staging of Interviews

Prior to conducting a “series of interviews” (e.g. those beyond that of the “reporter”) the team should ask the following questions:

1. The first question to be asked is an overriding one, “How much time do we have?”

When threats are clear, detailed and denote a specific time that is imminent, (e.g. a student reports after lunch that his friend said at 2:15 p.m. today he is going to finally “bring a gun to school and blow away the freaks in math class”), action will need to be taken to ensure the safety of possible targets. In these situations, police involvement is critical and lockdown procedures may need to be implemented. When the threat is not imminent, circumstance will help the team determine who and when to engage in the strategic interviewing process. In some instances, the threat-maker may be among the last people to be interviewed.

However, most threat assessment cases are opened as soon as those behaviours listed in this protocol (“Behaviour that Typically Do Warrant Threat/Risk Assessment” (p.14-15)) come to the attention of any TAT member.

2. The second question to be asked is, “Who will be interviewed?”

It is understood that those selected for initial interview often provide information that results in further interviews being conducted with more individuals. TATs need to decide who the most credible and best-informed individuals are and focus on them first.

3. The third question to be asked is, “In what order will we interview them?”

If the threat is not imminent, the TAT has the flexibility (based on circumstance) to decide in what order to interview. For example, the threat-maker may be one of the last individuals to be interviewed if initial data suggests that the risk is low and the team wants to look at credible collateral information first. (e.g. talk with some of the threat-maker’s teachers before interviewing the threat-maker).

4. The fourth question to be asked is, “Who will interview whom?”

The answer to this question will depend on circumstance and “relationships” between the team members and those to be interviewed. Some individuals may be interviewed one-on-one while the team may decide that two members should be present while interviewing others.

Depending on the severity of the case one TAT member may serve as the primary interviewer to ensure continuity of data collection and interviewing technique. The higher the level of potential risk the more appropriate it is to use a primary interviewer to lead the process. When criminal charges are likely, the police member of the TAT may take the lead; when mental health issues appear to be the dominate concern the clinical member of the TAT may take the lead, etc.

D. The Strategic Interview:

Contextual data will need to be collected. Multiple aspects of the threat-maker’s life need to be explored through the data gathering process. Contextual data may be obtained from various sources including teachers and other school staff, students, target(s), threat maker(s), parents/caregivers and others.

Refer to Stage 1 Threat/Risk Assessment Interview and Report Guide (Attachment B2) for an explicit and thorough guide to interview questions and the types of data to be collected by the multidisciplinary threat/risk assessment team.

Evaluation of Data:

Following a thorough Stage I assessment of all contextual information, risk factors, responsible information sharing and careful consideration of data and information provided by the family, the TAT typically will determine if the risk of immediate harm is low, moderate or high.

It’s important to make this determination prior to implementing long term interventions so as to ensure that the interventions are consistent with and responsive to the level of risk posed by the student. Again, it is important that the TAT keep in mind the negative implications of either under-responding or over-responding.

Intervention and Management:

There are a number of intervention and management issues to consider.

A. Criminal Charges

In cases of violence or criminal threats, the police officer assigned to or consulting with the TAT has “first call” as to whether or not charges will be laid when a student is 12 years of age or older. If the law enforcement team member chooses not to proceed legally at the time then he/she may continue with the Stage I Threat Assessment Team. A police investigation does not prevent the remaining TAT members from continuing on with data collection relative to the threat assessment including obtaining history of prior target selection, site selection and shifts in baseline behaviours. It is understood that collaboration with TAT members will be ongoing, notwithstanding the fact that each team member has his/her own “jurisdiction”.

B. Guidelines for Re-entry into School

When data suggests that a student poses a threat to others, he/she may be suspended from school until a more comprehensive assessment can be conducted. TAT teams guide the process from initial assessment, to planning interventions to decrease risk, to planning for re-entry into a school where a suspension has occurred. This is best accomplished when the TAT outlines, in writing, steps the student, family, school and others need to follow to ensure an appropriate assessment(s) is conducted prior to re-entry into the school. Following the completion of necessary assessments, the initial TAT members may work with the student and the parent(s)/ caregiver to develop a plan for re-entry that becomes a signed contract by all participants including the student and parent(s), as circumstances warrant.

C. Supportive Services

TAT members may need to consult with other agencies to plan supportive services. For example, it may be necessary to consider the need for increased supervision in the school setting, referral to community based mental health services, psychiatric consultation/hospitalization, or in rare cases, secure residential treatment. It is also important to ensure that the support services and interventions extended to the student and family are culturally appropriate and/or accessible within the context of the limitations of the community. Recommending services that are not readily available or accessible can add to the level of anxiety and risk inherent in the family structure.

D. Supporting Targeted or Victimized Students or Staff

The TAT clinician (psychologist, therapist, social worker, counsellor) should be responsible to ensure that the recipient(s)/victim(s) of the student threats/behaviours are assessed and that services are provided as necessary. As the threat may be directed towards one or more students, an entire class or the school population in general, the circumstances will dictate how far reaching an intervention may be. The TAT clinician and the school administrator should determine if crisis counselling or a crisis response team is needed to re-establish calm.

Key Point: There may be cases where the recipient of a threat has engaged in high-risk behaviours that led to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to be assessed for high-risk behaviour as well.

UNAUTHORED THREATS: ASSESSMENT AND INTERVENTION

Unauthored threats are typically threats to commit a violent act against an individual(s), specific group or site (e.g. the school). They may be found written on bathroom walls or stalls, spray painted on the side of schools, posted on the internet, letters left in a conspicuous place (teacher's desk), etc.

At the time of this writing, there are no known North American cases where an unauthored threat to kill was issued and a homicide occurred on the day the threat stated.

Although unauthored threats may be credible in the world of global terrorism, in the field of school-based child and adolescent threat assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to assess the unauthored threat, attempt to identify the threat maker and to avoid or minimize the crisis/trauma response (postvention, e.g. crisis/trauma management).

Summary of Key Actions to be Taken

Upon discovery of a written threat, the administrator/designate shall take action to ensure the following:

1. Document the threat by recording words and taking a clear, legible photo of the threat.
2. Lock or close off room where threat was discovered until initial assessment has occurred. If initial assessment indicates a need for police involvement, call police, maintain the security of the location and await police directive. Removal of evidence is dependent on police directive and/or response time.
3. Get name of person(s) who discovered and reported the threat.
4. Principal/designate consults with Superintendent's Department and/or divisional contact.
5. If a student or students have reported the threat, contact their parent(s) or guardian(s) to indicate follow-up is occurring. The timing of the contact can vary according to circumstance, but should be done before the student(s) goes home.
6. In a moderate to high risk situation where many staff and students are aware of the written threat, inform staff of what has occurred and advise what to tell students. In these situations, students, staff and parents should be notified by letter providing general information, and reassuring them that police have been notified. In written communication, do not repeat what was said in the threat. Notify all other groups in the school, such as day cares or nursery schools.
7. Complete Threat Incident Report Form.

Assessing the Threat/Language of Commitment:

TATs should assess the language of commitment in determining the initial level of risk associated with a particular unauthored threat. Based on the current data (e.g. the language of the threat), consider the following factors:

1. Amount of detail (location where the violence is to occur, target(s), date and time the violence is to occur, justifications, etc.).
2. Threatened to do what with what ("kill", "murder", "ruin your lives", "shank", "shoot", etc.)?

3. Method of delivery of the threat (who found/received the threat, when did they receive it, where did they receive it, who else did they tell and who else knows about it?).
4. Is the threat clear, direct, plausible and consistent?

Identifying the Threat Maker:

In many cases the author is never found, but there are steps that can be taken to identify the author(s).

A. Indicators:

1. Handwriting analysis
2. Word usage (phrases and expressions that may be unique to a particular person or group of people [street gang, club, sports team, etc.])
3. Spelling (errors or modifications unique to an individual or group)

B. Contra-indicators:

1. Some authors will switch gender and try to lead the reader to believe they are a boy (or girl) when they are not or pretend to be someone else as a setup.
2. Some individuals who write unauthored "hit lists" embed their own names in the list of identified targets.

Depending on the severity of the threat, some or all staff members may be asked to assist in analyzing the unauthored threat.

Depending on the severity of the threat, some students may be asked to give their opinion regarding the origin and authorship of the threat.

Postvention: Crises/Trauma Management:

If the language of threat is low risk and only a few people are aware of the incident, there is usually no need to notify students, staff and/or parents. In some schools and communities, the unnecessary notification of a "threat-related" incident will cause more damage than good.

If the language of the threat is low risk but several students, staff and others are aware of the incident and it appears to be elevating the anxiety of some in the school, then all students, staff and parents should be notified.

Sample

Dear Parents:

"You may be aware that information was received by school officials that resulted in the threat assessment protocol being activated. This was a precautionary measure only as the incident was not one that posed any risk to students or staff. However, as part of our ongoing commitment to ensuring a safe learning environment we take all issues that may affect school safety seriously (see Board Policy: JICM)."

If the threat is more specific and deemed a moderate to high risk and includes names of particular targets, then those targeted must be notified. In the case of student targets, parents or caregivers must be notified pending any unique circumstances. If the case is only

known to a few and the target selection is very clear and specific, then the rest of the students and staff would only be notified if they are directly related to the case.

If the threat is deemed moderate to high risk but several students and staff outside of the target group are aware, then all students, staff and parents should be notified in general terms that an incident is under investigation and the school is following the lead of the police. Ensure everyone that all students and staff are safe and that the situation is being managed collaboratively as part of the multidisciplinary TAT protocol.

Whether the threat is high risk or not, if the school and community are responding traumatically then it is appropriate to consider closing the school for the day upon which the threat was intended to be carried out or, more commonly, increased police presence on the day or time surrounding the intended time the threat was to be carried out. This action can only be contemplated and carried out in collaboration with and with the authorization of the Superintendent.

Information should always be communicated for the purpose of modeling appropriate openness and reducing/mitigating an increase in system anxiety. How information is shared will depend on circumstance and the outcome of consultation involving the Superintendent, Winnipeg Police Service and School Administration.

Conclusion

The materials and information in this protocol are intended as an informed guide to assessing, intervening with and managing high-risk, violent and threat-making behaviour. Importantly, no two cases are the same and each individual incident must be treated as unique. The strengths of this model lie in the use of a multidisciplinary team that investigates and evaluates all the factors and contexts of the student's life and the specific incident of concern.

Ensuring safe schools requires far more than just threat/risk assessment procedures. It requires evidence-based, preventive Safe School Climate initiatives, strong student/staff relationships, ongoing training and refining of all policies, procedures and protocols that promote socially responsible behaviour.

APPENDIX 1: ABBREVIATIONS COMMONLY USED IN EMAIL OR MSN COMMUNICATIONS

Abbreviation & Meaning

@TEOTD At the end of the day
143 I love you
2G2BT Too good to be true
404 I don't know
4EAE Forever and ever

A

A3 Anytime, anywhere, anyplace
AAF As a matter of fact
AAK Asleep at keyboard
AAMOI As a matter of interest
AAP Always a pleasure
AAR At any rate
AAS Alive and smiling
ACK Acknowledge
ADD Address
ADN Any day now
ADR Address
AEAP As early as possible
AFAIK As far as I know
AFK Away from keyboard
AFPOE A fresh pair of eyes
AIGHT Alright
AISB As it should be AKA Also known as
ALCON All concerned
AML All my love
AOTA All of the above
ASAP As soon as possible
A/S/L Age/sex/location
ASL Age/sex/location
AT At your terminal
ATM At the moment
AWOL Away without leaving
AYEC At your earliest convenience
AYOR At your own risk
AYSOS Are you stupid or something
AYTMTB And you're telling me this because

B

B/F Boyfriend
B4 Before
B4N Bye for now
BAK Back at keyboard

BAU Business as usual
BB Be back
BBIAF Be back in a few
BBIAM Be back in a minute
BBIAS Be back in a sec
BBL Be back later
BBS Be back soon
BBT Be back tomorrow
BC Because
BCNU Be seein' you
BCOS Because
BF Best friend
BDN Big damn number
BFN Bye for now
BG Big grin
BGWM Be gentle with me
BFG Big f***ing grin
BIOYN Blow it out your nose
BLNT Better luck next time BM&Y
Between me and you
BOL Best of luck
BPLM Big person little mind
BRB Be right back
BRT Be right there
BTA But then again
BTDT Been there, done that
BTW By the way

C

CMIIW Correct me if I'm wrong
CMON Come on
COB Close of business
COS Because
C/P Cross post
CR8 Create
CRB Come right back
CRBT Crying really big tears
CU See you
CUA See you around
CUL See you later
CUL8R See you later
CWYL Chat with you later
CYA See ya
CYO See you online

D

D/L Download
DL Download
DEGT Don't even go there
DIKU Do I know you?
DQMOT Don't quote me on this
DTS Don't think so
DV8 Deviate

E

EBKAC Error between keyboard and chair
EF4T Effort
EG Evil grin
EMA E-mail address
EMFBI Excuse me for butting in
EMSG E-mail message
ENUF Enough
EOD End of day
EOM End of message
EVA Ever
EZY Easy

F

F2F Face to face
F2T Free to talk
FBM Fine by me
FC Fingers crossed
FICCL Frankly I couldn't care less
FISH First in, still here
FOMCL Falling off my chair laughing
FITB Fill in the blank
FRT For real though
FWIW For what it's worth
FYEO For your eyes only
FYI For your information

G

G Grin
G/F Girlfriend
G2CU Good to see you
G2G Got to go
G2R Got to run
G9 Genius
GA Go ahead
GAL Get a life
GB Goodbye
GBU God bless you
GDR Grinning, ducking, and running

GD/R Grinning, ducking, and running
GFI Go for it
GG Gotta Go or Good Game
GIAR Give it a rest
GIGO Garbage in, garbage out
GL Good luck
GL/HF Good luck, have fun
GLNG Good luck next game
GMTA Great minds think alike
GOI Get over it
GOL Giggling out loud
GR8 Great
GR&D Grinning, running and ducking
GT Good try
GTG Got to go
GTRM Going to read mail

H

H&K Hugs & kisses
H2CUS Hope to see you soon
H8 Hate
HAGN Have a good night
HAGO Have a good one
HAND Have a nice day
HF Have fun
HHIS Head hanging in shame
HOAS Hold on a second
HRU How are you?
HTH Hope this helps
HV Have

I

IAC In any case
IANAL I am not a lawyer
IB I'm back
IB I'm back
IC I see
ICBW It could be worse
IDK I don't know
IDTS I don't think so
IDUNNO I don't know
IG2R I got to run
IIRC If I remember correctly
ILBL8 I'll be late
ILU I love you
ILY I love you
IM Instant message
IMHO In my humble opinion
IMNSHO In my not so humble opinion

IMO In my opinion
IMS I am sorry
INAL I'm not a lawyer
IOW In other words
IRL In real life
IRMC I rest my case
IUSS If you say so
IYKWIM If you know what I mean
IYO In your opinion
IYSS If you say so

J

j00r Your
JAC Just a sec
JIC Just in case
JJA Just joking around
JK Just kidding
JMO Just my opinion
JP Just playing

K

K8T Katie
k/b Keyboard
KB Keyboard
KISS Keep it simple, stupid
KIT Keep in touch
KOC Kiss on cheek
KOTC Kiss on the cheek
KOTL Kiss on the lips
KNIM Know what I mean?

L

l33t Leet, meaning "elite"
L8R Later
LD Later, dude / Long distance
LERK leaving easy reach of keyboard
LMAO Laughing my a** off
LOL Laughing out loud
LTM Laugh to myself
LTNS Long time no see
LYLAS Love you like a sis

M

M8 Mate
MFI Mad for it
MorF Male or female?
MoS Mother over shoulder
MSG Message
MTF More to follow

MTFBWU May the force be with you
MUSM Miss you so much
MYOB Mind your own business

N

n00b Newbie
N1 Nice one
NBD No big deal
NE Any
NE1 Anyone
NFM None for me / Not for me
NIMBY Not in my back yard
NLT No later than
NM Nothing much / Never mind
NMH Not much here
NO1 No one
NOYB None of your business
NP No problem
NRN No response/reply necessary
NVM Never mind
NW No way
NW) No way out

O

OIC Oh, I see
OMG Oh my God
OMW On my way
OO Over and out
OOH Out of here
OOTD One of these days
OP On phone
OTB Off to bed
OTL Out to lunch
OTOH On the other hand
OTT Over the top
OTTOMH Off the top of my head
OTW Off to work
OVA Over

P

PCM Please call me
PDQ Pretty darn quick
PLMK Please let me know
PLS Please
PLZ Please
PM Private Message
PMFI Pardon me for interrupting

PMFJI Pardon me for jumping in
POAHF Put on a happy face
POS Parent over shoulder
PPL People
PROLLY Probably
PRT Party
PRW People/parents are watching
PTL Praise the Lord
PTMM Please tell me more
PXT Please explain that
PU That stinks!

Q

Q Queue
QIK Quick
QT Cutie

R

RL Real life
RME Rolling my eyes
ROFL Rolling on floor laughing
ROTFL Rolling on the floor laughing
ROTFLUTS Rolling on the floor laughing
unable to speak
RSN Real soon now
RTFM Read the f***ing manual
RUOK Are you okay?

S

SAL Such a laugh
SC Stay cool
SETE Smiling Ear-to-Ear
SICNR Sorry, I could not resist
SIG2R Sorry, I got to run
SIS Snickering in silence
SIT Stay in touch
SLAP Sounds like a plan
SMHID Scratching my head in disbelief
SNAFU Situation normal all fouled up
SO Significant other
SOL Sooner or later
SOMY Sick of me yet?
SOTMG Short of time, must go
SPK Speak
SPST Same place, same time
SRY Sorry
SS So sorry
SSDD Same stuff, different day
SSINF So stupid it's not funny

STR8 Straight
STW Search the Web
SUITM See you in the morning
SUL See you later
SUP What's up?
SYL See you later

T

T+ Think positive
TA Thanks a lot
TAFN That's all for now
TAM Tomorrow a.m.
TBC To be continued
TBD To be determined
TBH To be honest
TC Take care
TGIF Thank God it's Friday
THX Thanks
THNX Thanks
THNQ Thank-you
TIA Thanks in advance
TIAD Tomorrow is another day
TLK2UL8R Talk to you later
TMB Text me back
TMI Too much information
TMOT Trust me on this
TMWFI Take my word for it
TNSTAAFL There's no such thing as a
free lunch
TPM Tomorrow p.m.
TPTB The powers that be
TSTB The sooner, the better
TTFN Ta ta for now
TTTT These things take time
TTYL Talk to you later
TTYS Talk to you soon
TU Thank you
TY Thank you
TYT Take your time
TYVM Thank you very much

U

UCMU You crack me up
UGTBK You've got to be kidding
UKTR You know that's right
UL Upload
UR Your / You're
UV Unpleasant visual
UW You're welcome

V

VEG Very evil grin
VFM Value for money
VGC Very good condition
VIP Very important person
VM Voice mail
VSF Very sad face

W

WAM Wait a minute
WAN2TLK Want to talk
WAYF Where are you from?
W/B Write back
WB Welcome back
WC Who cares
WCA Who cares anyway
WIBNI Wouldn't it be nice if
WDALYIC Who died and left you in charge
WDYK What do you know
WIIFM What's in it for me?
WISP Winning is so pleasurable
WITW What in the world
WIU Wrap it up
WK Week
WKD Weekend
WRT With regard to
WOMBAT Waste of money, brains and time
WRK Work
WRUD What are you doing?
WTB Wanted to buy
WTF What the f*ck
WTG Way to go
WTH What the heck?
WU? What's up?
WUCIWUG What you see is what you get
WUF? Where are you from?
WWJD What would Jesus do?
WWYC Write when you can
WYLEI When you least expect it
WYSIWYG What you see is what you get

X

X Kiss
XLNT Excellent

Y

YA Your
YBS You'll be sorry
YCMU You crack me up
YGBKM You've got to be kidding me
YKWYCD You know what you can do
YMMV Your mileage may vary
YR Your
YR Yeah right
YRYOCC You're running your own cookoo clock
YSYD Yeah sure you do
YW You're welcome

Z

ZZZZ Sleeping (or bored)

THREAT RISK ASSESSMENT PROTOCOL – ATTACHMENT A

EXHIBIT # JICM – E - 1

THREAT ASSESSMENT

Date of Threat:			
MECY#:			
School:			
Threatener's Name:	Age:	Sex:	Grade:
Victim or Potential Victim:			
Location of Threat:			
Threat Reported or Witnessed By:			
Category of Behaviour:			
Specificity of Threat: Threatener has (circle all that apply)			
Acquired means (weapon) to attack	Communicated intent to others	Developed a plan	Displayed stalking- type behaviour
Carried out threat/violent act	Selected target(s)	No plan developed	
Brief threat details: (Describe specific behaviour and/or language. Any history? Events prior to incident? Triggers, etc.?)			
Initial action by principal or designate:			

**STAGE 1 - THREAT RISK ASSESSMENT REPORT – ATTACHMENT B1
EXHIBIT # JICM – E - 1**

STAGE 1 THREAT / RISK ASSESSMENT REPORT

I. IDENTIFYING DATA	
Student Name:	Date of Threat:
Birthdate:	Date of Report:
MET #:	Age:
School:	Grade:
Parent/Caregiver #1:	Relationship:
Parent/Caregiver #2:	Relationship:
II. REASON FOR STAGE 1 ASSESSMENT	
III. ADDITIONAL INFORMATION RELATED TO THE INCIDENT	
IV. OTHER AGENCIES INVOLVED	
V. DATA OBTAINED FROM	

VI. ECOLOGICAL FACTORS
<p>1. Personality, Behaviour & Developmental Functioning of the Threat Maker:</p> <p>Individual Factors:</p> <p>Contextual Factors (Triggers):</p> <p>Empty Vessel:</p>
2. Family Dynamics and Structure:
3. School Dynamics and Structure:
<p>4. Social /Peer & Community Dynamics:</p> <p>Peer Dynamics:</p> <p>Community Dynamics:</p>
VII. SITUATIONAL HYPOTHESIS/CLINICAL PERCEPTION OF THE SITUATION
VIII. LEVEL OF CONCERN
<p><input type="checkbox"/> Low Level of Concern</p> <p>Risk to the target(s), students, staff, and school safety is minimal.</p> <ul style="list-style-type: none"> • 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.
<p><input type="checkbox"/> Moderate Level of Concern</p> <p>The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.</p> <ul style="list-style-type: none"> • 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 threat maker has taken preparatory steps (e.g. looking for/ securing weapons), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" • Moderate or lingering concerns about the student's potential to act violently. • Increase in baseline behaviour.

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

IX: PLAN OF ACTION

- ☐ Low to Moderate Level of Concern
Implement the Intervention Plan (Most students can be managed at school with interventions.)
- ☐ Moderate to High Level of Concern
The Threat Assessment Team has determined that a more comprehensive assessment and a longer term intervention/treatment plan is required (Stage II Threat Assessment, e.g. when additional external agencies/further intensive assessments are required in order to develop an appropriate intervention plan).

X: STUDENT THREAT/RISK ASSESSMENT INTERVENTION PLAN

Complete the Intervention Plan template on the following page. A copy of the Intervention Plan only shall be placed in the student's Cumulative File for reference purposes. A copy of the complete Stage 1 Threat/Risk Assessment Report (B1) shall be stored at the school in the student's Student Services File, with copies forwarded to the Director of Clinical and Extended Services.

Results of the Threat/Risk Assessment findings and recommendations shall be reviewed and discussed with parents. Student(s) may be involved as appropriate. A finalized copy of the Intervention Plan/recommendations only shall be provided to parents along with a cover letter.

STUDENT THREAT/RISK ASSESMENT INTERVENTION PLAN

Please complete and place a copy of this plan in the student's Cumulative File for reference purposes.

Student Name:	Date of Threat:
Birthdate:	Date of Report:
MET #:	Age:
School:	Grade:
Parent/Caregiver #1:	Relationship:
Parent/Caregiver #2:	Relationship:
ACTIONS TAKEN:	
<input type="checkbox"/> Disciplinary action taken:	
<input type="checkbox"/> Intended victim warned and/or parents or guardians notified:	
<input type="checkbox"/> Suicide assessment initiated on: By: (Title/Name)	
<input type="checkbox"/> Contract not to harm self or others created (attach copy to Intervention Plan):	
<input type="checkbox"/> Alert staff and teachers on a need-to-know basis:	
<input type="checkbox"/> Daily or <input type="checkbox"/> Weekly check-in with: (Title/Name)	
<input type="checkbox"/> Strategies to hold accountable for whereabouts and on-time arrival to destinations (e.g. hall pass, sign-in sheet):	
<input type="checkbox"/> Backpack, coat and other belongings check-in and check-out by: (Title/Name)	
<input type="checkbox"/> Late Arrival and/or Early Dismissal:	
<input type="checkbox"/> Increased supervision in the following settings:	
<input type="checkbox"/> Modify daily schedule by:	
<input type="checkbox"/> Behaviour Intervention Plan (attach copy to Intervention Plan):	
<input type="checkbox"/> Initiate/review IEP goals and plans:	
<input type="checkbox"/> Referral to Clinical Support Services: (Title/Name)	

<input type="checkbox"/> Intervention by support staff (Psychologist, Social Worker, Counsellor, Resource Teacher): (Title/Name)	
<input type="checkbox"/> Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe:	
<input type="checkbox"/> Drug and/or alcohol intervention with:	
<input type="checkbox"/> Review community-based resources and interventions with parents or guardians by: (Title/Name)	
<input type="checkbox"/> Obtain permission to share information with community partners such as counsellors and therapists:	
<input type="checkbox"/> Comprehensive evaluation and longer-term treatment intervention/planning required, e.g. referral to external agencies and/or mental health services to assist with assessment/planning (Stage II Assessment/Intervention):	
<input type="checkbox"/> Other action:	
PARENT/GUARDIANS	
<input type="checkbox"/> Parents will provide the following supervision and/or intervention:	
<input type="checkbox"/> Parents will:	
Monitor this Intervention Plan regularly and revise as appropriate:	
Review Date:	
Threat Assessment Team Members (list all members participating in the Stage I assessment:	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

STAGE 1 THREAT RISK ASSESSMENT INTERVIEW & REPORT GUIDE – ATTACHMENT B2, EXHIBIT # JICM – E - 1

STAGE 1 THREAT / RISK ASSESSMENT INTERVIEW AND REPORT GUIDE

(This guide is to be used in conjunction with “Assessing Violence Potential: Protocol for Dealing with Student Threat/High-Risk Student Behaviours.”)

Stage I – Primary Functions:

- ☐ Data Collection (may be collected from multiple sources including Cum file/Student Services file, Clinical file, locker search, teachers and other school staff, students, target(s), threat maker(s), parents/guardians)
- ☐ Evaluation of Initial Level of Risk (Low, Moderate or High)
- ☐ Risk Reducing Interventions

I. IDENTIFYING DATA

Student Name:	Date of Threat:
Birthdate:	Date of Report:
MET #:	Age:
School:	Grade:
Parent/Caregiver #1:	Relationship:
Parent/Caregiver #2:	Relationship:

II. REASON FOR STAGE 1 ASSESSMENT

Attach an electronic copy of the Threat Incident Report. Add additional information if required.

III. ADDITIONAL INFORMATION RELATED TO THE INCIDENT

Include additional information, as required, which will assist in clarifying intent, degree of planning and target dynamics. The following are possible areas for consideration:

a) Additional Threat Incident Related Variables

- Relevant history leading up to the incident
- Events that may have triggered the incident
- What was the motivation or perceived cause of the incident?
- Was there intent to harm or seriously injure the target(s)/victims(s)?
- Were weapons (knives, guns, replicas, machetes, etc.) brandished or involved in the threat?
- Additional information regarding who was present during the threat incident and their response?
- (This is important information to help assess whether threat of violence was increased or decreased by the response of others.)

b) Attack-Related Behaviours

This is critical information in determining if student's behaviours are consistent with the threat and in determining level of risk. Include all pertinent details, re: level of planning.

- Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)?
- Has the threat maker 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 threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?
- 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 and locations of police or security patrol?
- Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (e.g. lighting fire to cardboard tubes cut and taped to look like a pipe bomb, etc.)?
- Is there any evidence of attack related behaviours in their locker (backpack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?
- Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

c) Target(s) / Victim(s)

- This is critical information in determining the relationship dynamics between target/victim(s) to the threat maker and others, and the target's potential for violence as well.
- Does the target(s) have a history of violence or threats of violence?
- If yes, what is the frequency, intensity and recency (FIR) of the violence?
- What has been their past human target selection?
- What has been their past site selection?
- Do they have a history of depression or suicidal thinking/behaviour?
- Is there evidence of fluidity (movement between thoughts of self-harm and harming others)?
- Is there evidence of an increase in their baseline behaviour?
- Do they feel justified in attacking the threat maker and have they also de-humanized the threat maker?
- Is there evidence the target(s) instigated the current situation? (Was the threat provoked or unprovoked?)

IV. OTHER AGENCIES INVOLVED

Include previous involvement such as Child and Family Services (CFS), Manitoba Adolescent Treatment Centre (MATC), etc.

V. DATA OBTAINED FROM

List all sources of information used to compile data for the threat assessment (e.g. review of Cum file, Student Services file, Clinical file, interviews with teachers, students, parents, target, threat maker, etc.).

VI. INDIVIDUAL AND ECOLOGICAL FACTORS

Consider and include personal characteristics of the threat maker and the systems in which the threat maker interacts. This is important in order to determine level of risk, areas which will require intervention and also areas of strength which can be utilized in the development of an intervention plan.

1. Personality, Behaviour & Developmental Functioning of the Threat Maker

Individual factors

- Does the student have a mental health diagnosis?
- Are there irrational beliefs or ideas/mental health concerns?
- Does the student have a diagnosed special need(s) with consistent behavioural patterns as part of the issue?
- Does the threat maker have a history of violence, threats of violence or weapon possession?
- If yes, what is the frequency, intensity and recency (FIR) of the violence?
- Does the frequency, intensity and recency (FIR) of the violence denote a significant increase in behavioral baseline of the threat maker?
- Does the threat maker feel justified in attacking the target?
- Has the threat maker dehumanized the target?
- What has been their past human target selection?
- What has been their past site selection?
- Do they have a history of depression or suicidal thinking/behaviour?
- Is there evidence of fluidity (movement between thoughts of self-harm and harming others)?
- Is there evidence of religiosity in threat maker's language, writings, music (e.g. talk of God, hell)?
- Does the threat maker use drugs or alcohol?
- Is there a drug and alcohol baseline related to violence and is it different from when the student is clean?
- Is there a history of violence towards others, objects or property (e.g. fights, vandalism, fire setting)?
- How has the student reacted to recent or past disciplinary incidents?
- Contextual factors (triggers)?
- Is the place where they have been suspended to likely to increase or decrease their level of risk?
- Does the student have a history of trauma such as car accidents, falls, exposure to violence, abuse, etc.?
- 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, etc?
- Have their parents just divorced or separated?
- Are they victims of child abuse (recent or in the past, with concerns resurfacing at this time)?
- 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?

Empty Vessel

- Does the threat maker have a healthy relationship with a mature adult?
- Does the threat maker 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 the aggressor(s) and justify their actions?
 - Do they critique the aggressor's behaviours and 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 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?

2. Family Dynamics and Structure:

- How many homes does the threat maker reside in (shared custody, goes back and forth from parent to grandparents' home, etc.)?
- Who lives in the family home (full-time and part-time)?
- Is the threat maker 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?
- Are parents aware of and monitor computer/video game use?
- Who seems to be in charge of the family and how often are they around?
- Has the threat maker engaged in violence or threats of violence towards their siblings or parent(s)/ caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity and Recency (FIR)?
- What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
- Could a parent(s) or caregiver(s) be adding to or maintaining the justification process?
- Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
- What support do parents provide with regard to supervision?
- Does the student's level of risk (at home, school or the community) cycle according to who is in the home (e.g. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?
- Is there a history of mental health disorders in the family?
- Is there a history of drug or alcohol abuse in the family?

3. School Dynamics and Structure

- Review Cum/Student Services file for relevant data such as:
 - Nature of student's achievement/academic progress
 - History of difficulty controlling impulses or emotions
 - History of disruptive and/or aggressive behaviour
 - History of suspensions or behaviour incidents
- 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 (e.g. is the system 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 (e.g. 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 staff member(s) be adding to or maintaining the justification process?
- If several parents or staff members seem to be overreacting or under-reacting, consider whether past history of the individual(s) may be impacting the situation.

4. Social /Peer & Community Dynamics

Peer Dynamics

- Was there a clear victim and perpetrator dyad with power imbalance? (e.g. age, size, social power)
- Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process? (Is their baseline behaviour higher or lower than the threat makers?)
- Who is in the threat maker's peer structure & where does the threat maker fit (e.g. leader, co-leader, and follower)?
- Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?

Community Dynamics

- Are there any community dynamics that may have contributed to the threat making behaviour? (e.g. social/economic/racial/neighbourhood/gang tensions)

VII. SITUATIONAL HYPOTHESIS/CLINICAL PERCEPTION OF THE SITUATION

Based on the data collected summarize the team's theory of the function and context of the threat making behaviour.

VIII. LEVEL OF CONCERN

The threat assessment team reviews all data collected/findings and determines level of concern.

As a team, ask the questions: *“To what extent does the student pose a threat to school/student safety?” “Do they pose a threat to themselves or someone outside the school (e.g. family)?”*

☐ **Low Level of Concern**

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

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

☐ **Moderate 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 threat maker has taken preparatory steps (e.g. looking for/ securing weapons), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”*
- *Moderate or lingering concerns about the student’s potential to act violently.*
- *Increase in baseline behaviour.*

☐ **High Level of Concern**

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

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

IX: PLAN OF ACTION

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

Low to Moderate Level of Concern

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

Moderate to High Level of Concern

- ☐ The Threat Assessment Team has determined that a more comprehensive assessment and a longer term intervention/treatment plan is required (Stage II Threat Assessment, e.g. when additional external agencies/further intensive assessments are required in order to develop an appropriate intervention plan).

X: INTERVENTION PLAN

Use the following Student Threat Assessment Intervention Plan to address all concerns identified during the Stage I Assessment. A copy of the Intervention Plan only shall be placed in the student's Cumulative File for reference purposes. A copy of the complete Stage 1 Threat/Risk Assessment Report (B1) shall be stored at the school in the student's Student Services file, with copies forwarded to the Director of Clinical and Extended Services.

Results of the Threat/Risk Assessment findings and recommendations shall be reviewed and discussed with parents. Student(s) may be involved as appropriate. A finalized copy of the Intervention Plan/recommendations only shall be provided to parents along with a cover letter. See Exhibit JICM-E-2 for samples of parent letters.

STAGE 1 STUDENT THREAT / RISK ASSESSMENT INTERVENTION PLAN – ATTACHMENT B2, EXHIBIT # JICM – E - 1

Stage I Student Threat/Risk Assessment Intervention Plan

Primary Function:

Risk Reducing Interventions (for identified interventions add additional information as required).

Please complete and place a duplicate copy of this section only in the student's Cumulative File for reference purposes.

Student Name:	Date of Threat:
Birthdate:	Date of Report:
MET #:	Age:
School:	Grade:
Parent/Caregiver #1:	Relationship:
Parent/Caregiver #2:	Relationship:
ACTIONS TAKEN:	
<input type="checkbox"/> Disciplinary action taken:	
<input type="checkbox"/> Intended victim warned and/or parents or guardians notified:	
<input type="checkbox"/> Suicide assessment initiated on: By: (Title/Name)	
<input type="checkbox"/> Contract not to harm self or others created (attach copy to Intervention Plan):	
<input type="checkbox"/> Alert staff and teachers on a need-to-know basis:	
<input type="checkbox"/> Daily or <input type="checkbox"/> Weekly check-in with: (Title/Name)	
<input type="checkbox"/> Strategies to hold accountable for whereabouts and on-time arrival to destinations (e.g. hall pass, sign in sheet):	
<input type="checkbox"/> Backpack, coat and other belongings check-in and check-out by: (Title/Name)	
<input type="checkbox"/> Late arrival and/or early dismissal:	
<input type="checkbox"/> Increased supervision in the following settings:	
<input type="checkbox"/> Modify daily schedule by:	

<input type="checkbox"/> Behaviour Intervention Plan (attach copy to Intervention Plan):	
<input type="checkbox"/> Initiate/review IEP goals and plans:	
<input type="checkbox"/> Referral to Clinical Support Services: (Title/Name)	
<input type="checkbox"/> Intervention by support staff (Psychologist, Social Worker, Counsellor, Resource Teacher): (Title/Name)	
<input type="checkbox"/> Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe:	
<input type="checkbox"/> Drug and/or alcohol intervention with:	
<input type="checkbox"/> Review community-based resources and interventions with parents or guardians by: (Title/Name)	
<input type="checkbox"/> Obtain permission to share information with community partners such as counsellors and therapists:	
<input type="checkbox"/> Comprehensive evaluation and longer term treatment intervention/planning required, e.g. referral to external agencies and/or mental health services to assist with assessment/planning (Stage II Assessment/Intervention):	
<input type="checkbox"/> Other action:	
PARENT/GUARDIANS	
<input type="checkbox"/> Parents will provide the following supervision and/or intervention:	
<input type="checkbox"/> Parents will:	
Monitor this Intervention Plan regularly and revise as appropriate:	
Review Date:	
Threat Assessment Team Members (list all members participating in the Stage I assessment:	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

THREAT RISK ASSESSMENT INTERVENTION PLAN –EXHIBIT # JICM – E - 2

Dear Administrators,

Please find attached copies of parent letters related to threat assessment information and process. These letters are to be used as a framework for parent follow-up; the first, Letter #1, to be sent after you have made initial contact to indicate the need for a threat assessment involving their child.

