



Section 2 *Assessing Student Threats*

2.1 *Student Threats*

The primary purpose of the school Critical Response Team is to identify indicators that suggest that a student may be engaging in attack-related behaviours against some target. The Critical Response Team must intervene to decrease the risk, prevent injury to self or others and assist the student to receive the help he/she needs to address the issues contributing to the high-risk student behaviour.

Immediate and High Risk Behaviours*, include, but are not limited to:

Immediate	High Risk
<ul style="list-style-type: none"> • Vicious physical assault 	<ul style="list-style-type: none"> • Possession of a weapon • Serious verbal/written threats to kill or injure others • Internet e-mail or web-site threat to kill or injure others

*Threats may be written, verbal, drawn, posted on the Internet or made by gesture only and, may be direct, indirect, conditional or veiled.

2.1.1 *Immediate Risk (Emergency Situation)*

In these cases, a threat is posed and the matter is one of immediate police intervention, not threat assessment. The Critical Response Team does not have a role here, but may be utilized following the immediate crisis to assist with follow-up recommendations.

In cases where there is a high risk of bodily harm:

1. **Call 911** (This is an emergency situation. Any adult with knowledge of this risk or a high concern for safety must call.)
2. Do not approach anyone with a weapon.
3. Activate school Lock Down procedure.

2.1.2 High Risk Student Behaviours

Any person having knowledge of high-risk student behaviour, as defined above, shall notify the school administrator and his/her designate who will:

1. Contact the Police.
 2. Contact the school Counsellor.
- The Police will determine, in consultation with the Critical Response Team, whether to arrest/charge the student under the Criminal Code or Youth Criminal Justice Act. Alternatives to “criminal charge” include apprehension under the Mental Health Act and/or the Child Welfare Act.
 - An initial threat assessment should be conducted by the Critical Response Team.
 - Use the key questions in section 2.1.5 to determine the likelihood that the threat may be carried out. For example, how specific is the threat and does the threat-maker have the means or access to the means to carry out the plan, etc.
 - Take the necessary steps to resolve concerns raised by the initial threat assessment.
 - If the student is to be detained, determine where to detain, who will detain, and whether it will increase or decrease the risk of harm to self and/or others.
 - Under Section 24(1) of the School Act, the student may be suspended or expelled from school. Prior to suspension or expulsion, the Critical Response Team should complete an initial threat assessment. The Critical Response Team may conduct a more comprehensive assessment before the student returns from school suspension.
 - The school Principal does have the option to consequence the student’s threatening behaviour/action as per CAPE policy and after consultation with the Critical Response Team.
 - A plan of intervention will be developed with the parents/guardians involved. There is the expectation that the student’s parent/guardian will provide strict supervision during the school suspension. If supervision of the young person is not available by the parent/guardian, then a report should be made to Child and Family Services.
 - An appointment for a further Mental Health Assessment will be arranged by parents/guardians (assisted by CAPE’s Counsellors). A referral could be made to the Alberta Mental Health Board office, the Alberta Children’s Hospital, or Medicine Hat

Regional Hospital.

- Parents/guardians will also be asked to arrange for a full physical check-up by the student's own family physician.
- In addition to the initial threat assessment, the School Critical Response Team should conduct a more comprehensive assessment before the student returns to school from suspension. That is, when the student is more stable, the Critical Response Team can look more deeply at other factors covered in section 2.1.6.
- A "Covenant of Safe Conduct", a contract made in trust, will be required (signed by student, parent/guardian and school administrator) prior to the student returning to school. See section 2.1.4 for an example of a covenant.

2.1.3 Worrisome Behaviour

If a student has stated an intent and it threatens safety:

1. The Principal, the school-based counsellor and the Police will conference and determine a course of action in consultation with parents/guardians.
2. The Critical Response Team may recommend that the parent/guardian arrange therapy/counselling sessions.
3. The school Principal may decide to consequence the student as per CAPE Policy.
4. Should suspension be considered, the parent/guardian is expected to provide appropriate out-of-school supervision.
5. Parents/guardians may contact Child and Family Services for support services.
6. A full medical check-up is recommended in all cases where a student has made threats to others. Recommendation for referral to other agencies such as Alberta Mental Health, or a developmental paediatrician, as deemed appropriate, should be made.
7. A "Covenant of Safe Conduct" may be required as determined by the Critical Response Team (signed by student, parent/guardian and school Administrator) prior to the student returning to school. See section 2.1.4 for an example of a covenant.

8. Consideration must also be given to conflict resolution and the anxiety of others prior to the student returning to the school environment.

2.1.4 Example of Covenant of Safe Conduct

CAPE School D/M/Y

This Covenant, an agreement made in trust between students, *Student X, (D.O.B.)* _____ and staff of CAPE School. This Covenant is fully supported by parents/guardians, *Mr. and Mrs. X* _____.

1. I, *Student X*, agree to conduct myself in a safe manner at all times.
2. I also agree to seek out the following staff members should I have thoughts of harm towards myself and/or others: *Mr. Y* _____, *Mrs. Z* _____ and/or *Mr. W* _____.
3. I, *Student X*, will seek staff if at any time I am concerned about others' verbal or non-verbal actions towards me.
4. I, *Student X*, agree to be a safe CAPE student. I will not bring any weapons or other potentially harmful items to school or a school event.
5. I agree to use all other items at school in a safe and appropriate manner.
6. We, the staff members -----, agree to be responsive to *Student X* when he seeks assistance.
7. At any time, if one of the above staff members is not immediately available, *Student X* will be asked to wait at the office until one of the above can respond and arrange a time to meet with *Student X*.
8. I agree to continue my therapy sessions with Alberta Mental Health.
9. I also agree to meet with an CAPE School Counsellor at any time deemed appropriate by staff, my parents or myself.

Signed by: _____	_____
<i>Student Signature</i>	<i>date</i>
_____	_____
<i>Parent/Guardian Signature</i>	<i>date</i>
_____	_____
<i>Parent/Guardian Signature</i>	<i>date</i>
_____	_____
<i>CAPE Staff Signature</i>	<i>date</i>
_____	_____
<i>CAPE Staff Signature</i>	<i>date</i>
_____	_____
<i>CAPE Administrator Signature</i>	<i>date</i>

2.1.5 Essential Elements of a Risk/Threat Assessment

A risk/threat assessment evaluates the means, motivation, and intent of the threat-maker, and the level of risk of the threat, and develops an intervention plan.

Evaluation of the threat and the threat-maker is outlined in the South Eastern Alberta VTRA Protocol, of which CAPE is a partner. Actions to address risk/threat, along with investigation forms, are also outlined in the protocol.

TO BE UPDATED ANNUALLY