

Threat Assessment & Intervention Plan

Student of Concern

STUDENT NAME	AGE	GRADE	DATE OF BIRTH
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Special Considerations (check all that apply):

- IEP: Designation
- Safety Plan
- Positive** Behaviour Support Plan
- Functional Behaviour Assessment
- Currently in Care
- Cultural Considerations

Incident Information

DATE	TIME	LOCATION
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BRIEF DESCRIPTION OF INCIDENT (INCLUDING SPECIFIC LANGUAGE IF POSSIBLE)

STUDENTS INVOLVED

WITNESSES

STAGE 1 ASSESSMENT

Stage 1 Threat Assessment Team

DATE OF INFORMATION GATHERING

PERSON COMPLETING THREAT ASSESSMENT FORM

THREAT ASSESSMENT TEAM MEMBERS



Threat Assessment & Intervention Plan, continued

STAGE 1 ASSESSMENT, CONTINUED

Information Sources

Student of Concern / Threat Maker	Student file (grade, attendance)
Target(s)	Discipline records
Witnesses	Journals, assignments, writings
Staff	Digital baseline ¹ [Note re: SST Intake Form] ²
Parents	Other
Backpack, locker, digital device	

Questions to Consider

Check all that apply and record details below.

1. Digital Baseline:

A student's regular interactions on social media and other digital platforms

2. SST Intake Form:

A service provided by Safer Schools Together on behalf of BC's MECC: the school completes the intake form and SST digital analysts compile information about a student's open source digital footprint related to a specific threat concern (password protected for access by BC Safe School Coordinators)

3. Threats:

Direct – clear, specifies both act and target

Indirect – vague, unclear, threat is phrased tentatively

Conditional – warns that a violent act will happen unless specific conditions are met

Veiled – implies violence but does not explicitly threaten

Has there been a change in baseline for the student of concern? (frequency, recency, intensity)

Is there evidence of fluidity? (harming others and harming self)

Is there a motive or grievance? (school-related or outside of school)

Was there a clear threat made?

- Is it specific and plausible?
- What type of threat (direct, indirect, conditional, veiled)?³

Is there evidence of remorse?

Is/was there a clear intent to harm?

Is there evidence of planning?

Does the student of concern have access to the means to carry out their threat?

Is there a history of violent incidents or an unusual interest in violence?

Is there a relationship of trust and collaboration between school and parents/caregivers?

Does the student of concern have healthy relationships with any staff members?

Does the student of concern have healthy peer relationships?

Notes



Threat Assessment & Intervention Plan, continued

STAGE 1 ASSESSMENT, CONTINUED

Check off likely possibilities based on a group hypothesis.

Is it a conscious or unconscious *Cry for Help*?
Is it a *Conspiracy* of two or more? (Who else knows about it? Who else is involved?)
Is there evidence of *Fluidity*? (homicide/suicide)

The data gathered in the initial assessment indicates (check one):

*For assistance with determining level of risk, use this screening tool [\[link to Risk Level Screening Tool\]](#)

Stage 1 Threat Assessment Conclusion*

Medium/High Level of Risk: There is a possible and plausible intent to harm that requires further assessment and supports.

- Take immediate steps to mitigate risk while Stage 2 Assessment is completed
- Initiate Stage 2 Community-based Threat Assessment
 - Include community partners
 - Gather more information if needed
 - Identify Risk Factors and Protective Factors

Low Level of Risk: There is no identified and plausible intent to harm. The situation can be managed through existing supports, modification of supports, and/or further monitoring.

- Intervention plan detailing supports in place and any added supports deemed necessary.



