

Administrative Procedure 106

PROTOCOL FOR SCHOOLS DEALING WITH THREAT AND RISK ASSESSMENT

If there is imminent risk:

- Call 911.
 - Administer any first aid if required.
 - Call a member of the Superintendents' Team.
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Preamble:

Schools need to have prevention programs in place that foster the development of positive rapport with students and promote a safe and caring culture.

Wolf Creek Public Schools adopted policy in January 2003 that mandates schools to have “**zero tolerance for not responding to threat-making or threat-related behaviors**”. This means that all threat-related behaviors will be taken seriously and assessed accordingly. Determining what actions will be taken in any case (legal, disciplinary, mental health evaluation, etc.) will depend on the context of all relevant related events.

TRA protocols are activated to determine level of risk, collaboration with partnering agencies, and to determine immediate and long-term actions to keep students and schools safe.

The purpose of this Administrative Procedure is to guide administrators through the appropriate steps and procedures that are outlined in detail in the TRA Protocols.

The Community Threat and Risk Assessment Protocol revised in 2013/14 has been developed based on the work of J. Kevin Cameron, Board Certified Expert in Traumatic Stress, and Superintendent Glenn P. Woods, OIC Behavioral Sciences Branch, Royal Canadian Mounted Police, Ottawa, Canada.

School Readiness: The Role of the Administration (Before a threat):

1. Administrators will ensure that all families receive the Superintendent's Fair Notice letter at the beginning of the year or when new families register.
 - i. The following list provides some examples of how schools will provide the fair notice letter.
 1. Registration forms
 2. School handbooks/agendas
 3. First Newsletter of the year
 4. Mail outs

2. Administrators will ensure all staff are informed of this Administrative Procedure and the Threat and Risk Assessment protocol at the beginning of the school year and when new staff are hired throughout the school year.
3. Administrators will ensure all staff knows the Initial Team members. The Initial Team should include:
 - School Principal (or designated trained staff)
 - School Social Worker or Family School Liaison Worker
 - District Social Worker and/or Assistant Superintendent of Inclusive Learning Services
 - School Resource Officer (or local liaison RCMP member) - optional
4. Administrators will ensure their Initial Team members know how to access the Comprehensive Team. The Comprehensive Team will include the Initial Team members plus all or some partnering agencies.

Administrative Directive (during a threat):

1. Determine if there is an “actual” threat that requires activation of the TRA protocols or if it is worrisome behavior (as defined by this procedures and the TRA protocols).
 - 1.1 A **threat** is any specific, concrete and plausible expression of intent to do harm or act out violently against someone or something.
 - 1.2 **Worrisome** behavior is defined as those behaviors that cause concern and may indicate that a student is moving toward a great risk of violent behavior.
 - 1.3 Threats and worrisome behaviors can include but are not limited to:
 - i. Verbal/written threats
 - ii. Physical violence
 - ii. Electronically generated threats (i.e. text messaging, websites, FaceBook, Nexopia, etc.)
 - iii. Possession or use of weapons, including replicas
 - iv. Bomb threats
 - v. Threats of arson
 - vi. Sexual intimidation or assault
 - vii. Gang related intimidation and violence

**** NOTE:**

- Threats may be written, verbal, drawn, posted, or through gestures and may be: direct, indirect, conditional or veiled. These specific terms are outlined in TRA training and are used to help determine the severity of the threat.
- The determining factor between threats and worrisome behavior is the intent and to act, with means at a specific target.
- If it is determined that the action is NOT a threat then defer to your progressive discipline process.

2. Quick Evaluation to determine the level of threat

1. Gather the Initial Team - no decision should be made in isolation;
2. Examine the chart below;
3. Make an Initial determination that will indicate how the rest of the TRA process will proceed.

<p>Low Level of Concern (worrisome behavior)</p>	<p>Medium Level of Concern (threat making behavior)</p>	<p>High Level of Concern (imminent risk)</p>
<p>Majority of concerning behavior. Threat is vague and indirect. May include violence in drawing, writing, is within the general range for typical baseline behavior for the student in question.</p>	<p>Individual has access to a weapon; making threats to destroy school (bomb or fire); is making verbal/written (e.g. Internet) threats to injure or kill self or others. Violent action is possible. Increase in baseline behavior.</p>	<p>Individual is in possession of a weapon and poses a serious threat to self or others. Significant increase in baseline behavior. Immediate intervention is required.</p>
<p>Administration & SSW/FSLW will consult to determine if threat is <i>Generalized</i> or <i>Direct Threat Generalized (no target or time frame)</i>:</p> <ul style="list-style-type: none"> - Admin and SSW/FSLW (police if appropriate) meet to decide if Initial TAT Team is activated - Complete Form 106F* <p><i>Direct Threat (target specified)</i>:</p> <ul style="list-style-type: none"> - Initial TAT Team activated - Data collected - Develop plan of action - Complete Form 106F* 	<ul style="list-style-type: none"> - Report incident to Principal - Principal will consult with Initial TAT Team - Determine if Comprehensive TAT Team needs to be activated - Comprehensive Team activated by District Office - Develop a plan of action - Complete Form 106F* <ul style="list-style-type: none"> • Complete Form 106G 	<p>Immediate Response:</p> <ul style="list-style-type: none"> - Phone Police - Lock down protocol - Take steps to ensure safety of students/staff/identified victims <p>Secondary Response:</p> <ul style="list-style-type: none"> - Comprehensive TAT Team meets to assess - Complete Form 106F* <ul style="list-style-type: none"> • Complete Form 106G

3. Actions for an Imminent Threat

- 3.1 In the case of **imminent** threat, Administration or Acting Administration will CALL 911 and take the appropriate emergency response measures.
- 3.2 Administration or Acting Administration will contact the District Social Worker and/or the Assistant Superintendent of Inclusive Learning Services or alternate member of the Superintendents' Team.

*** District Office will automatically activate the Comprehensive TAT Team and coordinate with the school and the other agencies that need to be involved.
- 3.3 The Superintendents' Team will coordinate and communicate with media.
- 3.4 Administration will proceed with the following steps:

4. Administrative Actions During Threat

Stage 1: Initial Threat Assessment Team (TAT): Data Collection and Immediate Risk Reducing Interventions

Performed by the school-based Team (Initial Team or TAT), which must, at minimum, include the school principal (or designated trained staff), School Social Worker/Family School Liaison Worker, District Social Worker and/or Assistant Superintendent of Inclusive Learning Services and may include police. The Initial data collection focuses on gathering case specific data using the Threat Assessment Data Collection Form. The data collection results in an intervention plan. Adhere to the following steps:

Step 1: Immediate Actions:

- Make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.
- If necessary, appropriately monitor and/or detain the student(s) of concern. This would be appropriate to have the SRO/police as a part of the Initial Team.
- Do not allow “student(s) of interest” access to coats, backpacks, desks, or lockers.
- Determine if the threat maker has immediate access to the means (knife, gun, etc.)
- If appropriate, check the locker, backpack, desk, etc.

Step 2: Call the Initial TAT Team and then notify the District Social Worker and/or the Assistant Superintendent of Inclusive Learning Services of the Stage 1 Team activation.

Step 3: If necessary, the “trained” TRA SRO/police member will be notified and sharing of Initial data will take place. The Team and police will determine if a history of weapons possession, use, or violence is noted in police accessible records (when appropriate.)

Step 4: In collaboration with the School Social Worker/FSLW determine who will strategically interview those involved both directly and indirectly.

Immediate data may be obtained from multiple sources including:

- Those who reported the incident, the target(s) and any other possible witnesses (school staff, classmates, caregivers, school records, activities such as internet histories, other PARENTS.)

Step 5: Ensure [Form 106F](#) - Threat Assessment Data Collection and Initial TAT Risk Reducing Intervention Plan is completed.

Stage 2: Comprehensive Multidisciplinary Risk Evaluation (activated by District Office)

This stage is focused on further data collection beyond the Initial data set obtained by the Stage 1 TAT. The Stage 2 Comprehensive Threat Assessment Team (C-TAT) may involve some or all of the following: additional police-based resources, psychology, psychiatry, mental health, child protection, young offender worker, and others. At Stage

2, the Comprehensive Team C-TAT members work in collaboration with the Stage 1 TAT to conduct the formal risk assessment and evaluation.

Step 1: The school administrators (and police, if involved) will:

- Take immediate action to reduce risk;
- Consult with District Social Worker and, if necessary, the Assistant Superintendent of Inclusive Learning Services;

Step 2: When it has been determined that a Comprehensive Team C-TAT will be convened, the District Social Worker and/or Assistant Superintendent will:

- Determine the appropriate community partners and contact the agencies' lead staff to determine the date, time and location of the Comprehensive Team C-TAT meeting;
All Comprehensive Team C-TAT members will share pertinent information, review all data, including data obtained from other sources.
- Collect data and use the Comprehensive Team C-TAT report form format;
- Evaluate level of risk to the safety of students, staff, community; and
- Make recommendations that reduce risk and provide student support.

Stage 3: Comprehensive Multidisciplinary Intervention Plan

At this stage, a formal meeting of the Stage 1 Initial Team (TAT) and Stage 2 Comprehensive Team (C-TAT) members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a Comprehensive, multidisciplinary intervention and management strategy.

As a result of the school division and community partners' evaluation of risk, the school division and partners will develop a risk management/student intervention plan. The risk management/student intervention plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the C-TAT. A follow up meeting date will be determined by all the partners in order to assess the implementation and effectiveness of the risk management/student intervention and support plan.

Administrative Follow-Up

1. Storage of Information:

- An Initial Team member will ensure the original Immediate Risk Reducing Intervention Plan ([Form 106F](#)) and/or Comprehensive/Multidisciplinary Intervention Plan ([Form 106G](#)) is maintained in the Student Record File (CUM)
- An Initial Team member will ensure all documentation (Data Collection Form, Immediate Risk Reducing Intervention Plan, and the Comprehensive/Multidisciplinary Intervention and Recommendations Plan) is scanned into DocuShare **within two weeks** after the incident.

2. At least one member from the Initial/Comprehensive Team is required to follow-up with a member of the School Initial Team regarding the Threat Assessment Risk Reducing Intervention Plan and/or the Comprehensive/Multidisciplinary Intervention

Plan. This follow-up will take place within four weeks of receiving the scanned document.

Professional development opportunities regarding dealing with threat-related behaviors in schools will be provided for members on the Initial/Comprehensive Team (or interested Wolf Creek staff) at minimum every three years or as needed.

Reference: [Form 106F](#): Threat Assessment Data Collection Form and Risk Reducing Intervention Plan
[Form 106G](#): Comprehensive/Multidisciplinary Intervention and Recommendations Plan

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