



Threat Assessment Summary

INCIDENT OR BEHAVIOUR OF CONCERN

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behaviour that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

Name of person reporting threat:

Date/time threat reported:

Affiliation of person reporting threat: Current Student Former Student Parent Staff Other:

Contact information (address/phone number) if not GHSD student/staff:

Subject (person who made the threat or engaged in behaviour of concern):

Target (person who was the intended victim):

Location threat occurred: School Building or Grounds School Bus/Other Travel School-Sponsored Activity

Digital communication such as text or post Other _____

Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?

ADMINISTRATOR INTERVIEW Subject Target Witness

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the targets (intended victims) and witnesses (people with relevant information). Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Administrator Conducting Interview:**Date/time of interview:****Name of person being interviewed:**

Use these questions as a guide to interview each person. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.

1. **All:** Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record the person's exact words with quotation marks for key statements if possible.)

2. **Subject:** What exactly did you say? And what exactly did you do?

Target/witness: What exactly did (subject) say? And what exactly did (subject) do?

3. **Subject:** What did you mean when you said or did that?

Target/witness: What did you think they meant when they said that? (Does target/witness believe that subject intends to carry out the threat?)

4. **Subject:** How do you think (person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

Target/witness: How do you feel about what (subject) said or did?

5. **Subject:** What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

Target/witness: What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. **Subject:** What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target/witness: What are you going to do now? (Ask questions to determine how target/witness plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think (subject) will do now?

DETERMINING THREAT CLASSIFICATION: KEY OBSERVATIONS***Complete only for subject form after interviews have been completed**

These items can help assess whether a threat is transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:

Notes:

1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Other relevant observations

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THREAT RESPONSE SUMMARY

This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add notes (e.g., person responsible, timeline) if appropriate.

THREAT CLASSIFICATION

Transient Substantive Very Serious Substantive

Required Actions:

Notes

<input type="checkbox"/>	1. Contact target of threat, including parent/guardian if target is a minor	
<input type="checkbox"/>	2. Contact parent/guardian of subject who made the threat	
<input type="checkbox"/>	3. Contact superintendent's office if very serious substantive threat	
<input type="checkbox"/>	4. Store <i>school threat assessment protocol report</i> at the school for the duration of the school year	
<input type="checkbox"/>	5. Upload <i>crisis response summary of actions</i> letter to PASI and retain it on file for 1 to 3 years	

For Consideration:

Notes:

<input type="checkbox"/>	6. Reprimand/warning	
<input type="checkbox"/>	7. Parent conference	
<input type="checkbox"/>	8. Review/creation of support plan (ISP/IPP/BSP)	
<input type="checkbox"/>	9. Review/creation of safety plan	
<input type="checkbox"/>	10. Restitution/relationship repair	
<input type="checkbox"/>	11. Conflict mediation	
<input type="checkbox"/>	12. Increased contact/monitoring of subject	
<input type="checkbox"/>	13. Disciplinary action	
<input type="checkbox"/>	14. Services for other persons affected by threat	
<input type="checkbox"/>	15. Schedule change	
<input type="checkbox"/>	16. Transportation change	
<input type="checkbox"/>	17. Refer for school-based counselling	
<input type="checkbox"/>	18. Refer for risk assessment (by school psychologist)	
<input type="checkbox"/>	19. Law enforcement involvement	
<input type="checkbox"/>	20. Other actions	

Completed by:	Role:	Signature:	Date: