



## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

### Policy H.11 (Formerly 6950)

#### Threat and Risk Assessment

**Date Updated:** January 2017

#### PREAMBLE

The Haida Gwaii Board of Education of School District No. 50 wishes to promote and contribute to a safe and secure environment for all within the educational environment. The board requires that all threats be treated seriously. This means that all threats will be assessed, and that appropriate interventions and disciplinary actions taken in accordance with Policy. Threats include, but are not limited to:

- Unwelcome visitors
- Weapons Intrusion
- Student Threats

#### Definitions:

*Threat:* a statement of an intention to inflict pain, injury, damage, or other hostile action on; a person or thing likely to cause damage or danger.

#### PROCEDURE

##### 1.0 Assessing and Responding to Threats

- i. Police will be contacted in cases of aggressive or violent behavior/ presence of weapons.
- ii. In cases where an assault is in progress, this is of the highest priority and will require immediate response.
- iii. Schools are encouraged to develop a warning system by which the school can be alerted to the presence of a "threat" on school property.
- iv. Each school is to review this threat assessment policy with all staff, students and PAC at the beginning of each school year;
- v. Students and staff who become aware of a threat are to inform the school administration immediately;
- vi. Schools are to report all threats involving threat assessment procedures to the Superintendent and Board outlining the incident, the assessed threat level, actions and interventions taken and planned;
- vii. Communication with the media will be done solely through the Superintendent's office.

##### 2.0 General guidance to staff:

- i. use professional judgment, common sense, and discretion and do not overact;
- ii. safety is the number one priority;
- iii. get immediate assistance from a staff member who can attend the situation with you;
- iv. direct a responsible person to inform a school administrator that there is a crisis;
- v. If you are unsure of the person's intent or feel an immediate risk to yours or others safety call the police immediately
- vi. direct all others (onlookers) to a safe area;
- vii. isolate the individuals involved if possible and appropriate;
- viii. complete a Violent Incident Report form.

2.1 School staff will receive ongoing in-service to enable them to deal effectively with incidents as they arise.

2.2 School Staff, students, witnesses involved in Threat incidents will be supported in identifying appropriate follow up support.



## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

3.0 Administration is expected to:

- i. Secure the school environment by informing RCMP to assist in detaining students involved in a violent situation is necessary
- ii. notifying parents/guardians,
- iii. implementing the school discipline policy as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety;

### **4.0 School threat assessment team**

An “assessment Team” may be formed to assess Student intervention needs, based on the level of the threat (reference: *Threat & Risk Assessment Training Guide*, pages 51-58, page 131),

- i. May consult with outside experts, and provide intervention recommendations to the school principal as per Form 6950-1 Threat Assessment, Screening and Reporting document;
- ii. When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians.
- iii. Whenever possible, parents should be an integral part of the risk assessment process;
- iv. The district threat assessment team will meet with the school Principal and one other member of the school threat assessment team to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action;
- v. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team;

Additional Resources:

British Columbia School Act Section 177

Threat and Risk Assessment Training Guide



# SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

FORM 6950-1

## Student Threat Assessment, Screening and Reporting

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

### THREAT ASSESSMENT SCREENING AND REPORTING

The School Threat Assessment Team should initiate a Threat Assessment Screening when a *student makes a threat, or if there is concern that a student may be about to act out violently, or has acted out violently.* Information should be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Principal and consists of:

- Administrator (Principal, Vice-Principal)
- School/District Counsellor if possible
- Teacher

This Threat Assessment Screening will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. Contact administrative offices as necessary for guidance. Actively seek information from:

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

Student: \_\_\_\_\_ School: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Parent Name: \_\_\_\_\_ Date of incident: \_\_\_\_\_

#### Step 1: Make Sure All Students Are Safe

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

#### Step 2: Notify the Student's Parent(s) or Guardian(s)





## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

- History of disruptive behaviour? \_\_\_\_\_
- Aggressive behaviour? \_\_\_\_\_
- Suspension? \_\_\_\_\_
- Expulsion? \_\_\_\_\_
- Nature of the student's achievement/academic progress? \_\_\_\_\_
- Irrational beliefs or ideas? Mental health concerns? \_\_\_\_\_
- Student accepts responsibility for actions? Denials? \_\_\_\_\_
- Are peers fearful of the student? \_\_\_\_\_
- Staff fearful of the student? \_\_\_\_\_
- Drug or alcohol concerns? Nature of substance use/abuse? \_\_\_\_\_
- Initiator or victim of harassment or bullying? \_\_\_\_\_
- Student experiencing hopelessness, personal failure, desperation, depression? \_\_\_\_\_
- History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)? \_\_\_\_\_
- Student feels treated unfairly? Grievances, grudges? Against whom? \_\_\_\_\_
- Result of attempts to solve these problems? \_\_\_\_\_
- Recent loss or emotional trauma? \_\_\_\_\_
- Loss of status: Shame, rejection, humiliation, failed love relationship? \_\_\_\_\_
- Member of a closed peer group? \_\_\_\_\_
- Does the student's peer group reinforce antisocial attitudes? \_\_\_\_\_
- Quality of support? \_\_\_\_\_
- Quality of the student's relationships with peers/adults at school? \_\_\_\_\_
- What support will parents provide? \_\_\_\_\_
- Lack of supervision? \_\_\_\_\_
- How will the student react to discipline in the current situation? \_\_\_\_\_
- Student's reaction to recent or past disciplinary incidents? \_\_\_\_\_

### Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?"



## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

### □ **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.

### □ **Medium Level of Concern**

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

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

### □ **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.

### **Step 6: Decide on a Course of Action**

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

#### □ **Low to Medium Level of Concern**

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

#### □ **Medium to High Level of Concern**

- The School Threat Assessment Team has determined that a Level II Threat Assessment is needed and that Law Enforcement investigation is needed. Immediately notify the Superintendent at 250 559 8471. Contact the RCMP.
- *If there is imminent danger, call the RCMP immediately at 250 626 3991 or 250 559 4421 (e.g., a gun is found).*
- While awaiting contact from the Level II, District Threat Assessment Team (DTAT), complete the Intervention Plan below and use it to provide for student safety. Document all interim steps taken by the School Threat Assessment Team (STAT).

### **Step 7: Develop an Intervention Plan**

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



SCHOOL DISTRICT NO. 50 HAIDA GWAI  
BOARD POLICY MANUAL

6950-2 School Intervention Plan

**SCHOOL INTERVENTION PLAN (attach additional pages as needed)**

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

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

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

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

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

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

Date of incident: \_\_\_\_\_

- Disciplinary action taken:**
- If suspended, student will return on:** \_\_\_\_\_
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or  Weekly check-in with (Title/Name): \_\_\_\_\_
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by: \_\_\_\_\_
- Late Arrival Early Dismissal.
- Increased supervision in these settings: \_\_\_\_\_
- Modify daily schedule by: \_\_\_\_\_
- Behaviour plan (attach a copy to this Threat Assessment Screening).
- Intervention by support staff (Psychologist, Social Worker, Counsellor).
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: \_\_\_\_\_
- Drug and/or alcohol intervention with:
- Referral to IEP team to consider possible Special Education Assessment.*
- If Special Education student, review IEP goals and placement options.*
- Electronic copy sent to Superintendent Date: \_\_\_\_\_
- Review community-based resources and interventions with parents or caretakers.
- Maintain permission to share information with community partners such as counsellors and therapists.
- Other action: