Community Threat Assessment Protocol Guide

for British Columbia

erase | EXPECT RESPECT & A SAFE EDUCATION

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BRITISH COLUMBIA | Ministry of Education and Child Care

Acknowledgements

In developing this protocol guide, numerous consultations were held. We would like to thank all who participated for their contributions, especially the following organizations:

- Ministry of Children and Family Development
- Ministry of Education and Child Care – Indigenous Education and Student Wellness and Safety branches
- Ministry of Health
- Ministry of Mental Health and Addictions
- Ministry of Public Safety and Solicitor General
- North American Center for Threat Assessment and Trauma Response
- RCMP "E" Division – Legal Advisory Section
- Safer Schools Together Ltd.
- School District #63 (Saanich)

Contents

Purpose

In British Columbia, school districts, independent school authorities, First Nation Schools, and community partners are committed to making our schools safe for students and staff, volunteers, and visitors. In 2012, a comprehensive prevention and intervention student safety strategy, Expect Respect and a Safe Education (erase), was launched by the Ministry of Education and Child Care (at the time, Ministry of Education). The erase strategy aims to support students, adults, and school staff build safe, caring and inclusive school communities.

All education and community partners have a shared obligation to actively take steps to address safety concerns through a Community Threat Assessment (TA) protocol process. A Community TA Protocol is designed to reflect the shared understanding and agreement between boards of education, independent school authorities, and community partners about how to collaboratively respond to threat-making and worrisome behaviour. The Community TA Protocol will enhance communication and the sharing of pertinent information among all partners in order to facilitate the TA process. This document is intended as a guide for the development of local Community TA Protocols.

The strength of this community partnership lies in a multidisciplinary threat assessment response team. In situations where data suggests a child, youth, or adult may pose a significant risk to themselves and/ or others, the Community TA Protocol partners agree to work together for the common goal of violence prevention, threat management, and safety planning.

Multidisciplinary Behavioural and Digital Threat Assessment (BDTA) is referred to as the missing link in threat assessment. Digital threat assessment is an integral component of the TA process and is required to ensure an accurate initial level of risk (concern).

Pathway to Violence

Trained TA Teams from community agencies work from the premise that serious violence is an evolutionary process. Pre-incident data is often available that can help school administrators, counsellors, police, mental health clinicians, and others intervene and prevent serious violence. This is achieved by sharing information, advice, and support that assists in the reduction of risk in the following ways:

- Build collaborative working relationships based on mutual respect and trust.
- Work in ways that promote safe, caring, and restorative practices for schools, protocol partners, and the community as a whole.
- Provide coordinated and integrated supports and services for subjects of concern and, as appropriate, for their families.
- Involve families in planning for services and supports for children and youth.
- Recognize the unique strengths of each subject of concern when developing interventions, supports, and services.
- Ensure Fair Notice is provided to all TA partners, students, parents/caregivers, and school staff.

Note: The Community TA Protocol is intended to be used by community-based multidisciplinary teams that have received Basic and Advanced TA training.
A Community TA Protocol is not a replacement for training and should only be used with trained multidisciplinary threat assessment teams.

Please note: This document is not intended to provide legal advice on any matter, including but not limited to the applicability of privacy legislation as it relates to the collection, use, and disclosure of personal information. Users of this document should obtain legal advice from their respective legal advisors whenever they consider it necessary to do so.

Community TA Protocol Development

The Community TA Protocol is a document that all community agencies use to effectively share information and act on situations that require threat/risk assessment procedures. Once developed, the signing authorities agree to support, communicate and implement the Protocol within their respective agencies with the purpose of maximizing the ability to respond and intervene in situations involving threat-related behaviours. It is important that this Protocol is effectively communicated to the public.

Community TA Protocol Committees

The development of the Community TA Protocol consists of two committees – a Community TA Committee and a Community TA Sub-Committee. Every community has unique factors to take into consideration when developing the Community TA Committee and Sub-Committee. Engage with First Nations, Metis, and Inuit community leaders when determining representatives for the TA committees.

TA Committee

Community TA Committee members consist of leaders from community organizations that will be involved in signing the formal protocol that commits their organizations together in this multi-agency initiative. The key roles of the Community TA Committee are to endorse the protocol and ensure their individual organizations have staff trained in TA.

It is suggested that the Board of Education or Independent School Authority will lead this committee. Ideally, the TA Committee will meet on an annual basis to ensure the TA Community Protocol is up-to-date and current best practices are implemented. Having some consistent members of the TA

Committee is highly recommended. The Committee could include the following members (please note that this list is not mandatory nor exhaustive):

- Superintendent of Public Schools
- Head of Independent School Authority
- Police Chief/Detachment Commander/ Officer in Charge
- Probation/Parole Director
- Ministry of Children and Family Development Executive Director of Service
- Regional Health Authority
- Head of First Nation Schools
- University/College President
- Hospital and/or Health Region Lead
- Delegated Indigenous Agency Representative
- Delegate from local First Nation/Band Council

The TA Committee as signatory parties will agree to:

- A multidisciplinary, collaborative approach to identify, investigate, and respond to threat-related and worrisome behaviours.
- Share necessary and relevant information that they have the lawful authority to disclose under their respective legislative regimes.
- Exchange appropriate information without delay while respecting the individuals' rights to privacy.
- Follow the process set out in the Community TA Protocol in undertaking a Threat Assessment to determine if the subject of concern actually poses a risk.
- The Board of Education, Independent School Authorities, and their community partners will commit to ongoing professional development in threat assessment training and program review.

TA Sub-Committee

The TA Sub-Committee members are designates who act on behalf of the organizational leads within the TA Committee and have received TA training. Factors such as the number of students, location (urban or rural), availability of community agencies, historical dynamics, and working relationships may influence the composition of the TA Sub-Committee. The TA Sub-Committee should meet throughout the year to review and update the Community TA Protocol if necessary, determine training needs, review specific cases, etc.

TA Sub-Committee members could include some of the following members (please note that this list is not mandatory nor exhaustive):

- Safe School Coordinator
- District Lead for Student Support Services
- District Lead for Inclusive Education
- Supervisor of Community Clinical Services
- Integrated Child and Youth (ICY) Team Program Leader
- Mental Health Clinician/Psychiatrist/Psychologist
- MCFD Team Leader (Child and Youth Mental Health/Child Protection/Integrated Team)
- MCFD Director of Operations
- School Liaison Officer/Officer in Charge
- Emergency Room Administrator
- Delegated Indigenous Agency Representative
- Youth and/or Adult Probation Officer
- Local independent school authorities and/or principals
- Local Band School principals

The responsibilities of the TA Sub-Committee include:

- Reviewing and updating the Protocol to ensure it is current and responsive to ever-changing needs (this should be done annually).
- Developing and maintaining a current list of all employees and volunteers within protocol agencies.
- Developing and maintaining a current list of TA lead(s) for each protocol partner.
- Making modifications to the Protocol as recommended by the TA Committee.
- Reviewing TA practice by having one or two cases presented to the Sub-Committee that highlight successes, challenges, and lessons learned on an annual basis or post-event.
- Developing an annual report to be shared with the TA Committee.
- Determining when additional training is required.

Community TA Protocol Teams

TA Teams

Every organization participating in the TA processes discussed in this document should have a TA Team who has received, at a minimum, Basic Threat Assessment training and who can activate the TA Protocol if necessary. School-based TA teams come together when Step 1: Screening of the TA process is activated and for incident screening, data collection, and immediate risk-reducing intervention planning.

**It is recommended that at least one member of your multidisciplinary TA Team has completed Digital Threat Assessment (DTA).*

School-based TA Team members could include:

- Principal and Vice Principal
- School Counsellor
- Police
- Integrated Child and Youth (ICY) Clinical Counsellor

Local police agency TA Team members could include:

- School Liaison Officer
- Threat Assessment Behavioural Science Unit member
- Domestic Violence Coordinator
- Gang and Gun Prevention Unit member
- Victim Services

Ministry of Children and Family Development (MCFD) Child and Youth Mental Health / TA Team members could include:

- Child and Youth Mental Health Team Lead
- Child and Youth Mental Health Clinicians
- MCFD Director of Operations

Multidisciplinary TA Team

Multidisciplinary assessments will have the role of determining accurate initial levels of risk and appropriate intervention. Multidisciplinary TA teams are composed of trained staff representing either school or community agencies.

Some incidents or behaviours will warrant the activation of Comprehensive Multidisciplinary TA, which is Step 2 of the TA protocol.

Elements within a Community TA Protocol Document

A Community TA Protocol typically contains the following elements to ensure the intent of the document is clear and functional. Use the suggested elements to best meet the needs of your individual community.

- Rationale
- Memorandum of Understanding between TA committee members
- Protocol Summary
- TA Model Overview
- Key Approaches in Threat Assessment
- Protocol Activation
- Roles
- Communication

Rationale

Consider providing a rationale for developing the Community TA Protocol and subsequent collaborative arrangements between community partners.

Sample Rationale:

The Board of Education, Independent Schools, First Nation Schools, and their community partners are committed to making our schools safe for all students, staff, and community members. As a result, we are collectively committed to responding to all student behaviours that pose a potential risk to oneself or other students, staff, and members of the community. The term 'partner' in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

Reports of threats may be received directly from students, staff, and other community partners. As per Fair Notice, all have a 'duty to report' behaviours that impact student safety. A Community TA Protocol has been established as part of a comprehensive school safety program for responding to threats in a multidisciplinary manner.

Along with early intervention measures, implementing a Community TA Protocol effectively supports collaborative planning to prevent traumatic events and reflects safe, caring, and restorative approaches. Timely sharing of information about individuals at risk for violence towards themselves and/or others can ensure that supportive plans are put in place.
The strength of this collaboration lies in the multidisciplinary composition of the TA response team. Promptly after a threat, the response team will share and review relevant student information and the details of the event to collaborate using a broad range of expertise. The collaborative process will respect the individual's rights to privacy and the safety of all, to the fullest extent possible, and all personal information will be collected, used, and disclosed only in accordance with privacy legislation and requirements.

Memorandum of Understanding

A Memorandum of Understanding that is co-created and co-signed by the Board of Education, Independent School Authorities, First Nation Schools, and community partners helps to formalize the agreed-upon approach to student safety, threat assessment, and support for youth exhibiting worrisome behaviour. Having a consensus in the community approach to threat-related behaviour will allow for easier risk assessment and subsequent supports for the student(s).

Sample: Memorandum of Understanding

The Community TA Protocol has been developed through a process of incorporating consultation and input from multiple departments, agencies, and groups. Board of Education, Independent Schools {insert names}, First Nation Schools {insert names}, and community partners join together in demonstrating, by the signing of this document, that the safety of our schools is of the utmost importance to all of us.

Effective implementation of a TA Protocol in B.C. schools and communities requires timely collaboration between multidisciplinary partners.

The Community TA Protocol can help facilitate effective and appropriate information sharing regarding youth in order to provide early intervention in situations in the school and/or community setting where a subject of concern is involved in threat-related or worrisome behaviour.

As partners, we agree that we will respond without delay to threat-related or worrisome behaviours through the multidisciplinary approach as outlined in this protocol and supporting documentation.

Safe and Caring Schools: Community Threat Assessment Protocol Signing Partners

{insert signature blocks for all partners}

Protocol Summary Statement

This section of the Protocol summarizes the basic commitments the Community TA Protocol partners have made collaboratively.

Sample: Summary Statement

Protocol Principles / Roles and Responsibilities

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school, and community safety. We will do so by proactively sharing information, advice, and support, where permitted by applicable federal and privacy legislation.

Practice Principles for TA Protocol Partners

As partners, we will work together for the benefit of children, youth, and their parents/guardians and caregivers by:

- Building working relationships based on mutual respect and trust.
- Working in ways that promote safe, caring, and restorative school environments and practices.
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate support plan.
- Realizing that successfully working together is a process of learning, listening, and understanding one another.
- Being patient, trusting, and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

Roles & Responsibilities of TA Protocol Partners

As partners, we will fulfill our roles and responsibilities by:

- Participating in local school district/community advisory TA committees and sub-committees to ensure collaboration and capacity for each organization.
- Designating an *erase* trained TA lead and advising other community partners of who the lead is and their designate.
- Informing the partner group of changes to the contact information related to the *erase* TA lead and designates.
- Participating in TA Team meetings.
- Involving children, youth, and their families in planning for services and supports.

TA Model Overview

Providing a current TA model overview within the Community TA Protocol document helps ensure that all members of the multidisciplinary team are utilizing the same guiding document when initiating a TA. It is recommended that the TA model referenced within the document be reviewed on an annual basis.

See Appendix B for a detailed TA model overview.

Key Approaches in Threat Assessment

The Community TA Protocol partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school, and community safety. In order to build capacity, threat assessment training will be provided to as many school personnel and community members as possible. Key considerations when conducting TAs:

- **Sharing of Relevant Information**: The sharing of information is carried out by any of the partners according to *Freedom of Information and Protection of Privacy Act* and on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.
- **Investigative Mind-Set**: Threat assessment requires thoughtful probing, viewing information with healthy skepticism, and paying attention to concerning behaviours. Personnel who carry out TAs must strive to be both accurate and fair in the collection of data.

When conducting a TA, team members must be aware of cultural bias resulting from:

- The behaviours being assessed (individuals from one cultural group may present differently from individuals who belong to a different cultural group).
- The content and phrasing of questions (language and culture may influence interpretation by either the interviewer or the respondent).

Team members must consider the ethnic and cultural identities of students and families, and where necessary, request additional assistance from cultural leaders to facilitate effective and sensitive communications.

Activation Procedure

The activation procedure will outline when to activate a TA. Including a process or flowchart to maintain clarity throughout the process is recommended (see Appendix B). If there is a belief that danger is immediate or imminent, CALL 911.

Sample: Activation Procedure

Immediate Threat CALL 911

A call is then made to the superintendent/designate, who informs the Safe School Coordinator, who then contacts the Police Liaison Officer. School/district/community partners will respond after the immediate threat to student/staff safety has been contained. The Safe School Coordinator will assess whether a risk to student/staff safety still exists and will develop a comprehensive plan to support the students involved, the greater student body, staff, and community.

High-Risk Behaviour/Threats

When a TA Team has determined that a student poses a medium to high level of concern to student/staff/community safety, the School Principal contacts the Safe School Coordinator to go to Step 2: Comprehensive Multidisciplinary Threat Assessment. The Safe School Coordinator will activate the multidisciplinary team and will call lead representatives of community partners relevant to the specific threat situation. A process is undertaken to determine if a subject of concern (i.e., someone who utters, writes, emails, etc., to seriously harm a target or targets) actually poses a risk to the target(s) they have identified. A plan to address this situation is then developed.

Worrisome Behaviour

Step 1: Screening of the Protocol is activated with the School-based TA Team to address worrisome behaviour(s). They may request help from the Safe School Coordinator or community partners during this process to determine if a subject of concern may pose a risk to some unknown target or targets at some unknown period of time. Timelines are situational but as a guideline, Step 1 should be accomplished as quickly as possible, ideally during the first two hours and up to 24 hours from the initial incident report. The Safe School Coordinator will be timely informed regarding this investigation and the resulting plan.

Please see Appendix B for behaviours that warrant at least Step 1 – an Initial Screening of the TA Protocol.

Roles

Clearly articulate the roles and responsibilities within the Community TA multidisciplinary team. The following examples may be used as a guide:

**It is recommended that at least one member of the multidisciplinary TA Team be trained in Digital Threat Assessment® (DTA).*

School Principal

- See checklist for a detailed list of initial responsibilities (Appendix E).
- Be the School-based Team leader or determine a designate.
- Follow up and coordinate intervention/management plans developed by the team.
- Participate in TA training.

Safe School Coordinator

- Lead school-based TA teams for the district.
- Consult with the principal (or designate) and community partners.
- Contact community partners to move to Step 2 Comprehensive Multidisciplinary Threat Assessment and invite relevant participants to the process, facilitate the completion of the Stage 2 report and the Step 3: Threat Intervention and Management plan.
- Monitor recommended threat intervention and management plans.
- Keep the official copy of the documentation in a secure place in accordance with privacy legislation and requirements.

Community Partner Staff

- Follow internal procedures in support of the TA Protocol.
- Determine the lead or designate staff for each agency.
- Have a trained staff member participate in the TA.
- Participate in completion of the TA report forms.
- Participate in a review of TA team findings.
- Participate in developing any recommended threat intervention and management plans.

Police Partner

- Be involved in school-based and multidisciplinary TA teams.
- Wherever possible, a police officer trained in Threat Assessment will be involved in TAs.
- Investigate and determine whether a crime has been committed, and if charges are appropriate or warranted.

Communication

One of the main purposes of the Community TA Protocol is to guide and encourage effective communication to best support young people within the community. It is recommended to clearly outline in the Protocol how information will be shared, media requests handled, and communication provided to parents and students in accordance with privacy legislation and requirements. Information sharing and privacy concerns can be a challenge within the TA process. The general intent of access to information and protection of privacy legislation is to regulate the collection, use, and disclosure of personal information. Wherever possible and reasonable, consent to disclose personal information should be obtained from the individual. The individual should know what they are consenting to, and understand the consequences of the intended disclosure. The individual must be made aware that they can withdraw consent at any time by giving written or verbal notice. However, in the case of threats to harm themselves and/or others, TA teams are able to share information within the *Freedom of Information Act and the Protection of Privacy Act* and the *Health Information Act* (sections s.s.33(1,2)). While protecting individual rights to privacy, this legislation:

- Enables the sharing of necessary information about children and youth among service providers;
- Supports an integrated approach to service delivery by strengthening the ability to share information;
- Enables effective coordination of supports and services by service providers; and
- Provides a foundation for the sharing of information among government ministries.

Signing the Community TA Protocol

Once the Community TA Protocol has been approved by the TA Committee, a date should be set for signing the Community TA Protocol.

Where possible, include dignitaries and other representatives (e.g., Chief of Police, Government Ministry leaders, School District Superintendents, Independent School Officials, First Nations Leaders, etc.).

The formal signing of the Protocol is also a way to begin to give “Fair Notice” to students, staff, parent(s), and community members who may be involved in the TA practice.

Conclusion

Community TA Protocols unite schools, local organizations, and agencies as they collaborate in multidisciplinary teams to focus on successful interventions, prevention, assessment of risk, and provisions of ongoing support for individuals. This process allows community partners to share information about the circumstances of individuals who pose a significant risk to themselves and/or others. Early intervention and the development of longer-term multi-agency intervention and management plans for subjects of concern in our schools and communities further improve public safety.

Appendix A: Community Threat Assessment (TA) Protocol Template

A Community TA Protocol includes the following sections to ensure that the intent of the document is clear and functional. Use the suggested elements to best meet the needs of your individual community.

Please refer to pages 10-17 in the Provincial Community TA Protocol Guide for further information.

Rationale

The rationale affirms the collective commitment to responding to all behaviours that pose a potential risk to oneself or other students, staff, and members of the community through a multidisciplinary team process.

Memorandum of Understanding between Threat Assessment Protocol Partners

A Memorandum of Understanding co-created and co-signed by the Board of Education, Independent School Authorities, First Nation Schools, and community partners helps formalize the agreed-upon approach to student safety, threat assessment, and support for youth exhibiting worrisome behaviour.

Protocol Summary Statement

This section of the Protocol summarizes the basic commitments the Community TA Protocol Partners have made collaboratively.

- Protocol Principles/Roles and Responsibilities
- Practice Principles for TA Protocol Partners
- Roles and Responsibilities of Protocol Partners

Threat Assessment Model Overview

Providing a current threat assessment model as an appendix within the Community TA Protocol document helps ensure all members of the multidisciplinary team are using the same guiding document.

Key Approaches in Threat Assessment

- Sharing of Relevant Information
- Investigative mindset
- Awareness of cultural bias

Protocol Activation

Include the current process or flowchart to maintain clarity throughout the TA process.

Roles

Clearly articulate the roles and responsibilities within the Community TA multidisciplinary team (e.g., School Principal, Safe School Coordinator, Community Partner Staff, and Police Partner).

Communication

Clearly outline in the Protocol how information will be shared, media requests handled, and communication provided to parents and students in accordance with privacy legislation and requirements.

Signing the Community TA Protocol Signing Ceremony

Recommend a formal and/or public signing of the Protocol.

Appendix B: BDTA Toolkit

Behavioural and Digital Threat Assessment (BDTA) is the best-practice Threat Assessment model used in British Columbia. The BDTA Toolkit provides comprehensive, user-friendly information regarding each component of the Three-Step Threat Assessment Response Plan:

Step 1: Screening: (Identify)
Step 2: Comprehensive Multidisciplinary BDTA (Assess)
Step 3: Threat Intervention & Management Plan (Manage)

A link to BDTA appendices is included in the Tool Kit.

BASIC BEHAVIOURAL & DIGITAL THREAT ASSESSMENT® (BDTA) TOOL KIT

SAFER SCHOOLS TOGETHER

ICDTA® International Center for Digital Threat Assessment

erase EXPECT RESPECT & A SAFE EDUCATION

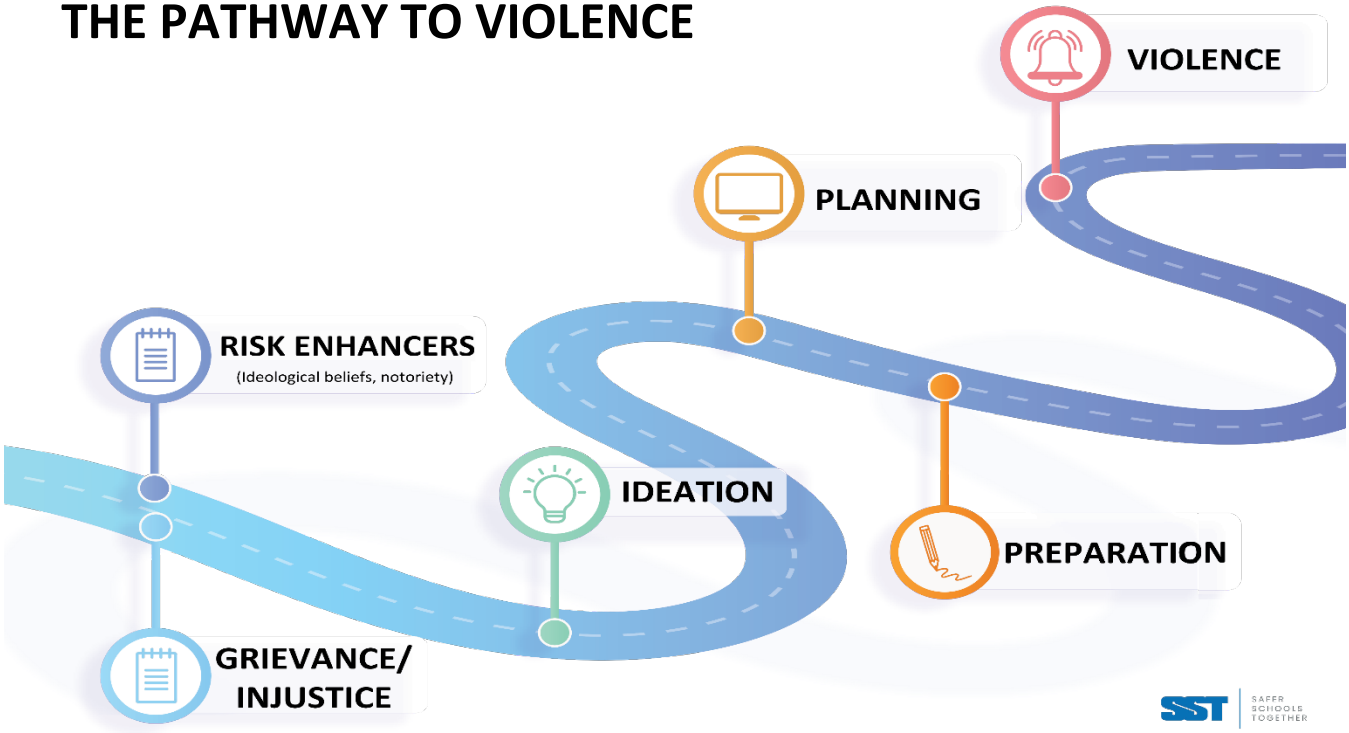
Disclaimer: Given the rapidly evolving nature of technology and social media applications, this information (especially social media platform related) is current as of the date of publication. This threat assessment (TA) process does not predict future violence nor is it a foolproof method of assessing individuals' or groups' risk of harm to others. This TA process is not a checklist that can be quantified. It is a guide to assist in the inquiry/investigation of potential danger and identify circumstances that may increase risk of potential youth aggression. The goal of this guide is to assist school districts in the development of a threat management plan, understanding that as circumstances change, so too does risk potential. Therefore, if you are reviewing these TA documents at a date after assessment completion, be mindful of supervision, intervention, and passage of time. This toolkit is intended to supplement in-person/virtual training for BDTA multi-disciplinary team members; it is NOT a replacement for BDTA training.

CONCERNING AND THREAT-RELATED BEHAVIOURS THAT CAN WARRANT A SCREENING OR COMPREHENSIVE MULTIDISCIPLINARY BDTA

BEHAVIOUR ACTIVATION LIST

- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
  **Suicide risk assessment may be required*
- Verbal/written and direct threats to kill others ("clear, direct, and plausible")
- The use of technology (social media posts) or writings that suggest that the Subject of Concern (SOC) has engaged in threat-related behaviours or has demonstrated unusual interest in other instances of mass casualty attacks, radicalization, incels, and/or other content that encourages targeted violence.
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting (contextual)
- Sexual intimidation, sextortion, or assault
- Ongoing issues with bullying behaviours and/or harassment
- Gang-related intimidation and violence
- Targeted hate incidents motivated by factors including, but not limited to; race, culture, religion, and/or sexual orientation

THE PATHWAY TO VIOLENCE



3 STEP THREAT ASSESSMENT RESPONSE PLAN

STEP 1: SCREENING (Identify)

- ☐ Conduct Screening
- ☐ If data reported indicates imminent intent to harm, follow *Initial Safety Considerations for Immediate Risk Reducing Interventions* (on next page) and then complete Step 2: Comprehensive Multidisciplinary BDTA
- ☐ If no intent to harm, then complete Step 1: Screening documentation only

STEP 2: COMPREHENSIVE MULTIDISCIPLINARY BDTA (Assess)

- ☐ Conduct BDTA
- ☐ Consider community multidisciplinary involvement
- ☐ Identify risk and protective factors in the Six Domains
- ☐ If risk is identified, complete Step 3: Threat Intervention & Management Plan

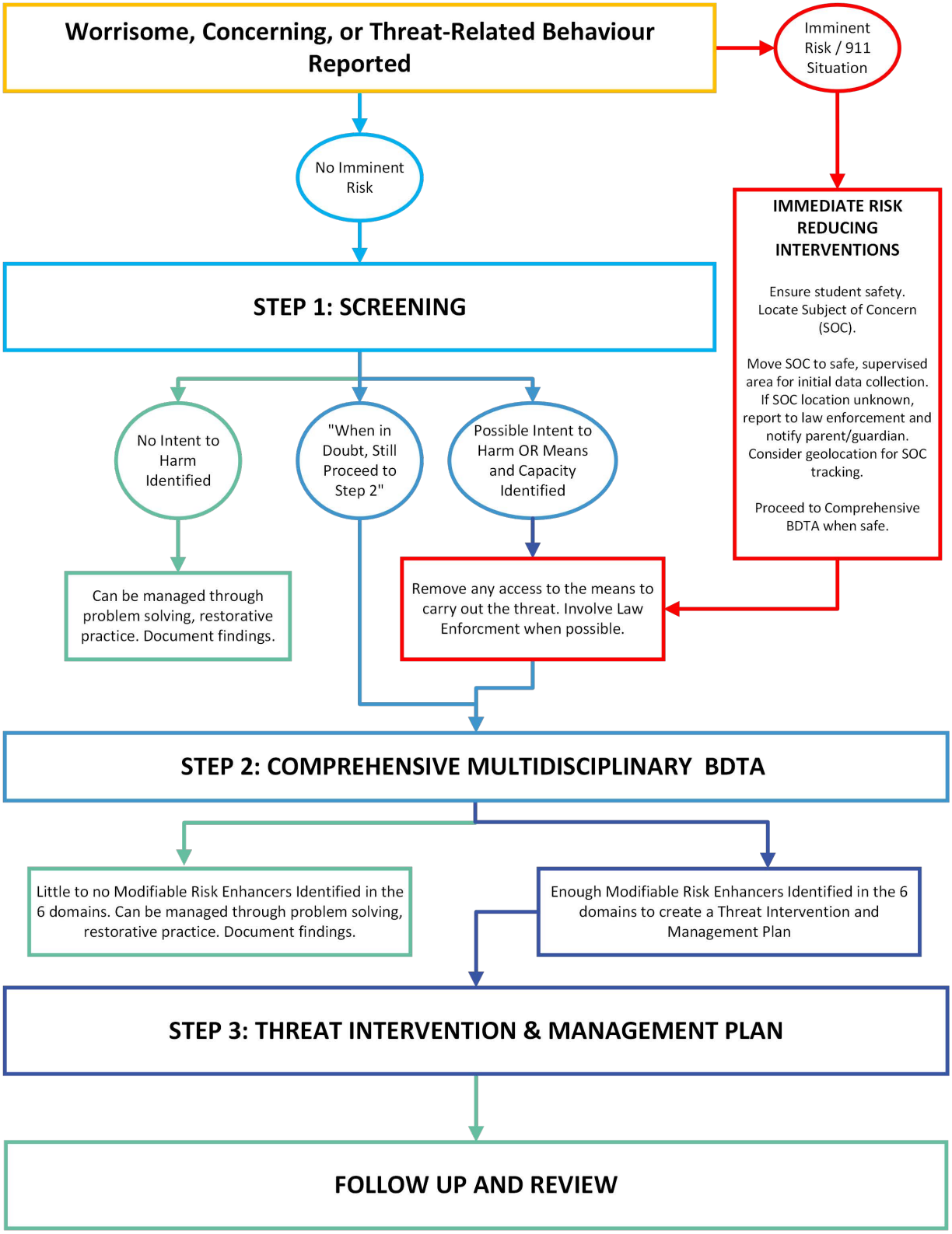
STEP 3: THREAT INTERVENTION & MANAGEMENT PLAN (Manage)

- ☐ Complete the Threat Intervention & Management Plan utilizing the data gathered in Step 2
- ☐ Review the Threat Intervention & Management Plan as per the agreed upon progress monitoring plan

THREAT ASSESSMENT REMINDERS

Make sure all students are safe. Identify and locate the Subject of Concern (SOC) and if possible, move them to a safe and supervised location - this allows for initial data collection (i.e. backpacks, locker checks, digital devices, etc.) If the SOC's location is not known, consider communication with the parent/guardian and law enforcement immediately. Also consider geolocation to try to assist in identification of current location.

OVERVIEW OF BDTA PROCESS



SAFETY CONSIDERATIONS FOR IMMEDIATE RISK-REDUCING INTERVENTIONS

1. DOES THE SUBJECT OF CONCERN HAVE IMMEDIATE ACCESS TO THE MEANS TO CARRY OUT A THREAT?

(Start with law enforcement checks, interview peers, digital search on Instagram, Facebook, TikTok, etc.)

**** Must assess the Plausibility and Specificity of the threat, as well as the behavioural baselines and attack-related behaviours (PSBA) of the threat maker. Have there been attempts to access the means by the threat maker? Check digital baseline for comments, images, and videos consistent with the threat, and be sure to reverse image search concerning photos to verify authenticity.***

☐ Yes ☐ No ☐ Unknown at this time

If Yes: Immediate responsibility is to remove access to the means (e.g. firearm, Molotov cocktail, knife, or other related weapons). Removing access to the means is critical as you continue to gather data.

**If necessary, work with law enforcement to remove access by Search Warrant and or Exigent Circumstances.*

**If apprehended/held under a state Mental Health Act– still remove access to the means.*

**If digital evidence is found, share with law enforcement, and recommend that they complete the Search Warrant Template to obtain digital records (Share digital search warrant template as needed: Appendix G)*

2. HAS ANY REHEARSAL OR PLANNING BEHAVIOUR BEEN IDENTIFIED OR OBSERVED?

** Must check digital baseline immediately for comments, images, and videos for behaviours consistent with the threat*

☐ No **OR** ☐ Yes, but non-imminent concerns

(some evidence of trying to get access and/or planning, but not confirmed)

☐ Yes, Imminent Concerns Identified

(detailed evidence of rehearsal behaviours and/or detailed plans with specific location, targets, and time imperative, i.e., videos

3. IS THIS A SHIFT IN THE SOC'S BASELINE BEHAVIOUR?

☐ No **OR** ☐ Yes, but non-imminent concerns

(e.g., history with target, previous incidences and/or grievances; some changes in behaviours, possible evidence of planning and preparation)

☐ Yes, imminent concerns identified

(information uncovered details with specificity conveying intent, access to means, capacity, and time imperative execution of plan identified; thus, immediate protective actions need to be taken)

If no or non-imminent

Not Imminent = Screen

PROCEED WITH STEP 1 SCREENING

If imminent to one or more of the above

Take Immediate Action

IMMINENT RISK

Immediately contain SOC (i.e. SRO, law enforcement engagement). Remove access to means. Engage supervision, monitoring, and parents/guardians.

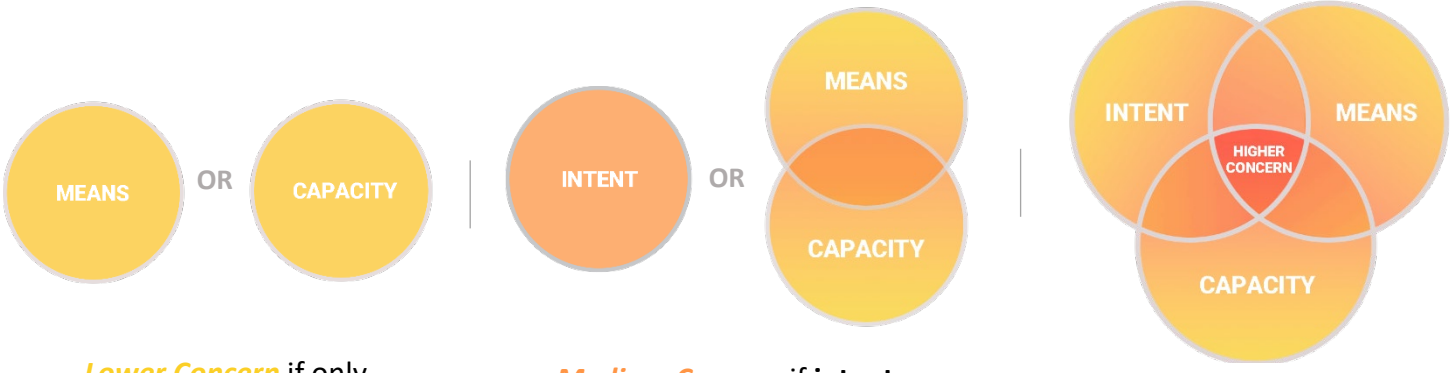
LEVEL OF CONCERN

Determined during the Comprehensive Multidisciplinary BDTA process and guides how intensive and directive the intervention and management plan both need to be to mitigate concern.

Means = access to weapons

Capacity = physical and cognitive capacity and physical proximity to carry out attack

Intent = motivation and desire to carry out attack



Lower Concern if only **means or capacity** is present

Medium Concern if **intent or a combination of means and capacity** are present

Higher Concern if all **three circles** are present

Concern level:	Concern Rating Grid
LOWER	There was no true threat (no evidence was found that a threat was made), and/or behaviours were taken out of context, and/or threat is vague, indirect, inconsistent, implausible, and/or SOC lacks developmental understanding or intent. The student can be managed through existing resources and programming, but the individual should be observed for changes that could increase their risk level. Supports and resources may be recommended.
MEDIUM	Threat is plausible but lacks specificity or intent. No clear indication that the student has taken preparatory steps. Has the capacity and means to carry out an act of violence if stressors/contributing factors cannot be mitigated. Some grievances and/or indications of a potential plan but does not view situation as hopeless, helpless, and/or desperate; willing to consider non-violent alternatives and some protective factors present. An intervention and management plan must be developed with increased monitoring, supervision, and interventions established. Progress monitoring and ongoing team reviews are to occur.
HIGHER	Has intent, means, and capacity. A highly directive and intensive intervention and management plan must be developed. Student may not to be at school in the short term in order to receive interventions and supports. All risk reducing interventions, monitoring, and supports must be explored and closely monitored with frequent progress monitoring and team reviews. A return-to school plan may also need to be developed.
IMMINENT	Risk is very serious. Immediate containment is needed from law enforcement (i.e., taken into custody) or an emergency mental health hold is necessary to assure safety.

STEP 1
SCREENING

The purpose of the screening is to determine if there is a need for a comprehensive BDTA. **The screener must include at least an administrator, school mental health professional (school psychologist, school counselor, school social worker), and School Resource Officer/Law Enforcement (SRO/LE) – the core BDTA team.**

When the concerning behaviour is reported, the core team will engage the Subject of Concern (SOC), and others involved if appropriate, to assess the situation (see Appendices B-D).

*Consultations with SRO or LE should always occur due to the data required to inform the accuracy of the initial screening decision.

Not all behaviours will warrant a full assessment. Examples of behaviours that would not necessitate a full BDTA include: being rude, discourteous, or impolite, “good teasing” which are behaviours intended to make fun of someone in a playful way (“give and take” between friends), a typical peer-to-peer conflict where there is a disagreement or argument that can be worked out; behaviours consistent with a disability that are successfully being managed under existing programming, **AND** no other concerns are evident.

If a full BDTA is not conducted, the screening form must be completed to document how the situation was managed and to document the team’s rationale as to why they did NOT proceed to a full BDTA.

If the core team cannot confidently agree the SOC/situation does not pose a risk, always err on the side of caution, and proceed to the comprehensive BDTA.

The comprehensive BDTA will include additional school personnel, and multidisciplinary partners as needed, in addition to more in-depth data collection and possible intervention.

STEP 1: SCREENING

STUDENT INFORMATION		
School:	**Today's Date:**	
Student Name:	**Student Date of Birth:**	**Grade:**
Personal Education Number:		

Please select all that apply:

Does the student have identified educational disabilities or diverse abilities?

☐ Yes ☐ No

If Yes: ☐ IEP or ☐ Identified Disabilities or Diverse Abilities

Inclusive Education Case Manager:

Additional Plans: Currently Plan in Place: ☐ No ☐ Yes, specify below:

☐ Safety Plan ☐ Functional Behavioural Assessment (FBA) ☐ Behaviour Intervention Plan (BIP)

SCREENING: KEY DATA COLLECTION SOURCES

Throughout the screening and BDTA assessment process, actively seek information and data from the following:

- ☐ Locker/backpack/vehicle (if reasonable suspicion legal guidelines are met)
- ☐ Law enforcement
- ☐ Interviews with witnesses, parents, Subject of Concern (SOC), target(s), and teachers
- ☐ Social media platforms (i.e., TikTok, Snapchat, Instagram)
- ☐ Other agencies: MCFD, CYMH, drug/alcohol counseling, and others as identified
- ☐ Pictures/journals, notebooks, school assignments, drawings, videogames and/or favourite TV or movies
- ☐ Educational and behavioural records, including MTSS data (past and current); prior threat and suicide risk assessment records
- ☐ MyEd report card, attendance, grades

INCIDENT INFORMATION

Incident Date:		Approximate Time:	

Please describe the incident and location

Type of Incident:

**(Incident should correlate with behaviour activation list found on page 1)*

☐ Other: _____

Describe:

Location:

Catalyst:

(describe the incident or factors that influenced this behaviour)

Subject(s) of Concern (SOC's) Involved

Name(s):

Summary of Interviews and Digital Data:

Witnesses Involved

(if this form is being used for official school documentation or to be shared outside of the BTAM team, do not include specific names of sources)

Name(s):

Summary of Interviews and Digital Data:

Potential Targets

Name(s):

Summary of Interviews and Digital Data:

Teachers/Concerned Staff

(if this form is being used for official school documentation or to be shared outside of the BTAM team, do not include specific names of sources)

Name(s):

Summary of Interviews and Digital Data:

Additional Data Sources

Sources:

Summary of Interviews and Digital Data:

PARENT/GUARDIAN INFORMATION

PARENT/GUARDIAN #1

Name:	**Phone Number:**

Address *(if known)*:

Summary of Interview:

PARENT/GUARDIAN #2

Name:	**Phone Number:**

Address *(if known)*:

Summary of Interview:

Is there another residence where the SOC spends most of their time?

**Share this address with law enforcement if a search is going to be conducted.*

☐ Yes	☐ No	☐ Unknown

Address *(if known)*:

Notes:

NO INTENT TO HARM IDENTIFIED

**can be managed through problem solving, restorative approach, or strengthening existing supports*

POSSIBLE INTENT TO HARM IDENTIFIED

**will require Comprehensive BDTA*

TYPE OF THREAT

☐ No threat was made (Threat was taken from song lyrics, video game, viral online challenge, etc. = no intent)

☐ No actual threat – situational and/or perceived as a joke = no intent

Federal Bureau of Investigations: 4 Types of Threats

a) ☐ Direct ☐ Conditional
☐ Indirect ☐ Veiled

b) ☐ Person on receiving end feels concerned for their safety. (Not perceived as a joke)

TARGET/VICTIM(S)

☐ No target identified

☐ No site identified

☐ Expressed thoughts of hurting/killing specific target

☐ Expressed thoughts of hurting/killing at a specific site or location

☐ Expressed general thoughts of hurting/killing (no specific site/location/target)

ACCESS TO WEAPONS

☐ No known access

☐ Access to weapons but only under direct supervision

☐ Has access to the means made in the threat or *is trying to gain access [*access to the means (weapons) <u>and</u> making threats require an urgent call to local law enforcement)*

☐ Unable to determine

PLAUSIBILITY & EVIDENCE OF PLANNING

☐ No evidence of planning identified

☐ Language or threat made was not plausible

☐ Evidence of planning identified

☐ Threat is plausible

☐ Behaviours identified that could represent rehearsal behaviour

NO INTENT TO HARM IDENTIFIED

**can be managed through problem solving, restorative approach, or strengthening existing supports*

POSSIBLE INTENT TO HARM IDENTIFIED

**will require comprehensive BDTA*

MOTIVE, GRIEVANCE & PERCEIVED INJUSTICE

- ☐ No motive, injustice or grievance expressed
- ☐ Previous or new conflict and no known reason for SOC(s) to engage in violence

- ☐ Expressed motive, perceived injustices or grievances as reasons for the planned violence – sees violence as acceptable and required
- ☐ Engaged with online peer groups encouraging violence/violent ideologies
- ☐ Unable to determine at this time

MANAGEMENT OF CONCERN

- ☐ Behaviours consistent with the SOC's known behavioural baseline
- ☐ This behaviour was an isolated concern and/or can be managed through universal supports or current programming (e.g., IEP)

- ☐ Need for ongoing monitoring – supports already in place but not enough to ensure safety at this time
- ☐ Unwilling to engage in efforts to resolve the situation
- ☐ SOC(s) lack empathy and any remorse

INVOLVEMENT OF CAREGIVERS

- ☐ Very supportive, evidence of collaboration at school
- ☐ Parent/guardian has agreed to monitor behaviour at home

- ☐ No evidence of a trusted relationship/ collaboration between home-school
- ☐ Possible lack of supervision at home/ community **Are there any staff members that may have a good relationship with the family to facilitate collaboration?*

CONNECTEDNESS

- ☐ SOC has a healthy connection to a positive peer group
- ☐ SOC has a healthy connection to a responsible and trusting adult in school and/or community

- ☐ Lacks connectedness to a healthy peer group
- ☐ Connects with individuals who would be considered part of a negative peer group
- ☐ Lacks connectedness with a responsible and trusting adult **Remember to ask open ended questions. What responsible adults in home, school, and/or community may the SOC have healthy connections to or could possibly initiate?*

INITIAL RISK SCREENING RESULTS

Based upon known and accessible data, the majority of the data currently found at this time indicates:

☐ **Possible Intent to Harm/Further Assessment & Supports Required:**

☐ Trying to gain access to/Identified **Means** ☐ Has **Capacity** ☐ Possible **Intent** is present

☐ Complete Follow-Up Steps below and Proceed to Step 2 - Comprehensive BDTA Multidisciplinary data collection and assessment.

☐ **No Intent to Harm Identified:** No threat made, or statement did not express a lasting intent to harm someone; statement(s) was intended as figure of speech or reflects feelings that dissipate in a short period after reflection. **Can be resolved or managed through problem solving and/or existing supports.** However, appreciate that there still can be response required if threat to comfort has been compromised. Complete Initial Assessment Document.

INITIAL ASSESSMENT DOCUMENT - HOW INCIDENT WAS RESOLVED:

Must complete this section - attach additional information if needed.

Follow Up Steps (check all that apply)	Person(s) and or Agency(s) Responsible	Date to be Completed/Reviewed
☐ Meet with SOC and parent(s)/guardian(s)		
☐ Pro-social (mediation/restorative justice, adult mentor)		
☐ Schedule IEP review		
☐ Develop and/or revise functional behavioural assessment (FBA)		
☐ Develop and/or revise behavioural plan		
☐ Develop and/or revise safety plan		
☐ Increased supervision in specific settings (home, community, school)		
☐ Conduct a suicide risk assessment		
☐ Ideation monitoring/check in's (watch for changes in behavioural baseline, specifically frequency of behaviour)		
☐ Other:		

**If you require immediate digital support, contact SST at info@saferschoolstogether.com.*

SCREENING COMPLETED BY:

	NAME/POSITION	DATE
Administrator or Designate		
School Mental Health Professional/Counselor		
SRO/Law Enforcement Liaison		
Other Team Member		
Other Team Member		

DOCUMENTATION:

1. Print, sign, and send a copy of screener to (district level administrator who oversees threat assessments).
2. If possible, intent to harm, proceed with a full BDTA and enter any applicable actions into the student information system (or other designated system) indicating that a threat assessment was conducted.
3. Document and record keeping:
    a. The school administrator or designee shall maintain a copy of the Screener documentation; as well as any subsequent BDTA assessment and Threat Intervention & Management Plan, in a secure, confidential location.
    b. A completed Notice for Student File can be printed and put into the student file.

STEP 2
COMPREHENSIVE MULTIDISCIPLINARY BDTA

Use inquiry-based interviews and source-based data collection in completing Step 2.

- Engage additional multi-disciplinary team members.
- Conduct additional interviews.
- Engage parents/caregivers in interviewing and intervention planning.
- Gather additional academic, behavioural, and social-emotional data, including intervention data.
- Engage those trained in Digital Threat assessment® or technology specialist/SRO/LEO to further investigate digital baseline and search history (internet searches, social media activity, etc.)

Key Data Collection Sources (inclusive of and in addition to Screening Data Sources on page 7)

- ☐ Additional interviews with support staff, teachers, coaches, students, caregivers (if not already done)
- ☐ Additional information regarding social media platforms (i.e., TikTok, Snapchat, Instagram)
- ☐ Pictures/journals, notebooks, school assignments, drawings, videogames and/or favourite TV shows or movies
- ☐ Records from prior educational settings, including discipline, MTSS data; inclusive education, prior threat and suicide risk assessment records
- ☐ Social services, drug/alcohol counseling, other agency services
- ☐ Additional law enforcement information/records
- ☐ Other pertinent information identified by the BDTA team

SUMMARY OF ADDITIONAL DATA SOURCES COLLECTED

Staff with Information Regarding Subject/Situation of Concern

Data Sources (i.e. additional teachers/support staff; *do not provide specific names if this document will be used for official educational records and/or shared outside the BDTA team*):

Summary of Interviews:

Additional Students with Information Regarding Subject/Situation of Concern

Data Sources (i.e. peers, classmates; *do not provide specific names if this document will be shared outside the BDTA team*):

Summary of Interviews:

Digital Data/Digital Baseline Report

Data Sources (i.e., TikTok, Snapchat, Instagram):

Summary of Digital Data:

**Attach any relevant screenshots that outline behaviours consistent with the threat and/or additional risk enhancers. Include times and dates of when the screenshots were taken.*

Additional Data Sources Conveying Leakage

Data (i.e. pictures/journals, notebooks, school assignments, drawings, videogames and/or favourite TV or movies):

Summary of Data:

Records from Prior Educational Settings

Data Sources (i.e. including discipline; Multi-Tiered Systems of Support (MTSS) data; inclusive education; prior threat and suicide risk assessment records):

Summary of Data:

Additional Services/Agency Involvement

Data Sources (i.e. social services, drug/alcohol counseling, mental health, other agency services):

Summary of Data:

Law Enforcement/Juvenile Justice/Court Records

Data Sources (i.e., local law enforcement, juvenile court system, probation officer, etc.):

Summary of Data:

Searches

Data Sources (i.e. locker, backpack, car, home):

Summary of Data:

Additional Data:

Data Sources:

Summary of Data:

INDIVIDUAL DOMAIN

Information below is to inform the development of the Intervention and Monitoring Plan (Step 3). Modifiable risk enhancers and protective factors are those areas to consider addressing when developing the Intervention and Monitoring Plan.

**Do not be concerned if duplicate answers appear in the domains (i.e., risk enhancers in the individual and peer domains).*

It is more important that teams identify risk enhancers and protective factors to ensure a successful intervention and management plan. This can shift throughout the management and monitoring time frame.

INDIVIDUAL MODIFIABLE RISK ENHANCERS	INDIVIDUAL LONG-TERM MODIFIABLE RISK ENHANCERS
Risk enhancers which can be modified in the short or medium term. *(e.g., identifies with negative peer group, criminality, other anti-social behaviours or depression).*	Risk enhancers which can be modified in the long term. *(e.g., alcohol abuse or drug abuse).*

INDIVIDUAL NON-MODIFIABLE RISK ENHANCERS	INDIVIDUAL PROTECTIVE FACTORS
Risk enhancers which cannot be modified *(e.g., negative interactions with police, trauma history).*	Protective factors which protect and shield from risk. (*e.g., connection to sports, interest in the arts).*

FAMILY DOMAIN

FAMILY MODIFIABLE RISK ENHANCERS	FAMILY LONG-TERM MODIFIABLE RISK ENHANCERS
Risk enhancers which can be modified in the short or medium term. *(e.g., parental unemployment, housing, food security).*	Risk enhancers which can be modified in the long term. *(e.g., family dysfunction, drug, or alcohol abuse).*

FAMILY NON-MODIFIABLE RISK ENHANCERS	FAMILY PROTECTIVE FACTORS
Risk enhancers which can't be modified in the long term. *(e.g., history of family dysfunction. Drug or alcohol abuse).*	Protective factors which protect and shield from risk. *(e.g., despite dysfunction, strong connection to family members).*

PEER DYNAMIC DOMAIN

PEER MODIFIABLE RISK ENHANCERS	PEER LONG-TERM MODIFIABLE RISK ENHANCERS
Risk enhancers which can be modified in the short or medium term. *(e.g., friends and/or associates involved with a negative peer group).*	Risk enhancers which can be modified in the long term. *(e.g., high commitment to delinquent or criminal peers).*

PEER NON-MODIFIABLE RISK ENHANCERS	PEER PROTECTIVE FACTORS
Risk enhancers which cannot be modified. *(e.g., criminal convictions with current or past peer group).*	Protective factors which protect and shield from risk. *(e.g., positive relationship with classmates).*

SCHOOL DOMAIN

SCHOOL MODIFIABLE RISK ENHANCERS	SCHOOL LONG-TERM MODIFIABLE RISK ENHANCERS
Risk enhancers which can be modified in the short or medium term. *(e.g., chronic non-attender, concerning behaviour, lack of connectedness to adults or peers in the school).*	Risk enhancers which can be modified in the long term. *(e.g., addressing learning challenges).*

SCHOOL NON-MODIFIABLE RISK ENHANCERS	SCHOOL PROTECTIVE FACTORS
Risk enhancers which cannot be modified. *(e.g., historical lack of academic success).*	Protective factors which protect and shield from risk. *(e.g., enjoys being with peers on school campus, interest in school activities/clubs).*

COMMUNITY DOMAIN

COMMUNITY MODIFIABLE RISK ENHANCERS	COMMUNITY LONG-TERM MODIFIABLE RISK ENHANCERS
Risk enhancers which can be modified in the short or medium term. *(e.g., neighbourhood is not well supported by community resources including youth mentors).*	Risk enhancers which can be modified in the long term. *(e.g., community lacks the capacity to respond to the needs of high-risk and vulnerable youth).*

COMMUNITY NON-MODIFIABLE RISK ENHANCERS	COMMUNITY PROTECTIVE FACTORS
Risk enhancers which cannot be modified. *(e.g., historical trauma).*	Protective factors which protect and shield from risk. *(e.g., community has recreation facilities and other pro-social opportunities for youth engagement).*

DIGITAL DOMAIN

DIGITAL MODIFIABLE RISK ENHANCERS	DIGITAL LONG-TERM MODIFIABLE RISK ENHANCERS
Digital risk enhancers which can be modified in the short or medium terms *(e.g., inappropriate access to devices, excessive screen time, access to social media platforms, content that is not age appropriate, devices are used unsupervised in places like the bedroom).*	Digital risk enhancers which can be modifiable in the long term *(e.g., increased risk for suicidal thoughts, sexualization, self-harm, anxiety, loneliness, and depression through any form of digital addiction, negative virtual pairing).*

DIGITAL NON-MODIFIABLE RISK ENHANCERS	DIGITAL PROTECTIVE FACTORS
Digital risk enhancers which cannot be modified *(e.g., traumatic digital history, past messages sent or received, disclosure of personal information/images, negative police interaction).*	Digital Protective factors which protect and shield from risk *(e.g., family provides structure, limits, rules, and monitoring. Clear expectations for behaviour and values set. Digital check-ins with trusted adults, regulating time spent online. Non-screen time activities. Positive online peer group. Access to age-appropriate content).*

COMPREHENSIVE MULTIDISCIPLINARY BDTA OUTCOMES

Based upon known and accessible data, the majority of the data currently found at this time indicates:

☐ **Possible Intent to Harm/Further Interventions & Supports Required:**

☐ Identified **Means** ☐ Has **Capacity** ☐ **Intent** is present

- *Complete Step 3 Comprehensive Intervention and Management Plan*

Level of Concern: ☐ Low ☐ Moderate ☐ High ☐ Imminent

(An Intervention and Management plan **must** be completed for Moderate, High, and Imminent risk)

☐ **No Additional Intent to Harm Identified:** More protective factors were identified than risk enhancers within the six domains. No threat made, or statement did not express a lasting intent to harm someone; statement(s) was intended as figure of speech or reflects feelings that dissipate in a short period after reflection. **Can be resolved or managed through problem solving and/or existing supports.**

Did the threat disrupt the academic environment? ☐ **No** ☐ **Yes**

If yes, explain disruption and impact:

Did others feel threatened? (i.e. true threat) ☐ **No** ☐ **Yes**

If yes, explain the impact threat had on sense of physical and psychological safety:

Rationale for Team Decision:

☐ **Based upon the results above, an Intervention and Management Plan will be developed (complete Step 3)**

☐ **Based upon the assessment results, a formal Threat Intervention and Management plan is not deemed necessary.** Below is a summary of how the situation was resolved and referrals made (if appropriate):

BDTA DOCUMENT - HOW INCIDENT WAS RESOLVED:

Must complete this section. Attach additional information if needed.

Follow Up Steps (check all that apply)	Person(s) and or Agency(s) Responsible	Date to be Completed/Reviewed
☐ Conference with SOC and parent(s)/guardian(s)		
☐ Pro-social (mediation/restorative justice, adult mentor)		
☐ Schedule IEP review		
☐ Revise existing functional behavioural assessment and/or behavioural intervention plan (complete Step 3)		
☐ Revise existing safety plan (complete Step 3)		
☐ Develop Threat Intervention & Monitoring Plan (complete Step 3)		
☐ Increased supervision in specific environments (home, community, school)		
☐ Suicide risk assessment		
☐ Ideation monitoring (watch for changes in behavioural baseline, specifically frequency of behaviour)		
☐ Consequences (specify)		
☐ Other:		
☐ Other:		
☐ Other:		
☐ Other:		

COMPREHENSIVE BDTA ASSESSMENT COMPLETED BY:

	NAME/POSITION	DATE
Administrator or Designate		
School Mental Health Professional		
Technology (Digital Baseline) Lead		
SRO/Law Enforcement Liaison		
Other Team Member		
Other Team Member		
Other Team Member		
Other Team Member		

DOCUMENTATION:

1. Print, sign, and send a copy of the full BDTA to (district level administrator who oversees threat assessments).
2. If intent to harm, enter any applicable actions into the student information system (or other designated system) indicating that a threat assessment was conducted.
3. Document and record keeping:
   - The school administrator or designee shall maintain a copy of the Comprehensive Multidisciplinary BDTA documentation, as well as the Threat Intervention & Management Plan, in a secure, confidential location.
   - A completed Notice for Student File can be printed and put into the student file.

STEP 3

THREAT INTERVENTION & MANAGEMENT PLAN

Develop an intervention and management plan. It is recommended that the team agrees to review intervention and management plan as per the agreed upon progress monitoring plan.

**Use information obtained in the BDTA, including the domains (risk factors/enhancers, protective factors). It is important to recognize these domains can shift throughout the management and monitoring time frames with the goal of mitigating risk and building prosocial skills.*

**Adjustments and monitoring need to be ongoing or as needed as it would similarly with an academic plan. It is highly recommended that progress monitoring is done at least every, 30, 60, and 90 days, followed by annual reviews with the initial follow up occurring a minimum of 30 days, or earlier if needed.*

**See Appendix A and B*

STEP 3: THREAT INTERVENTION & MANAGEMENT PLAN

FOLLOW UP MANAGEMENT ACTIONS	PERSON OR AGENCY RESPONSIBLE	DATE TO BE COMPLETED/REVIEWED
☐ Digital and behavioural baseline review/checks **Contact SST if you require immediate digital support*		Frequency:
☐ Backpack checks, jacket, and other belongings		Frequency:
☐ Mediation/Restorative conference/Problem-solving process		
☐ Increase supervision in specific settings (home, community, or school)		
☐ Check-ins/check-outs		Frequency:
☐ Late arrival and/or early dismissal		
☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations		
☐ Academic supports		
☐ SEL Supports/Instruction		
☐ Conference with student and parent(s)/guardian(s)		Frequency:
☐ Develop a Behaviour Intervention Plan (BIP)		
☐ Schedule change		
☐ Modify transportation		
☐ Referral to school counselor/school MH professional/ ICY Team		
☐ Referral for additional assessment (i.e., FBA, Special Education, etc.) Specify.		
☐ Suicide Risk Assessment and ideation monitoring		
☐ Referral to drug/alcohol counselling		
☐ Referral to medical professional (i.e., pediatrician, psychiatrist)		Frequency:
☐ Referral to community services (e.g. counseling; MH assessment)		
☐ Consider change in placement		
☐ Other		
☐ Other		

AGENCY REFERRAL	POSITION TITLE	CONTACT INFORMATION

THREAT INTERVENTION & MANAGEMENT PLAN

Link to domains, specifically modifiable risk enhancers.

Complete the relevant sections below based upon information obtained in Step 2. Progress monitoring notes should also be completed each time the team meets to review, and the date of the progress monitoring meetings should be noted.

INDIVIDUAL SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

FAMILY SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

PEER (DYNAMIC) SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

SCHOOL SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

COMMUNITY SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

DIGITAL SUPPORTS & INTERVENTIONS

INTERVENTION	STAFF MEMBER RESPONSIBLE	DURATION/ FREQUENCY	DATES OF IMPLEMENTATION

OUTCOME GOAL:

Progress Monitoring Notes/Date:

ADDITIONAL NOTES REGARDING INTERVENTION AND MANAGEMENT PLAN:

Case Closed on: _____
**date*

Team Rationale for Closing Case:

THREAT INTERVENTION & MANAGEMENT PLAN COMPLETED BY:

	NAME/POSITION	DATE
Administrator or Designate		
School Mental Health Professional /Counselor		
SRO/Law Enforcement Liaison		
Other Team Member		
Other Team Member		

Plan Distributed to (list personnel on a need-to-know basis only):

Dates of Follow-Up Meeting(s) to Review Progress:

Primary School Contact: **Back-up School Contact:**

These shall be qualified school professionals, who will meet regularly with the student and collaborate with the parent(s) to monitor the effectiveness of the *Intervention and Progress Monitoring Plan*.

Reentry Meeting: ☐ Not Required ☐ Required - Date:

Note: Documentation from reentry/follow-up meetings should be attached to this form and maintained with the other Threat Assessment records.

DOCUMENTATION:

1. Print, sign, and send a copy to (district level administrator who oversees threat assessments).
2. Document and record keeping:
- The school administrator or designee shall maintain a copy of the Threat Intervention & Management Plan, in a secure, confidential location.
- A completed Notice for Student File can be printed and put into the student file.

3. Record a moderate or high level of risk in the Threat Assessment Field in the Student Records section of MyEd BC

BDTA® APPENDICES

SAFER
SCHOOLS
TOGETHER

Appendix C: Interview Guidelines

When interviewing, it is critical for the adult to convey a neutral, non-biased, calm tone. The subject of concern and potential targets must feel heard and understood. Below are guidelines and examples of questions that can be used in the threat assessment process. *Questions should be modified, as appropriate/necessary, to obtain an account of the threat and to begin to determine the student's intent.*

Nonverbal Behaviours

Be aware of your own body posture. To convey interest and understanding, make good eye contact (be aware of cultural norms as eye contact between a student and someone of authority is not seen as culturally acceptable for some cultures), orient your body towards them, and maintain a physical posture of interest. Keep focused on the story/narrative of what the other person is disclosing.

Ask Skillful Questions

How questions are phrased can be critical to the amount of detail you receive. Questions show you are interested in their perspective. There should be a balance between open and close-ended questions and avoid rapid firing of questions as you don't want the person to feel they are being interrogated. Questions should be interspersed with reflective statements, affirmations, and other ways that show you're listening.

Open-Ended Questions

The goal of open-ended questions is to get the interviewee talking and to provide more detail. It's best to start with open-ended questions the interviewee will respond to. An easy acronym to facilitate a good skill set is OARS—**O**pen-ended questions, **A**ffirmations, **R**eflective statements, and **S**ummarizing. Examples of open-ended questions (NOTE: these questions have been integrated into Appendices B, C, & D):

Subject of Concern:

- Tell me what happened as your perspective is important.
- How are you feeling right now?
- What happened when you were [place of incident]?
- What exactly did you say and do? (write down exact words)
- What was meant when you said (or did) that?
- How do you think others feel about what you said (or did)?
- What was the reason you said (or did) that? (note prior history of conflict)
- What are you going to do now that you have made this threat/now that this has happened?
- How did the fight/conflict begin?
- How could this situation get in the way of what you want to accomplish?
- How do you think this situation will help you accomplish what you want?
- What do you perceive as the consequences of carrying out this act of violence?
- How do you think your actions might affect your family? Your future?
- Who are the people you turn to for support?
- How can we help you/the situation?

Witness/Victim/Intended Target Interview

- What exactly happened when you were [place of incident]? What did you witness and/or observe? How did you respond? (Response can influence justification of SOC)
- What exactly did [student] say or do? (Write down exact/specific words and ask if they are willing to share screenshots)
- What do you think (the subject of concern) meant when saying that?
- What do you think led to the behaviours of concern occurring?
- How do you feel about what they said (or did)? (note level of fear and if perceived as a true threat)
- Why do you think they said that or did those actions/behaviours?
- How can we help you/the situation?

Close-Ended Questions

In threat assessment, we don't typically use close-ended questions, however, some close-ended questions may help provide clarification and help a person who may feel uncomfortable with the interview process to still engage in a conversation. Oftentimes, close-ended questions are followed by open-ended questions to obtain additional information. Be careful not to ask too many close-ended questions as the dynamics can then feel like an interrogation. Examples of close-ended questions that can be helpful include (NOTE: these questions have been integrated into Appendices B, C & D):

Subject of Concern:

- Do you know why I wanted to talk with you?
- Are you feeling upset or angry right now? If so, with whom and why?
- Did the conflict start because someone upset you?
- Do you think carrying out your plan will solve all your problems?
- Do you think it'll be difficult for your family and/or friends to deal with this current situation?
- Are you concerned about what may happen next to you because of this process?
- Do you use social media? If so, are you willing to share which ones?
- Are there websites you enjoy surfing or engaging with? If so, are you willing to share which ones?

Witness/Victim Interview:

- Are you concerned (scared, fearful, worried….)?
- Are others concerned?
- Are you scared to come to school?
- Are you aware of a plan to harm others? If so, what details are you aware of?
- Are you aware of any others that may be involved? If so, who are those individuals and what are the dynamics like between these individuals (e.g., a leader, a follower…)
- Do you think this can be resolved peacefully? If so, how?

Subject of Concern Interview

For use when conducting the screening/comprehensive interview with the Subject of Concern (SOC). These questions are designed to elicit information (conducted in a semi-structured interview format) to help inform if a more comprehensive BDTA is needed; and the information gathered during this interview may also be used to help inform the comprehensive BDTA. While these questions provide a foundation for the interview, they may be modified or expanded as necessary depending on the circumstances. The purpose of the screening interview is to evaluate the student's threat in context, to help determine what the student meant by the threat and whether the student has any intention of carrying out the attack where a comprehensive BDTA is needed. *The interviewer should NOT promise confidentiality to the student being interviewed.*

Student Name: **Student Date of Birth:** **Grade:**
Date of Interview: **Time of Interview:**
Person(s) Conducting Interview:

Process

- Ask in detail about the material/situation.
- Begin with neutral questions to establish rapport then become more specific with questions to understand the content.
- Use the interview as a way to express concern and also see if SOC understands why others are concerned.
- Watch for non-verbal cues.

Content:

- Understand the context.
- Consider if written and artistic material are practice attempts.
- Assess for themes of violence, difficult relationship dynamics, intensity/change of escalating emotions/grievances, trying to gain proximity to intended targets, increasing intensity, time imperative (time identified to carry out the threat).
- Assess for past expressions of intent and/or grievances.
- Assess for access to or knowledge of weapons.

Information gathered in the interview must be shared between administration, school mental health professional/counsellor, and SRO/LE to see if other data is consistent.

Situational and Personal Awareness Review:

1. Why do you think we are talking today? (Do you know why I wanted to talk with you?)
2. How are you feeling right now? (Are you feeling angry, upset, scared, etc. If s why? And/or with whom?)
3. Tell me what happened.
4. What led up to this situation happening? Your perspective is important. (How did the conflict begin? Did the conflict start because someone upset you?)
5. Who else might have seen and/or overheard what was said? Who else knows about it? If other individuals were present at the time of the incident, ask how they responded and/or what they said.
6. Tell me how you handled the situation. What did you do/how did you respond?
7. What exactly did you say? (Write down the student's exact words.)
8. What did you mean when you said or did that?
9. Where did you get these words? Learn these actions?
10. Who else do you know that has said these words? Used these actions?
11. If there is a piece of writing/drawing/social media post, ask about the details and context.
    a. Where did this come from? If social media post: Where did this post originate from? Who was with you when you posted it?
    b. Tell me more about (characters/persons, actions, drawings, situation) ….
12. What social media platforms do you use the most?
13. What are your favourite video games? Websites?
14. What is your experience with weapons? (If they confirm experience, ask how and where they access those weapons or other dangerous items now?)
15. What do you perceive as the consequences if you carry out this act of violence? How might it impact your future?
16. Do you think carrying out the act/harming others will solve your problems?

NOTES:

Impact on Others:

17. How do you think others feel about what happened? What you said or did.
18. What was the reason you said or did that?
19. What would you like to see happen now?
20. What are you going to do now that this has happened?
21. Are you willing to try and work it out and/or problem solve?
22. How will or did your parents respond to this situation?
23. Are there others in your family who are or will be aware, and how will they respond?
24. How might your actions affect your family and friends? (Do you think it will be difficult for your family and friends to understand/live with your actions?)

NOTES:

Support Resources/Summary: (Perception vs. Reality) to Discuss

25. Who in school do you talk to when you have a problem or challenge? Is there a staff member(s) that you trust?
26. Who do you talk to outside of school (home, family, friends) when you have problems?
27. Do you see any doctors, counsellors, support staff, or agency workers? ☐ Yes ☐ No
    If yes: who, for what reason, and when did you last see that person?
28. Do you feel like you are being teased, picked on, bullied, or rejected by anyone? ☐ Yes ☐ No
    If yes, please explain:
29. What have you learned from this or what would you like to have others understand about this situation?
30. What else would you like to share about this situation?
31. How can we help you? What do you need from us?
32. Are you concerned about what may happen next to you because of this process?

NOTES:

Witness/Staff Interview Questions

For use when conducting the screening/comprehensive interview with witnesses and/or those who may have information regarding the Subject/Situation of Concern (SOC). These questions are designed to elicit information (conducted in a semi-structured interview format) to help inform if a more comprehensive BDTA is needed; and the information gathered during this interview may also be used to help inform the comprehensive BDTA. While these questions provide a foundation for the interview, they may be modified or expanded as necessary depending on the circumstances. The purpose of the screening interview is to evaluate the student's threat in context, to help determine what the student meant by the threat and whether the student has any intention of carrying out the attack where a comprehensive BDTA is needed. Reinforce that you will do your best to protect the confidentiality of the student/staff member being interviewed.

Student/Staff Name: **Grade/Position within School:**
Date of Interview: **Time of Interview:**
Person(s) Conducting Interview:

Process

- Ask in detail about the material/situation.
- Begin with neutral questions to establish rapport then become more specific with questions to understand the content.
- Use the interview as a way to express concern and also assess witnesses' concerns and perspectives.
- Watch for non-verbal cues.

Content:

- Understand the context.
- Assess for themes of violence, difficult relationship dynamics, intensity/change of escalating emotions/grievances, trying to gain proximity to intended targets, increasing intensity, time imperative (time identified to carry out threat).
- Assess for past expressions of intent and/or grievances; difficulties and/or supports with relationships.
- Assess for access to or knowledge of weapons and plan.

Information gathered in the interview must be shared between administration, school mental health professional, and SRO/LE to see if other data is consistent.

Situational and Person Awareness Review:

1. When did you observe the concerning behaviours/witness a threat?
2. What exactly happened when you witnessed and/or observed the behaviours?
3. Who was involved?
4. If more than one student is involved, does there seem to be a leader or someone who is trying to convince others to engage in the concerning behaviours?
5. How did you respond? (Response can influence justification of SOC)
6. What exactly did [student] say or do? (Write down exact/specific words, ask to share screenshots, work samples, etc.
7. Why do you think they said that or did those actions/behaviours? What reasons, if any, were given for the threatening behaviour?
8. What do you think (the person of concern) meant when saying that or doing the behaviours of concern? Do you think there was intent to harm or could be intent to harm?
9. What do you think led to the behaviours of concern occurring?

NOTES:

Impact on Others:

10. How do you feel about what they said (or did)? (note level of fear and if perceived as a true threat). Are you concerned and/or scared, fearful, worried….)?
11. Are you more concerned about a harmful act occurring in certain situations more than others?
12. Do you know if there a plan to hurt anyone or have they talked about a plan to harm others or self? If so, what details are you aware of?
13. Do they have access to weapons or are they trying to get access to weapons? (bladed weapon, guns, explosives, etc.)?
14. Do you know of other individuals that may be involved in the plan and/or are also engaging in behaviours of concern?
15. Have you seen the subject of concern and/or any others involved using weapons or trying to get access to weapons, researching prior attacks, developing plans to harm themselves and/or someone else, engaging in concerning online behaviours, etc.?

NOTES:

Support Resources/Summary

16. Do you know if the student(s) of concern have any supports or other students/adults they trust? If so, who?
17. Is there anything else we should know or that you want to tell us about this situation?
18. How can we help you/the situation? Do you think this can be resolved peacefully? If so, how?

NOTES:

Appendix D: Threat Assessment Script for Data Collection

A suggested script for Principals and Vice-Principals and for Community Partners.

1. **Identify yourself.**
   "Hi, my name is_____, principal of _____school.

2. **Identify the purpose of your call and ask to speak to the "Threat Assessment Team Consultant."**
   We have initiated a Multidisciplinary Threat Assessment regarding:

   The Individual's Name _____
   Date of Birth _____

   Describe which behaviour is prompting the activation of the Threat Assessment Protocol:
   a. Serious violence or violence with intent to harm to kill
   b. Verbal/written and direct threats to kill others ("clear, direct, and plausible")
   c. The use of technology (social media posts) or writings that suggest the Subject of Concern has engaged in threat-related behaviours or has demonstrated unusual interest in other instances of mass casualty attacks, radicalization, incels, and/or other content that encourages targeted violence
   d. Possession of weapons (including replicas)
   e. Bomb threats (making and/or detonating explosive devices)
   f. Fire setting (contextual)
   g. Sexual intimidation, sextortion, or assault
   h. Ongoing issues with bullying behaviours, and/or harassment
   i. Gang-related intimidation and violence
   j. Targeted hate incidents motivated by factors including but not limited to race, culture, religion, and/or sexual orientation
   k. Other

3. **Explain the incident in more detail and what data has been collected thus far through Screening.**

   "What we've done so far is..." (E.g. interviews with _____, record checks, police notifications, locker and backpack checks, parent contact, computer check, etc.).

4. **Wait**

   The TA Team Consultant may put the school TA team member on hold or call back, as it may take a few minutes to determine if or what information needs to be shared. Many child protection, mental health, and youth probation partners have one TA designate (intake worker), who will need time to receive approval from the agency supervisor as to what is reasonable to share under the circumstances and according to the TA protocol.

A suggested script for Community Partners when calling back a Principal or Vice-Principal.

Hi, my name is _____ from _____(community partner).

a. Information is shared immediately! We see this as high risk and are on our way to the school/ hospital/police station now. **OR**
b. We have checked our files, and this is the information we think is relevant to the situation and the person you described (but there is no need to physically join the team at this time). **OR**
c. We have checked our files, and we have nothing to report back to you. **OR**
d. There is not sufficient justification at this point to share information, but we suggest that both of our agencies should request the parent/guardian sign a Release of Information immediately so that we can fully share the contents of the file.

Appendix E: Principal's Checklist for Immediate Threat/High-Risk Behaviour

Recognize that every situation is unique and responses will vary. If the threat is:

- **WRITTEN** - Handle with care and immediately put in a folder to preserve evidence. If possible, take a photo and include something to show size and scale (e.g. a coin or pen).
- **BY EMAIL** - Do not delete email.
- **VERBAL** - Immediately document all details, including the specificity of language.
- **IN PERSON** - Proceed using procedures for responding to violent incidents.

Keep the target informed and provide information to staff, students, and parents as necessary.

- **If there is imminent danger, call 911.**
- Ensure the whereabouts of the threat maker(s) and target(s) and address any risk factors.
- If necessary, appropriately detain or monitor any student(s) of concern (SOCs) and do not allow access to their cell phones, coats, backpacks, or lockers.
- Check digital behavioural baseline.
- Contact your School Resource Officer (SRO).
- Check their locker, desk, cell phone, and other electronic devices.
- Determine if the threat maker(s) has access to a weapon(s). If there is any evidence of accessing means to carry out a threat, advance to Step Two: Comprehensive Multidisciplinary Threat Assessment.

Checklist -Three-Step Threat Assessment Response Plan

Step 1: Screening (Identify) – plausibility, specificity, behavioural baseline, and attack-related behaviour.

- The team contacts SRO and other protocol partner agencies as appropriate.
- Assess the threat for specificity and plausibility.
- Determine behavioural baseline.
- Determine if attack-related behaviours are present.
- If data reported indicates imminent intent to harm, follow safety considerations for immediate risk-reducing interventions and then complete Step 2: Comprehensive Multidisciplinary TA.
- If no intent to harm, complete Step 1: Screening documentation only.

Step 2: Comprehensive Multidisciplinary Threat Assessment (Assess)

- Conduct Threat Assessment (behavioural and digital).
- Consider community multidisciplinary involvement.
- Identify risk enhancers and protective factors in the six domains.
- If the risk is identified, complete Step 3: Threat Intervention and Management Plan.

Step 3: Threat Intervention & Management Plan (Manage)

- Complete the Threat Intervention & Management Plan utilizing data gathered in Step 2.
- Review the Threat Intervention & Management Plan as per the agreed-upon progress monitoring plan

Appendix F: Threat Assessment Documentation and Record Keeping

Documentation of TAs, in addition to individually administered aptitude tests, confidential reports, and other sensitive materials, are personal information subject to the Freedom of Information and Protection of Privacy Act and the Personal Information Protection Act. They may also be evidence in legal proceedings. As such, they should be maintained in a secure and confidential folder.

BEST PRACTICES

The TA team should place all reports and other sensitive material or documents in a folder under the supervision of the school principal or designate of the superintendent.

Appendix G: Fair Notice

Staff, students, and parents/guardians and caregivers must be aware that a school uses a threat assessment (TA) process to reduce the risk of violence in the school. When they know that the process exists and how to report concerns, they can contribute information that would otherwise be missed. They should also understand that no action will be taken against someone who reports a concern in good faith. However, there may be consequences for malicious reporting.

Giving fair notice of the TA process and its justification also protects the legitimate privacy rights of individuals. This will include limiting the collection to relevant and necessary information to address a risk or threat and ensuring that information collected from an online source is only obtained from open-source sites. Schools and school districts will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to police agencies in appropriate circumstances.

Fair Notice can be given through letters to parents/guardians and caregivers, brochures, media releases, parent/guardians and caregivers meetings, staff meetings, new student orientation, school websites, or all of the above. School districts and independent schools may also include a brief "Fair Notice" statement in student "agendas".

At the beginning of the school year, the school should give students, staff, and parents/guardians and caregivers “fair notice” that the school will use a process to collect and assess information about threats of violence, including:

- Notice that violence and threats of violence will not be tolerated.
- General messaging about the TA process.
- Notice that the TA process is used provincially.

The school should advise students, staff, and parents/guardians and caregivers to promptly report high-risk or threatening behaviour to the school principal, a designate, or the police.

Sample Fair Notice

What behaviours warrant a threat assessment to be initiated?

A threat assessment will be initiated for behaviours including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation, or assault and gang-related intimidation and violence.

Duty to report

To keep school communities safe and caring, staff, parents/guardians and caregivers, students, and community members must report all threat-related behaviours.

What is a threat?

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. Threats must be taken seriously, investigated, and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team. The team may include the principal, teachers, counsellor(s), and a member of the local police agency.

What is the purpose of a threat assessment?

The purposes of a threat assessment are:

- To ensure the safety of students, staff, parents/guardians and caregivers, and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the subject of concern's (SOC's) behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the SOC.
- To promote the emotional and physical safety of all.

What happens in a threat assessment?

All threat-related behaviour shall be reported to the principal, who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the SOC, parents, and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff, and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if the SOC or parent/guardian/caregiver is reluctant to participate, the threat assessment process will continue, in order to promote a safe and caring learning environment.

Collection Notice

Schools and school districts are subject to personal information privacy laws and will undertake the collection of information in compliance with the requirements of such laws. This will include limiting the collection to information that is relevant and necessary to address a risk or threat and ensuring that information collected from an online source is only obtained from open-source sites. Schools and school districts will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to police agencies in appropriate circumstances. Information collected will be retained and handled within current records management procedures and guidelines.

Appendix H: Anonymous Threatening Communications (ATCs)

Anonymous Threatening Communications (ATCs) are typically threats to commit a violent act against an individual or individuals, a specific group, or a site (i.e. school, workplace). They may be found written on bathroom walls or stalls, spray painted on the side of a building, posted on the internet, or in a letter left in a conspicuous place (e.g., staffroom table, desk, etc.).

In school and workplace threat assessments, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. However, it is important to:

- Assess the anonymous threat.
- Attempt to identify the subject of concern.
- Avoid or minimize the crisis/trauma response.

Language of Commitment:

- Level of detail - location, date and time, target(s), justification, etc.
- Threatened to do what and to whom - kill, murder, ruin your lives, shank, shoot, etc.
- Method of delivery - who found/received the threat, when and where was the threat received, who else knows about the threat.
- Is the threat clear, direct, and plausible?

Identifying the Threat-maker:

- Handwriting analysis.
- Word usage - phrases and expressions that may be unique to a particular person or group.
- Spelling - errors or modifications unique to a particular person or group.

Remember:

- Some authors will mask their identity by using a different gender identity or pretending to be someone else entirely.
- Some individuals who write anonymous “hit lists” embed their own names in the list of identified targets.
- Some individuals who report having found the threat are either the author or know who the author is.

Appendix I: School and Police Investigations

Police Involvement in Student Interviews/Investigations

Some situations require police interview procedures at the school due to specific circumstances. In such cases, the school will strive to maintain respectful and low-profile interactions between students and police.

Where the police wish to interview any student on school premises, the following guidelines should be observed. If a student is being interviewed, they may request to have an adult present.

Subjects(s) of concern:

- If interviews are to occur at school, the principal/vice principal shall be responsible for ensuring that an appropriate setting is made available and will assist police in determining appropriate times. The principal/vice principal shall ensure that a parent is immediately notified except in a case where it is deemed that immediate notification would compromise student safety and the integrity of an investigation.
- Police will be requested to delay any interview until the parent/guardian or caregiver has been contacted and provided an opportunity to attend unless it is critical that the interview be held without parental presence/involvement.
- Consultation time will be provided for the student and the adult support person prior to the interview.

Victim(s) or witness(es):

- Where the police wish to conduct an interview with a student witness/potential student witness or victim on school premises, it is not necessary to follow the procedures above; however, parents will be contacted as soon as it is practical.
- The principal/vice principal will attend the interview if requested by the student. The primary purpose would be to provide support for the student.
- Whether the principal/vice principal attends should be determined by considering factors such as the age and maturity of the student and the nature of the incident.
- If the student wishes the interview to be conducted in private, then that should be respected.

Threat Assessment (TA) Parallel Process

Legal processes may exist parallel to the TA process if a subject of concern (SOC) is in custody or under investigation for a criminal matter. The police may, therefore, come into information regarding a threat that is relevant to a TA or school safety.

If a SOC is in custody, releasing information may be essential for school personnel to implement safety measures.

BEST PRACTICES:

At their discretion and in a timely manner, police should share safety concerns with school personnel to allow the school to take appropriate measures regarding a known threat. Similarly, if appropriate, if a SOC is in custody, police should share release information with the school.

Appendix J: Search and Seizure

Laws give both schools and police authority for search and seizure in certain circumstances. Section 5 (7) of the School Regulations provides that the principal is responsible for administering and supervising the school, including the general conduct of students and their discipline.

This section of the school regulation provides authority for searching a student's locker and desk, both for gathering evidence for use in the prosecution of a criminal charge and for ensuring the safety of the school, students, and staff.

Common law, statute law, and the Charter of Rights and Freedoms provide police with authority for search and seizure. The protection against unreasonable search and seizure depends on assessing all the circumstances, including the Charter. In general, the validity of a search or seizure takes into consideration the following:

- The expectation of privacy.
- Whether the conduct amounted to a search and/or seizure.
- Whether the search and/or seizure was reasonable.

Possession and Distribution of Illegal Drugs

- The police shall be contacted when drugs are located.
- The drugs should not be handled or modified. Consider safety precautions for staff and students.

Locker and Bedroom Dynamics

Evidence of planning has been found in either the subject of concern's locker at school, their bedroom, or both. Where there are reasonable grounds to suspect that a student is planning to compromise the safety of other students, the school, or the staff, school administration can search a locker for evidence of pre-planning, a plan, or the means to carry out the threat. It is the responsibility of the principal to advise students that desks and lockers are school property and that, in certain circumstances, a search of that property may be performed by the school administration. Police can search a person incidental to arrest or detention for safety but would require a warrant for a locker search.

Evidence of planning may also be found in backpacks, desks, textbooks, student vehicles, etc. The more committed an individual is to carry out an offence without being caught, the more likely they may hide weapons, journals of justifications, maps, floor plans, etc., elsewhere in the home and surrounding property as part of what is referred to as attack-related behaviours.

Search of Vehicles on School Property

School personnel might notice items that raise a concern in a vehicle on school property. In such a case, they should contact the police. There may be legal issues regarding the right to search and seize a vehicle unless an imminent threat is apparent.

BEST PRACTICES:

If school personnel view items that raise concerns in a vehicle, they should contact the police. If there is no imminent threat, they should attempt to monitor the situation until the police provide further direction.

Social Media Evidence and Digital Data Searches

Evidence and data are often found on digital devices. Schools can request searches of student digital devices, but students can refuse to comply. Schools and school districts can only collect digital information in compliance with privacy laws. It is important to preserve and protect evidence by ensuring steps are taken to deactivate the remote erase capabilities of devices.

Screenshots of images or posts of publicly available online data with time and date stamps embedded are always preferred.

There is no expectation of privacy regarding content posted publicly on social media, and there are no user privacy settings restricting view. Evaluating publicly posted digital data and data on devices may be essential to an assessment of risk. Information collected as part of a threat assessment should be provided to police agencies. Police agencies employ technological crime experts who can assist. Forensic searches of devices may be necessary, but they can take time.

BEST PRACTICES:

School personnel should report any threat-related information they find on digital devices to the police as part of a threat assessment.

School personnel should take steps to preserve and protect evidence found on digital devices. Whenever feasible, they should save screenshots of images or posts of publicly available online data with time and date stamps embedded.

Possession and or Distribution/Publication of Intimate Images

Intimate images mean a visual recording of a person made by any means, including a photographic, film, or video recording, in which the person is nude, is exposing their genital organs, anal region, or their breasts, or is engaged in explicit sexual activity; in respect of which, at the time of the recording, there were circumstances that gave rise to a reasonable expectation of privacy; and in respect of which the person depicted retains a reasonable expectation of privacy at the time the offence is committed. Creation and distribution of images depicting a sexual activity or sexual organ of a person under 18 is a criminal offence.

- 162.1 (1) Anyone who knowingly publishes, distributes, transmits, sells, makes available, or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct or being reckless as to whether or not that person gave their consent to that conduct.
- If aware of a student possessing or distributing non-consensual intimate images, the school principal will:
    - Contact police.
    - If possible, confiscate the device containing the images and secure it in a safe place.
    - Under the direction of the police, contact the student's parent/guardian(s) to inform them of police involvement.
    - If you cannot confiscate the device, take a photo of the image. Do not electronically share any image collected.

Preservation Orders and Production Orders

Police can obtain preservation orders to require private companies to preserve and retain data related to an investigation.

Production orders are used when police may be required to gather evidence of subscriber data from social media providers, such as files involving statements made on Facebook. A production order is a type of search warrant that can compel a social media provider to produce documentation to a specified police officer at a specified time and place. There must be reasonable grounds to believe an offence has been, or is suspected to have been, committed, and the document or data will afford evidence of the offence.

Digital Searches in Exigent Circumstances

Exigent circumstances exist when there is a threat of imminent bodily harm or death to a person, or imminent loss or destruction of evidence. Investigating officers are permitted to intervene, and search and seize without a warrant, in exigent circumstances. Exigent circumstances can also exist when assessing online threats or dangerous situations. Investigating officers must decide if an imminent threat exists. For example, exigent circumstances may justify a digital search and seizure if a student makes an online threat with an Instagram photo showing a gun and a threat to use it that day.

BEST PRACTICES:

Police investigators can use the power authorized in exigent circumstances to search, seize, and preserve digital evidence without a warrant when required. In an investigation that involves digital evidence, police investigators should consider obtaining a preservation order requiring social media companies to preserve digital information relating to an offence.

Report to Crown Counsel

If the police decide to recommend a charge against an accused, the officer will complete a detailed Report to Crown Counsel (RTCC). Police may need statements by school staff to complete the RTCC.

Crown Counsel will review the RTCC and will decide whether to lay charges. Crown Counsel may also decide to refer the matter to extrajudicial alternate measures for non-violent offences under the Youth Criminal Justice Act, such as a caution or a referral to a specialized program.

BEST PRACTICES:

Police agencies should liaise with the TA team and school staff to investigate the circumstances of a threat, assess possible charges, and consider whether recommending alternate measures would be in the best interests of the school community and the person of concern.

Some common Criminal Code offences involving young people, among others, include:

- Uttering Threats – Criminal Code (R.S.C., 1985, c. C-46) S 264.1
- Conspiracy to Commit Murder – Criminal Code (R.S.C., 1985, c. C-46) S 465
- Possession of Weapons – Criminal Code (R.S.C., 1985, c. C-46) S 92 (1) & (2)
- Counselling Indictable Offence that is not committed - Criminal Code (R.S.C., 1985, c. C-46) S 464(a)
- Assault with a Weapon or Causing Bodily Harm - Criminal Code (R.S.C., 1985, c. C-46) S 267

Peace Bond

A judge can issue a peace bond, also known as a Section 810 recognizance in the Criminal Code of Canada, requiring a person to follow conditions to keep the peace and be of good behaviour. The peace bond can prohibit the person named from contact with certain individuals and from carrying weapons. A peace bond can be valuable when investigating a threat or intervening with a person of concern.

The conditions are in place for up to one year and the defendant may be charged with a criminal offence for not obeying the conditions.

Usually, the police recommend a charge for a substantive offence. The Crown may request that a judge issue a peace bond. In rare circumstances, the police may request a peace bond directly.

BEST PRACTICES:

When recommending a charge for an offence, the police should consider recommending that the Crown apply for a peace bond if they believe that it would be useful in dealing with a subject of concern.

Release

A person in custody can be released with or without conditions. An appropriate set of release conditions can help reduce risks to the school community. Police can recommend conditions in the Report to Crown Counsel for the Crown to present to the judge or justice.

BEST PRACTICES:

If a subject of concern is in custody, the police should consider making a recommendation to the Crown Counsel regarding release conditions to reduce risks to the school community.

Appendix K: Quick Guide for School Principals Regarding Search and Seizure

Although a student attending school has a reasonable expectation of privacy, that expectation is less when the student is on school property than in other circumstances. Teachers and school principals are responsible for providing a safe environment and maintaining order and discipline in the school. This responsibility may require them to search students and seize prohibited items. However, the search must be conducted sensitively and must consider the age and gender identity or expression of the student. This does not apply to situations in which the school authorities have been directed by police to conduct the search or where the police themselves are conducting a search of student property on school grounds.

- Principals should defer to the police during active investigations.
- Principals should not defer to police in cases where a search is within the scope of their authority unless:
    - Items being searched for require specific police handling expertise.
    - Problems are anticipated when carrying out a search, and police assistance is needed.
- At the beginning of the school year, the principal must inform students that desks and lockers are school property and that a search is permissible.
- The principal can search a student's possessions, desk, locker, or any area where a student's possessions may be stored.
- Except in the case of a criminal investigation, searches should be conducted by two school staff with the student present.
- The principal shall not conduct body searches.
- The principal can ask the student to empty pockets, remove outer layers of clothing (hats, coats, outer shirts), and remove shoes. A search should never cause a student to reveal undergarments.
- As soon as the search reveals evidence of a criminal offence, the search should be stopped, and police contacted.
- Depending on the circumstances, police may communicate with the principal before executing a search warrant on school property.

Possession and or Distribution of Illegal Drugs

- The police shall be contacted when drugs are located.
- The drugs should not be handled or modified. Consider safety precautions for staff and students.

Possession and or Distribution/Publication of Intimate Images

- Intimate image means a visual recording of a person made by any means, including a photographic, film, or video recording, in which the person is nude, is exposing their genital organs, or anal region, or their breasts, or is engaged in explicit sexual activity; in respect of which, at the time of the recording, there were circumstances that gave rise to a reasonable expectation of privacy; and in respect of which the person depicted retains a reasonable expectation of privacy at the time the offence is committed. Creation and distribution of images depicting a sexual activity or sexual organ of a person under 18 is a criminal offence.

- 162.1 (1) Anyone who knowingly publishes, distributes, transmits, sells, makes available, or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct or being reckless as to whether or not that person gave their consent to that conduct.
- If aware of a student possessing or distributing non-consensual intimate images, the school principal will:
    - Contact police.
    - If possible, confiscate the device containing the images and secure it in a safe place.
    - Under the direction of the police, contact the student's parent/guardian(s) to inform them of police involvement.
    - If you cannot confiscate the device, take a photo of the image. Do not electronically share any image collected.

Appendix L: Examples of Potential Release Conditions

- You shall not attend within 300 metres of any known educational facility;
- You shall not possess any knives except for the immediate preparation and consumption of food;
- You shall not possess, own, or carry any weapon, including but not limited to any firearm, crossbow, prohibited weapon, restricted weapon, prohibited device, ammunition, prohibited ammunition or explosive substance, and any related authorizations, licenses, and registration certificates. Nor are you to possess any imitation firearm or imitation of those other items listed in this condition;
- You are not to possess outside of your residence, any of the following materials: matches, lighters, mechanical ignitors, candles, cigarettes, magnifying glasses, safety flares, black powders, flash powder, ignitable liquids including but not limited to: gasoline, diesel, propane, lighter fuel, kerosene, camp stove fluid, paint thinner, lacquer thinner, brake fluid, butane, methyl alcohol, ethyl alcohol, acetone. This condition does not restrict you from operating a motor vehicle;
- You shall not own, possess, or access any personal computer or electronic devices capable of accessing the Internet. *Optional portion:* you may possess a computer or other electronic device that has Internet access under the supervision of a parent/guardian (only if a parent has due control/supervision over the youth);
- You will allow any peace officer personal examination of computing equipment, peripheral devices, communication devices or such computing equipment, data storage devices/media, removable media and any manual associated with any computing equipment, passwords, and access codes to enable examination of any computer you are using to verify compliance with this order and to provide police access to your residence upon request to verify compliance with this condition;
- You shall not be outside your residence unless under direct supervision by a parent/guardian or caregiver;
- You shall present yourself at the door of residence or the telephone at your residence, at the request of any peace officer who is monitoring your compliance with this condition;
- You shall have no contact, direct or indirect, with the co-accused (*conspiracy of two or more*);
- You shall not possess any alcohol or drug other than the one prescribed by a doctor;
- You shall take reasonable steps to maintain yourself in such a condition, that your disorder will not likely cause you to conduct yourself in a manner dangerous to yourself or anyone else, and it is not likely you will commit further offences;
- You shall attend medical/psychiatric/psychological counselling and/or treatment as directed by the probation officer, except that you shall not be required to submit to any treatment or medication to which you do not consent;
- You shall provide your treating physician/psychiatrist with a copy of this order and the name and telephone number of the probation officer. You shall instruct your treating physician/psychiatrist that if you fail to take medication as prescribed or fail to keep any appointment; your physician/psychiatrist is to advise the Probation Officer immediately of any such failure;
- If you do not consent to the form of medical/psychiatric/psychological treatment or medication that is prescribed or recommended, you shall immediately report to the Probation Officer and thereafter report not less than 5 days per week as directed by the Probation Officer.

Appendix M: Guidelines for Parents/Guardians to Support Children Through Times of Grief

Be yourself	Demonstrate your natural concern calmly and in your own words.
Be available	Spend time with your child. Attempt to distract your child by reading, walking, going to a movie, etc.
Listen	Let your child express their thoughts, concerns, feelings, and perceptions in a nonjudgmental, emotionally safe environment.
Explain	Talk about what you know in short, truthful statements. Don't be afraid to admit that you do not have all the answers.
Do not speculate.	
Develop resiliency	Your child will look to you for reassurance. Do not convey your own feelings of hopelessness, but rather let your child know that they will get through this difficult period.
Provide comfort	Physical and verbal comforts are great healers.
Attend to physical manifestations of trauma	Children will often complain of headaches, stomach aches, backaches, etc. Monitor physical symptoms such as loss of appetite, anxiety, sleep disturbance, etc. Determine whether medical intervention is required.
Maintain regular routines	As much as possible, attempt to provide normalcy to your child. Humans are creatures of habit and derive comfort from regular routines.
Monitor media exposure	Do not overexpose your child to media reports (especially preschool-and elementary-age children).
Seek additional support	When appropriate, your child should be directed to community support agencies.

Appendix N: Guidelines for Staff Dealing With Traumatic Events

Staff are often called upon to help the public deal with grief and stress in a supportive and compassionate way. The best way to help is to use your good judgment and empathy. The following suggestions may help you understand what some people may be experiencing and give you supportive ways to respond.

- Acknowledge and accept that the tragedy may trigger an emotional response in you, other staff, and community members. It's always difficult to remember and accept that there are events in our lives that can't be predicted or controlled. Recognizing your own feelings will enable you to be more supportive of others.
- Be aware of the potential impact of "media overload"—both from traditional media and the Internet. Ensure there is an understanding of the importance of limiting the exposure to this coverage.
- If people ask questions, listen carefully to what they are saying and respond objectively. If you don't know an answer, don't be afraid to say so.
- Accept people's feelings. Allow them to express their remembrances, thoughts, and fears—they are not good or bad, right or wrong, they're just there. Emphasize that each person is entitled to their feelings. It's important that everyone has an opportunity to express their concerns and to feel that others are taking those concerns seriously.
- Do whatever is necessary to reassure people that your community is a safe place.
- If people express fears or concerns, respond in the most reassuring way possible.
- Maintain routines as much as possible but understand the need for flexibility if staff or community members need to talk or express their concerns.
- Be vigilant regarding community members or staff, such as those who:
    - Have experienced a recent death in the family.
    - Have recently come from a country where they have experienced armed conflict.
    - Have a history of depression, anxiety disorders, or other traumas.
    - Have a family away from home at work, university, or college.
- People respond in different ways to tragic events or the recollection of these events. For example, you may notice the following types of reactions:
    - Preoccupation with violence and death.
    - Physical complaints like stomach aches and headaches.
    - Anxiety, sadness, withdrawal.
    - Aggression.
    - Sensitivity to loud noises.
    - Mood changes.
    - Difficulty concentrating.
- Should you become aware of staff or community members who continue to experience significant distress—for example, preoccupation with the tragedy—allow them time for consultation with social workers or psycho-educational consultants for further assistance.
- If possible, try to direct your community toward something constructive they can do.
- Ask for help. Social workers and psychologists should be made available to staff and community members.

Appendix O: Self-Harm Flowchart

Student Self-Harming Behaviour is suspected or reported

NOTIFY
Principal or Designate

NOTE
Call 911 if immediate response is needed.

ACTION REQUIRED
By Principal or Designate

MODERATE RISK

A student appears to be engaging in self-injury or self-harm, but the injuries do not require immediate medical attention or place the student in immediate danger.

Risk Assessment Considerations:

- Student with physical signs indicative of:
  - Cutting
  - Scratching/pinching
  - Burning/scars
  - Interfering with wound healing
- No physical wounds requiring medical treatment.
- Student's emotional stress appears eased by the behaviour.
- Often does not coincide with suicidal intent.

Determine Actions:

- Consult with counsellor.
- Arrange any necessary first aid for minor wounds.
- Work with the counsellor to:
  - Assess student behaviour and needs.
  - Rule out suicidal ideation.
  - Make a safety and support plan for self-harm that includes alternate strategies.
  - Consult with local mental health team for possible referral.
- Plan with counsellor how to engage parents regarding behaviours – who, when, how.

Follow-up:

- Engage parents/guardians c as necessary.
- Ensure counsellor follows up:
  - Refers to outside resources (as appropriate).
  - Determines if social contagion/broader impact exists and contains the social contagion.
  - Sets a follow-up date to confirm plan effectiveness with:
    - The student
    - Parents/guardians or caregiver
  - Request counsellor to continue to monitor and support the student's mental health.

HIGH RISK

A student presents with serious new injuries that require immediate medical attention and appear to be self-inflicted.

Risk Assessment Considerations:

- Student with physical injuries such as:
  - Open wounds/bleeding cuts
  - Severe or large burns
  - Broken bone(s)
- Ingestion of toxins.
- May or may not coincide with suicidal intent.

Determine Actions:

- Summon immediate First Aid.
- If possible/safe, move the student to a calm, private area.
- Ensure a staff member remains with the student.
- Call 911 (ambulance as necessary).
- Consult with counsellor.
- Work with counsellor to:
  - Assess student behaviour and needs.
  - Rule out suicidal ideation.
  - Make a safety and support plan for self-harm that includes alternate strategies.
  - Consult with local mental health team re:referral.
- Notify parent/guardian of medical emergency.
- Plan with counsellor how to engage parents regarding behaviours – who, when, how.

Follow-up:

- Engage parents/guardians or caregiver.
- Ensure counsellor follows up:
  - Refers to outside resources (Ex. mental health).
  - Determines if social contagion/broader impact exists and contains the social contagion.
- Sets a follow-up date to confirm plan effectiveness with:
  - The student
  - Parents/guardians or caregiver
- Request counsellor to continue to monitor and support the student.
- Report to superintendent/designate.

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