



Threat Incident Report (Part A)
and
Threat Assessment Report (Part B)
Confidential

Part A – Threat Incident Report

Date of Report:

I. IDENTIFYING DATA

Name of Threat Maker:

School:

Date of Birth:

Age:

MET #:

Grade:

Date of Incident:

Name(s) of Potential/Actual Victim(s) or Target(s):

II. THREAT INFORMATION

Where and when did the incident occur?	
What specifically did the threat maker say or do?	
What happened immediately prior to the incident?	
Indicators of intent to follow through	
How the incident concluded	
Names of others actively involved and actions they took	
Witnesses to incident	
Factors/Events that may have triggered the incident	



III. IMMEDIATE FOLLOW-UP TO INCIDENT

Response by administrators and/or staff

Response by students

Response by others

IV. PREVENTION/SAFETY PLANNING

Immediate actions taken to ensure the threat will not be carried out

Check if Part B (Threat Assessment) will be completed:

YES ☐ NO ☐

Team members involved:

Part A completed by:

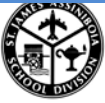
Principal signature: _____

- Copies
1. Original copy kept by school principal in separate Threat Assessment Records File in principal's office.
 2. Superintendent (along with EBB-E-3 Serious Incident Report Form-if in one of the categories on the form)
 3. Administrator of Educational Support Services (copy will be kept in master ESS student file at ESS or, if student not open to ESS, in a separate Threat Assessment Records File)

*****No additional copies are to be made and/or circulated.*****

Page _____ of Section A for: _____

This personal information is collected under the authority of the Public Schools Act, the Freedom of Information and Protection of Privacy Act (FIPPA), and the Personal Health Information Act (PHIA), and will be used for the purpose of maintaining student records. If you have any questions about the collection of this information contact the Access and Privacy Officer, St. James-Assiniboia School Division, 2574 Portage Avenue, Winnipeg, MB R3J 0H8, (204) 888-7951.



Part B – Threat Assessment Report

I. PERTINENT NEW INFORMATION RECEIVED REGARDING INCIDENT (Following the completion of part A)

Name of Threat Maker:

Date of Incident:

II. DATA OBTAINED FROM:

- | | | | |
|--------------------------|--------------------------|---------------------------|--------------------------|
| • Classroom teacher | <input type="checkbox"/> | • Mother/Father/Guardian | <input type="checkbox"/> |
| • Other school personnel | <input type="checkbox"/> | • Student | <input type="checkbox"/> |
| • Principal | <input type="checkbox"/> | • Clinical personnel/file | <input type="checkbox"/> |
| • Vice Principal | <input type="checkbox"/> | | |

III. OTHER AGENCIES INVOLVED (ex: CFS, MATC)

IV. STUDENT (THREAT MAKER) DETAILS

History/details of past incident

Personality

Behavioural patterns

Developmental functioning



V. CONTEXTUAL FACTORS (TRIGGERS)

Explores events in the threat maker's life that might be triggers for violence (ex: recent losses, humiliation, stressors, family disruptions)

Relationship between the threat maker and the target

VI. PEER DYNAMICS

Explores the threat maker's influence in the peer group and the peer group's influence upon the threat maker as well as power differentials among peer members.

Explores the threat maker's involvement in the community.

VII. SCHOOL DYNAMICS

Explores the threat maker's relationship to the school including relationships with staff and students.

VIII. FAMILY DYNAMICS

Parent/Caregiver #1:

Relationship:

Parent/Caregiver #2:

Relationship:

- Explores the threat maker's family constellation, family structure, historical baseline of behaviour at home, disciplinary style and behaviour expectations in the home.

IX. SITUATIONAL HYPOTHESIS

- To what extent does the student pose a threat to school/student safety? Identify rationale, as needed.

Risk of harm:

- ☐ *Low level of concern:* Risk to the target(s), students, staff, and school safety is minimal. Available information suggests that the person is unlikely to carry out the threat or become violent. Typical baseline behaviour.
- ☐ *Medium level of concern:* The threat could be carried out although it may not appear entirely realistic. Violent action is possible. No clear indication that the student has taken preparatory steps (ex. weapon seeking) although there may be ambiguous or inconclusive references pointing to the possibility. Increase in baseline behaviour.
- ☐ *High level of concern:* The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Student has the capacity to act on the threat; it is specific and plausible. Concrete steps have been taken toward acting on threat. Significant increase in baseline behaviour.



X. PREVENTION PLAN

Goals:

Plans:

Part B completed by:

Principal signature: _____

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