

### School's role

- Recognize the presence of a threat
- Assess severity of a threat
- Respond to a threat
- Ensure safety for all affected

### Principal's role

- Receive the report of a threat
- Evaluate the threat (*see Decision Tree*)
- Activate Threat Assessment Team when necessary
- Lead Threat Assessment Team
- Contact Police Officer when appropriate
- Keep staff informed where appropriate
- Contact parents/guardians when appropriate
- Fill out Threat Assessment Documentation
- Contact Director of Education when appropriate
- Provide disciplinary responses

### Threat Assessment Team members

- \*Principal
- \*Vice-Principals
- \*Guidance Counselors
- \*Psychologist
- \*Community Police Officer

### Team's role

- Support Threat Assessment Team leader
- Complete Mental Health Assessment of student making the threat (*Psychologist's role*)
- Provide support to recipient(s) of threat and/or witnesses
- Contact parents/guardians as needed
- Support staff
- Provide follow-up interventions
- Complete interview process

**The context and meaning of a threat are more important than the verbal content of a threat.**

### Definitions:

#### **TRANSIENT THREAT**

A statement that does not express a lasting intent to harm someone. It is either intended as a figure of speech or reflects feelings that dissipate in a short period. A transient threat does not require protective action because there is no sustained intent to carry out the threat.

e.g. "I'm going to kill you" said as a joke or in a moment of anger.

#### **SUBSTANTIVE THREAT**

A statement that expresses a continuing intent to harm someone. It may express emotions like a transient threat, but it also indicates a desire to harm someone that extends beyond the immediate incident or argument.

e.g. "I'm going to kill you" said with an intent to injure or while holding a weapon.

**If there is significant doubt whether a threat is transient or substantive, treat the threat as substantive.**

### Indicators of a substantive threat:

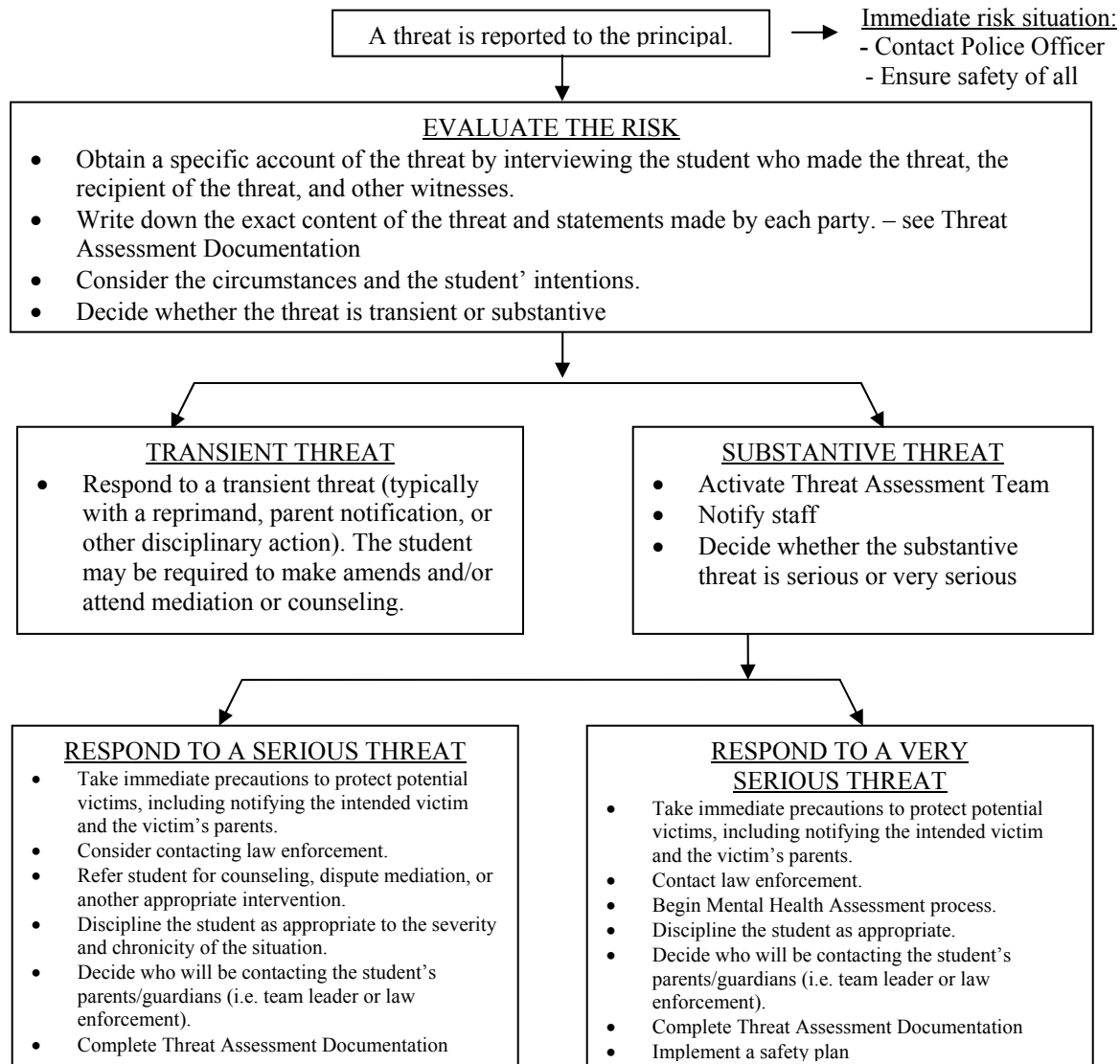
- Is the student older?  Yes  No
- Does the student acknowledge the inappropriate behavior(s)?  Yes  No
- Is the student credible?  Yes  No
- Are there accomplices?  Yes  No
- Has the student invited peers to observe the threat being carried out?  Yes  No
- Is there a specific plan?  Yes  No
- Is there physical evidence of intent to carry out the threat?  Yes  No
- Has the student repeated the threat over time?  Yes  No
- Are weapons mentioned?  Yes  No
- Are weapons available or used?  Yes  No
- Were there prior conflicts with the recipient(s)?  Yes  No

### Threat Assessment Team leader checklist:

- Transient or substantive \_\_\_\_\_
- Identify team members \_\_\_\_\_
- Identify student \_\_\_\_\_
- Identify recipient(s) \_\_\_\_\_
- Identify witness(es) \_\_\_\_\_
- Interview process \_\_\_\_\_
- Ensure safety \_\_\_\_\_
- Contact parents \_\_\_\_\_
- Interventions \_\_\_\_\_
- Discipline \_\_\_\_\_
- Documentation \_\_\_\_\_
- Storage of documentation \_\_\_\_\_

# THREAT ASSESSMENT GUIDELINES

## DECISION TREE



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Student Services Department  
School District 2  
Moncton, NB