It is important to note that in the event the student is suspended, Appropriate Educational Programming legislation states that school administrators can only suspend up to a maximum of five days. In addition, after these five days are complete, an educational plan must be in place (e.g. homework is sent home, tutoring is arranged, etc.).

Once the team has determined that a threat assessment is needed, follow the steps outlined in the “Pembina Trails Threat Assessment Protocol”. Upon completion of the process, a cover letter will be sent home to parents along with a copy of the Student Threat Assessment Intervention Plan. It is hoped that prior to the finalizing of the Intervention Plan, parents have participated in a review meeting and assisted in outlining the supports required to assist their child at home, school and in community (as required). In this case, Letter #2, Version 1 would be the covering letter attached to the Intervention Plan.

If parents did not participate in a review meeting and/or refused to be involved in the threat assessment process prior to the development of the Intervention Plan, Letter #2, Version 2 would be attached to the Intervention Plan and sent to the parents. It is hoped that follow-up contact to engage parents in a review of their child’s plan and progress would occur at a later date.

Letter #1
Attach Fair Notice/Threat Assessment Brochure

Threat Assessment Letter for Parents of Threat Maker(s)
Pre-Threat Assessment Process

Dear (Parent's Name):

This letter is intended as a follow-up to our (meeting/telephone) conversation of (date). As we discussed on (date) your son/daughter (name of child) has been referred for a threat assessment due to the incidents of (date). As you are aware from the Threat Assessment Brochure (attached) you received in September, a threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet or made by gesture only and may be direct, indirect, conditional or veiled. Pembina Trails School Division takes all threats seriously.

***** Choose Option A or Option B depending upon circumstance.**

Option A

You will be contacted by (name of Threat Assessment Team member) within the next few days to begin the threat assessment process.

Or

Option B

(Child's name) has been suspended pending the outcome of the threat assessment. You will be contacted by (name of Threat Assessment Team member) within the next few days to begin the threat assessment process and school work will be provided for (Child's name) during this time.

The school based threat assessment team will assess the level of threat. Information to assist in the evaluation may come from teachers, staff, other students (when appropriate), outside agencies, police and parents.

Once the threat assessment is complete a decision will be made, in consultation with yourself(selves), to determine what educational adaptations or interventions are required in order to ensure the safety of (name of child) as well as the other students in the school.

It is our intent to work with you to ensure that this threat assessment process is completed as quickly as possible. If you have any further questions in regard to this process please feel free to contact me at (name of school). Our telephone number is (telephone number of school).

Sincerely,

(Name of Principal)
c. Superintendent Link

Letter # 2
(Version 1)

**Follow-Up Letter to Parents of Threat Maker(s)
Post-Threat Assessment Review of Findings Meeting**

(Lack of Parent/Guardian Participation)

Dear (Parent's name):

The school-based Threat Assessment team has conducted a threat assessment as a result of the incident on (date) involving your child. Thank you for your participation and input on (date) where we reviewed the findings and discussed a number of recommendations to support (name of child). Based on this meeting, the attached Intervention Plan has been developed and outlines our plan of support. The school agreed to (state plan, e.g. 'arrange for weekly counseling for (child name) with the school counsellor or clinician'). You agreed to (state plan, e.g. 'contact the Centralized Intake to arrange for family counselling'). (Name of Child) agreed to (state plan, e.g. 'to actively participate in all counselling, and to not bring any type of weapon to school in the future').

To ensure that this plan is meeting the needs of (name of Child), it will be helpful to meet again to review how (name of child) has been coping. You will be contacted by (name of staff) in the near future to arrange a time to meet.

Thank you for your partnership in addressing this matter.

Yours sincerely,

(Principal's Name)
c. Superintendent Link

THREAT ASSESSMENT STRUCTURES/PROCESS

Procedures: Assessing Threat Making Student Behaviours

1. Any school division employee, student, parent or other having knowledge of student threat-making behaviour shall promptly report the information to the principal or designate.
2. Principals and vice-principals will receive training in threat assessment. As a result, all schools will have the capacity to conduct an initial review (gathering of information) to determine whether activation of the Student Threat Assessment Team (TAT) is warranted. The Threat Assessment Team may consist of the following personnel: the principal, clinical staff, counsellor, police (on call) and other appropriate members as named by the principal.
3. Based on the information, the principal or designate may activate the Student Threat Assessment Team to review available information and to determine a course of action.
4. When team activation is deemed necessary, the appropriate divisional personnel will be informed. These may include superintendents, director, Student Services consultants, etc.
5. If data is obtained that indicates the student(s) in question actually poses a threat, the Threat Assessment Team may involve other community/divisional personnel trained in threat assessment to assist with an intervention plan.
6. A Divisional Threat Assessment Committee is established to function as the driving force to develop policy, implement, consult, educate, collate and track divisional data, and develop the necessary expertise within the division. The divisional committee membership may consist of the following: superintendent(s), director, Student Services consultant, designated principals, clinicians, counsellor, Winnipeg Police Service and Child & Family Services personnel.
7. A Metro Management Risk/Threat Assessment Team Committee will coordinate the city-wide threat assessment protocol. Functions may include data collection, communication, debriefing, training and review of process and protocol.

THREAT ASSESSMENT STRUCTURE

**STUDENT THREAT
ASSESSMENT TEAM (TAT)**

**DIVISIONAL THREAT
ASSESSMENT COMMITTEE**

**METRO MANAGEMENT
RISK/THREAT ASSESSMENT
COMMITTEE**

THREAT RISK ASSESSMENT INTERVENTION PLAN – EXHIBIT # JICM – E - 4

High Profile Threat Incident Communication Checklist

The following checklist serves as a guide for a High Profile Threat Incident to assist with the identification and coordination of necessary responses. This pertains to situations judged to be of moderate to high risk and where several/many students, staff and parent community members are aware of the incident. In some of these incidents awareness is the result of media or police communication to the media. This checklist is not meant to be an all-inclusive listing of possible actions as it is recognized that each situation presents with some unique circumstances that must be taken into consideration.

- ☐ School administrator calls Superintendent to share information regarding High Profile Incident. (*All media requests are directed to Superintendent.)
- ☐ School administrator ensures all members of the School and Clinical Threat Assessment Team (TAT) are contacted and threat assessment protocol is initiated (parents of threat maker notified at “earliest” opportunity after initial data collected).
- ☐ School administrator calls Director of Clinical Support Services to assist as required.
- ☐ In consultation with the Superintendent, a plan is formulated that addresses the following:
 - content of a letter to be shared with the school’s parent community, staff and students
 - information/details to be shared with the school’s parent community, staff and students
 - information/details to be shared with administrator(s) of school(s) where sibling(s) attend and determine who will make this contact
 - information/details to be shared with administrators of immediate Family of Schools and administrators of all schools in the division and determine who will make this contact
 - consider need for information sharing with external programs sharing school space, e.g. child care centre, after school programming
- ☐ School administrator in consultation with TAT prepares *letters to school parent community and staff and determines distribution and follows-up with information/details to wider school community as determined with Superintendent .
*See attached sample letter.
- ☐ Prepare *information/materials for staff meeting (e.g. script for students, secretaries) and all staff (teachers, EAs, secretaries, day and evening custodians) at staff meeting time.
* See sample Student Threat Assessment – staff information – attached.
* See sample secretarial script – attached.

- ☐ School Administrator calls staff meeting (including all staff in school) to share information and remind staff all media requests are handled by the Superintendent.
- ☐ Identify children/staff at risk.
- ☐ Set up counselling area based on situation and needs - consider private spaces for individual and facilitated meetings.
- ☐ Consider having adults circulate in informal areas of school/school grounds (to be a presence for students/staff/parents congregated informally).
- ☐ Provide information to immediate Family of Schools.
- ☐ Provide information to schools previously attended by student.
- ☐ Provide information to schools where siblings attend.
- ☐ Provide follow up for identified students and staff as required.

Role of Superintendent:

- ☐ Superintendent links to school administration for ongoing debriefing and planning.
- ☐ Superintendent links to administration of other school divisions (as required), media and police.
- ☐ Provides information to all Divisional School Administrators and other Metro School Divisions (as required) highlighting critical period, need to inform support staff, need for heightened vigilance.

Sample Staff Meeting Information

STUDENT THREAT ASSESSMENT

The Pembina Trails School Division is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. To this end, the Board has established a protocol for responding to student threats/high-risk behaviours.

What is a Threat Assessment?

- ◆ A multidisciplinary team process that seeks to make an informed judgment on two questions:
 1. How credible and serious is the threat itself?
 2. Does the threat maker appear to have the resources, intent, and/or motivation to carry out the threat?

Threat Assessment Team Membership

- Key professionals who are trained in risk/threat assessment and by background deal with high risk students
- Multidisciplinary – gathering data and collectively sharing information as A TEAM
- Initial Assessment: Stage 1
 - School principal/designate
 - Clinician(s) (psychology/social work)
 - School team member (counsellor)
 - Police
 - Others
- Comprehensive Assessment: Stage 11
 - Child and Family Services
 - Psychiatry
 - Community service providers (MATC, Youth Emergency Crisis, Stabilization System)

Outcome – The Threat Assessment Process is working!

Things to consider:

Critical Period

Approximately two weeks following a traumatic event

Importance of teachers and school staff connection and vigilance (for the next few weeks and in general)

- ✓ Students will often first report concerns to individual staff members with whom they feel comfortable.
- ✓ Staff are often the first to observe changes in behavior and the dynamics of threat-making behavior.

Students at risk may display some of the following characteristics:

What staff should watch for:

- ✓ Changes in grades/behavior
- ✓ Not wanting to come to school
- ✓ Changes in family structure
- ✓ Lack of significant adult(s) in his/her life
- ✓ Lack of adult supervision
- ✓ Bullying/victimization
- ✓ Obsession with violence/weapons
- ✓ Violent themes in art/writing
- ✓ Mental health concerns
- ✓ Drug/alcohol use or abuse
- ✓ Withdrawn behaviour

Students with concerns should be referred to their counsellor.

Staff with concerns may speak to psychologist, social worker. Both of these individuals are trained in threat assessment. Also, feel free to speak to admin if you have any questions.

Sample Parents/Student Letter

Date

Dear Students and Parents:

We are writing this letter to inform you that (school) has been named, along with two other educational institutions in a serious threat made by two individuals. The Winnipeg Police Service has released information today that names our school along with two other educational institutions and a church as the possible subjects of threats of violence made by these two individuals. They are now in police custody.

Although these types of occurrences are very troubling, rest assured that students and staff are safe at school. All schools in the Pembina Trails School Division, including (school) operate with a very effective threat assessment protocol with a multidisciplinary team of professionals that assess and manage these types of occurrences. This protocol was activated this week, in response to information provided by the Winnipeg Police Service, and potential threats to the school were assessed and acted upon according to the protocol.

We are very grateful that our school remains safe and that no harm has come to anyone in our school community as a result of these circumstances.

Sincerely,

Sample Script for Secretarial Team

Responses to Telephone Inquiries:

Do's:

- ✓ Be upbeat and positive.
- ✓ Assure callers that the school and everyone here is safe.
- ✓ It is business as usual today.
- ✓ The Provincial Math Exam is proceeding as planned.
- ✓ Limit your conversations to the above points.
- ✓ Direct all other questions to admin voice messaging.
- ✓ Make note of unusual callers and notify admin immediately.
- ✓ Refer any media inquiries to the Superintendent's Office.

Don't:

- ✗ Engage in conversations where the caller seeks to verify information or speculate on information or opinions.
- ✗ Provide information other than those points listed above.

Please notify Admin by email immediately if members of the media appear at the school.