Threat Assessment & Intervention Plan, continued

STAGE 2 ASSESSMENT

Stage 2 Threat Assessment Team

DATE OF INFORMATION GATHERING	PERSON COMPLETING THREAT ASSESSMENT FORM
THREAT ASSESSMENT TEAM MEMBERS	

Further Information to Be Gathered

QUERY / INFORMATION NEEDED	PERSON RESPONSIBLE
NOTES	

QUERY / INFORMATION NEEDED	PERSON RESPONSIBLE
NOTES	

QUERY / INFORMATION NEEDED	PERSON RESPONSIBLE
NOTES	

Threat Assessment & Intervention Plan, continued

STAGE 2 ASSESSMENT, CONTINUED

Risk Factors and Protective Factors

Individual

(health, mental health, substance use, baseline behaviour, cultural factors, trauma history, recent loss)

Risk Factors

Protective Factors

Family

(relationships with parents/guardians, sibling profiles, family history, trauma history, cultural differences, changes in family structures, family's relationship with school)

Risk Factors

Protective Factors

School & Peer Dynamic

(level of connection, peer relationships, victimization, relationships with staff)

Risk Factors

Protective Factors

Community

(involvement in community activities, connection to church, clubs, teams, gang interest or involvement, past issues with law enforcement)

Risk Factors

Protective Factors

Risk Factors: Any factors that increase the Student of Concern's vulnerability.

Protective Factors: Any factors which shield the Student of Concern from risk.



Threat Assessment & Intervention Plan, continued

STAGE 2 ASSESSMENT, CONTINUED

Digital

(social media platforms and involvement, supervision level, gaming platforms, safety awareness)

Risk Factors

Protective Factors

Concluding Hypothesis

Is it a conscious or unconscious *Cry for Help*?

Is it a *Conspiracy* of two or more? (Who else knows about it? Who else is involved?)

Is there evidence of *Fluidity*? (psychological shifting between thoughts of homicide and suicide)

Risk Specifications

Risk to do **what** specifically?

Risk to do harm to **whom** specifically?

Does the student of concern pose a threat to someone outside the school?

Yes

No

Next steps



Threat Assessment & Intervention Plan, continued

The data gathered in the initial assessment indicates (check one):

Stage 2 Threat Assessment Conclusion

Medium/High Level of Risk: There is a possible and plausible intent to harm that requires further assessment and supports. The level of risk is Medium/High.

- Initiate Community-based intervention and support plan, focussing on modifiable risk factors.
- Take immediate steps to mitigate any specified risk to others through necessary communication and increased supervision.

Low Level of Risk: The situation can be managed through modification of supports and further monitoring.
→ Intervention plan detailing both existing and added supports, including Community-based interventions.

STAGE 3 SUPPORT AND INTERVENTION PLAN

Stage 3: Support and Intervention Plan

Possible Interventions:
(choose interventions that best address modifiable risk factors.)

Meet with Student of Concern and parents
Restorative justice, mediation process
Digital baseline checks
Locker, backpack checks
Increase supervision in certain settings
Check-in, Check-out system
Functional Behaviour Assessment
Connect with adult or peer mentor
Social-emotional education and support
Suicide risk-assessment
Other

Develop or revise IEP
Develop or revise Postive Behaviour Support Plan
Develop or revise Safety Plan
Psycho-educational assessment
Counselling support
Foundry intake
CYMH intake
MCFD contact
Medical assessment
Intervention from law enforcement



Threat Assessment & Intervention Plan, continued

STAGE 3: SUPPORT AND INTERVENTION PLAN, CONTINUED

School-based Interventions

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

Community-based Interventions

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

Family-based Interventions

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE

RISK FACTOR	
INTERVENTION	
PERSON(S)/AGENCY RESPONSIBLE	REVIEW DATE



Threat Assessment & Intervention Plan, continued

Documentation:

- 1. Threat Assessment documentation to be kept by Principal in a secure location.
- 2. If Medium or High Level of Risk, indicate on MYED or equivalent school information system that a threat assessment was conducted.
- 3. Complete Notice for Student File, print, and put into student file. [Link to Threat Risk Assessment Summary Sheet for Student File]

Threat Assessment and Intervention Plan Completed By

PRINCIPAL/DESIGNATE	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE

