



STUDENT THREAT AND RISK ASSESSMENT PROTOCOL

1. Make sure the person/persons making the threat is/are in a secure place.
2. If the threat appears to pose serious danger to the safety of others, call 911.
3. Call for divisional support at 204-268-6500. State clearly that you require an immediate return call from the divisional threat assessment support person.
4. While waiting for the return call from divisional support:
 - a) Pull the Threat Incident Report and record the information you have, and
 - b) Pull the Initial Risk Review Score Sheet and begin the scoring.

At any time, call members of your school threat assessment team to provide assistance.



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DIVISION WIDE THREAT/VIOLENCE RISK EVALUATION PROTOCOL

INTRODUCTION

Despite the limited number of actual severe violent behaviors in the form of school shootings, the risk for any type of violent behavior exists in all schools. School violence ranges on a continuum from subtle behaviors (e.g., teasing, name calling, bullying, and other forms of intimidation and harassment) to severe actions, such as physical fights and shootings (Hernandez & Seem, 2004; Smith & Sandhu, 2004). A broad definition of violence ranging from mild to severe underscores the importance of a comprehensive process to determine the risk posed to the safety of staff and students when a threat of violence is suspected.

Ideally, violence prevention practices should be routinely applied by all school personnel so small problems do not become big ones. Educators often notice subtle cues that hint at change before it becomes so entrenched, severe, or destructive that the possibility of self-harm or harm to others becomes imminent. Schools should offer on-site supports, resources and connections to agencies that provide protective and supportive services within and beyond the school. As part of this support, school administrators should communicate division policy regarding weapons at school, what constitutes a threat, how to report potential threats and the consequences for threatening behaviour to the entire student body at least once each academic year. Students need to feel comfortable telling a trusted adult about concerns they have regarding threats of violence of any kind, as they often know of potential problems well in advance of adults.

This Sunrise School Division Threat/Violence Risk Evaluation protocol is a guide for school administrators when they need timely and useful assistance to ensure school safety in the face of a potential threat. In many circumstances the nature of the risk posed is not clear*. Determining the nature and

* It is important to note that some students who make threats are not at risk for committing school violence whereas others who have not made a threat may in fact be at risk for harming others. It is appropriate to initiate this violence risk assessment process in order to prevent potential violence in the absence of an actual threat when there is reason to suspect a student is at risk for harm to others.



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potential harm from threats can be a very difficult and complicated task; fortunately, no single individual is responsible for making these determinations, many people have a role to play. Under normal circumstances school staff assist the process by notifying their administrator of any worrisome or threatening behavior and by providing an accurate and detailed account of all incidents. Foremost, principals have an obligation to ensure the safety of staff and students when confronted with immediate danger. This may take the form of a lock down procedure, contacting emergency personnel such as the police or other similar measures. In less obvious or imminent cases of violence risk, school principals are responsible for documenting the incidents in an incident report, establishing the nature of the threat and conducting a preliminary risk evaluation. They will often collaborate with the divisional threat contact person in this process, who will help to differentiate low risk situations from other more potentially dangerous ones. The divisional threat contact person will activate divisional supports when deemed necessary. The principal will communicate the incident with their school-based student services team.

In the event that a moderate or high risk situation necessitates a formal threat/violence risk assessment, the Sunrise threat assessment clinician(s) must work diligently to ensure that timely (within two days of the incident) interviews are arranged with all relevant individuals (i.e., the student, potential victims, witnesses, parents, peers, teachers, etc.). In addition, the Sunrise threat assessment clinician(s) will collect all relevant documentation (i.e., clinical file, school file, justice file, incident report, initial risk review score sheet, etc.). The Sunrise threat assessment clinician(s) assigned to conduct the formal threat assessment will use a structured approach involving strategic interviewing and evaluation of multiple sources. Once the information has



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been compiled, a preliminary intervention plan will be collaboratively written with input from the school principal, the divisional threat contact person and the Sunrise threat assessment clinician (with parental involvement and community agency involvement when warranted). The threat assessment is to be completed prior to the suspension review team meeting.

The ultimate goal of the process is to prevent, delay or de-escalate impending violence by identifying and reducing violence risk factors and improving protective factors. In addition, this process will help avoid exacerbating the potential danger by eliminating the need to use disciplinary actions as the only means of dealing with incidents (e.g., out-of-school suspensions).



ACTION STEPS FOLLOWING A THREAT

1. As soon as possible after becoming aware of a threat, school personnel will report the incident to the principal or designate. The principal or designate and the reporting personnel will collaboratively complete the Threat Incident Report, which involves establishing the nature of threat (Direct, Indirect, Veiled or Conditional). The principal or designate, with the reporting personnel, will undertake to complete the Preliminary Risk Evaluation Score Sheet in order to establish a general level of threat (Low, Medium-High, IMMINENT). At any time during this process, the principal will call for division threat support by calling 204-268-6500 and asking for a call back from the divisional threat assessment support person.
2. The division threat support person will assist the principal in determining the level of threat and will call for clinical support to the school as needed.
3. All threats (except low level) are reported to central Sunrise School Division administration (currently the assistant superintendent-student services). When completed, copies of the Threat Incident Report and the Risk Evaluation Scoresheet are submitted to the school division as well.
4. THREAT/VIOLENCE RISK ASSESSMENT - School principal must ensure the following procedures are followed.



IMMINENT THREATS

- Immediately call 911 or similar emergency contact (i.e., RCMP).
- Ensure safety of students and staff (i.e., appropriately detain the student, do not allow access to coats, backpacks, or lockers, lock down procedures etc.).
- Parents and potential victims should be notified and reassured if necessary.
- The crisis intervention team, including the school counselor, is mobilized to support students who have been traumatized by witnessing events.
- Once the immediate crisis situation has been resolved, and follow-up activities are required proceed with steps outlined for MEDIUM RISK situations.

MEDIUM & HIGH LEVEL THREATS

- The school administrator calls the division threat assessment support person.
- Parents and potential victims are notified if appropriate.
- The Sunrise threat assessment clinician(s) completes the Threat/Violence Risk Assessment report within 48 hours of receiving the threat.
- The compiled Threat/Violence Risk Assessment report, which includes a review of school records (i.e., social adjustment/discipline record, attendance, health record, most recent report card etc.) will be available prior to convening the divisional Suspension Review Committee; the information will be used to inform decision-making.



LOW LEVEL THREATS

- Provide school level intervention as identified (i.e. counseling/anger management, peer mediation, clinical assessment, access to community programs, restitution, academic support).
- Seek consultation with law enforcement as deemed necessary.
- Proceed with the threat/violence risk review score sheet at the discretion of the principal, resource teacher or school counselor. The team may decide to reclassify the risk level to Medium or High based on available information.



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THREAT INCIDENT REPORT

The following information is necessary in recording and assessing the level of risk posed by student threats and actions. Please be careful to record facts, not impressions or opinions, as soon as possible after the threat has been made.

Person(s) compiling this threat incident report:	
Date recorded:	
Name of the threat-maker:	
School:	
Threat-maker's relationship to the potential victim(s):	
Names(s) of the victims or potential victims:	
When did the threat occur?	
Where did the threat occur?	
Did the threat maker take action (i.e., physical violence etc.)? If yes, please describe.	



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<p>What happened immediately prior to the incident (i.e., what event(s) triggered the incident)?</p>	
<p>What is the known history leading up to the threat?</p>	
<p>What was the threat-maker's physical and emotional appearance like?</p>	
<p>Was there anything in the threat-maker's conduct that could substantiate his/her intent to follow through on the threat? If yes, please explain.</p>	
<p>Please provide the names of others directly involved (e.g., teachers, educational assistants, students, custodian, volunteer, etc.) and what actions did they take?</p>	



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Names of witnesses:	
How did the incident end?	
What happened to the threat-maker after the incident?	
What happened to the other students or employees directly involved after the incident?	
What steps have been taken to ensure the threat will not be carried out?	

***** If the threat was made in writing, please attach it to this form. If an Internet threat was made, give its address or URL:**

Principal's Use:
Type of Threat: Direct _____ Indirect _____ Veiled _____ Conditional _____
***** After completing this Incident Report please complete the Initial Risk Review Score Sheet.**



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Direct Threat	Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: e.g., "I am going to kill {person's name} on Tuesday." Note: the context and affect need to be taken into account when determining if this was a threat or horse-play.
Indirect Threat	Tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects are masked or equivocal: e.g., "If I wanted to, I could kill everyone here!" This suggests that the act COULD occur, not that it WILL.
Veiled Threat	Strongly implies but does not explicitly threaten violence. Violence is only hinted, and left for the potential victim to interpret: e.g., "We would be better off without you around anymore."
Conditional Threat	Often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met, e.g., "If you don't give me your lunch money, I'm going to hurt you really bad."

Completed By: _____

In Consultation With: _____



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INITIAL RISK REVIEW SCORE SHEET

As a preliminary step to help determine school-level action following a perceived or realized threat or act of violence, the school administrator or designate, in consultation with the division threat support person and/or school-based threat assessment team should complete this Threat Evaluation Score Sheet.

This Threat Evaluation Score Sheet is intended to assist school personnel in evaluating the seriousness of threats, it should not be regarded as the exclusive means of assessment; it is not a substitute for the good judgment of the school threat assessment team.

Circle one (1) number for each section as it best describes the incident. These numbers are then added together. Refer to the following page once you have your total score.

Threat Modality Suspicion Spoken Written or pictures social media Internet	1 2 2 2	Student Discipline History: None Some (2-3 incidents) Extensive (3+ incidents)	1 1 2	Threat Plan: Unrealistic Realistic Detailed (Time/Place) With Means to Implement	0 1 2 3
Victim: Unnamed, (Insufficient to ID) Named Multiple victims	1 2 2	Hate language used: None Hate Language Racial Gender/Sexual Orientation Social Media	0 1 1 1 1	Recent Incident (Covered in media): None Month Two Weeks Week	0 1 2 3
Victim Type: Public Other(relative) Student Teacher/Administrator	1 1 2 2	Threat Timeline: No Date Within 3 Days Within 24 Hours	1 2 3	Recent Status Change: None Failing grades Loss of status Loss of Girl/Boy Friend Victim of Bullying/Teasing Retaliation Threat	0 1 1 1 1 1
Weapons: No Weapon Mentioned Gun mentioned Other Weapon mentioned Access to weapons Other Weapon seen Gun Seen (Call 911) Fire starting in school Bomb Threat	0 2 2 3 10 20 20 20	Corroboration: Not corroborated By Parent By Teacher/Administrator By Close Friend By Self Social Media	0 1 1 1 2 2	Student Behaviour/Appearance: No noticeable change in student conduct Some minor changes in behaviour Significant changes in student's conduct Troubling/ worrisome changes in the student's actions or appearance	0 1 2 3



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PRELIMINARY RISK EVALUATION RESULTS/RECOMMENDATIONS

Risk Evaluation Scores (rough guide; use good judgment)	SCORE UNDER 10	SCORE 10 TO 19	SCORE OVER 20
Level of Risk	LOW RISK	MEDIUM/HIGH RISK	IMMEDIATE RISK
	<p>Poses a minimal risk to the victim and public safety</p> <p>Is vague and indirect</p> <p>Information is inconsistent, implausible or lacks details</p> <p>Lacks realism</p> <p>Content suggests person is unlikely to carry out the threat</p> <p>An example of a low risk situation may include:</p> <p>The angry 10 year old that says "I wish you were all dead!", but has no access to weapons and no plan of attack.</p>	<p>Medium/High risk situations involve a direct, specific, concrete and plausible threat.</p> <p>Includes a general indication of place and time but signs still fall well short of a detailed plan.</p> <p>Could be carried out, and appears to pose danger to safety of others</p> <p>Wording suggests the individual has given some thought to how the act will be carried out.</p> <p>Student may have taken preparation steps, i.e. stalking or acquisition of a weapon.</p> <p>Statements seek to convey that the threat is not empty: "I'm serious!" or "I really mean it."</p>	<p>The situation poses imminent danger, for instance:</p> <p>The student with a history of worrisome behavior, easy access to weapons, and is directly threatening the safety of a specific person or persons.</p>
<p>Suggested Actions</p> <p><i>Threat Assessment and planning for intervention should be a concurrent process.</i></p>	<ul style="list-style-type: none"> • Proceed with the Threat ASSESSMENT at the discretion of the School-Based Threat assessment team. • Provide school level intervention as identified. Consult law enforcement as necessary. <ul style="list-style-type: none"> • Counselling/anger management. • Clinical assessment • Academic support • Access to community programs • Peer mediation/Restitution 	<ul style="list-style-type: none"> • Notify Central administration (Suspension Review Team) and Student Services Coordinator (Lesley Eblie) • Assemble School-Based Threat Assessment Team with law enforcement participation. • Complete THREAT/VIOLENCE RISK ASSESSMENT within 24 hours. • Seek collaboration with school-based clinical personnel (i.e., psych., SW). • RCMP involvement may be recommended 	<ul style="list-style-type: none"> • Call 911 or similar emergency contact (i.e., RCMP). • Following the immediate crisis situation proceed with steps outlined for MEDIUM/HIGH RISK situations.

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Intervention Plan

School Support/Intervention	Required and currently in place	Required, but not currently in place	Person Responsible for Ensuring Implementation
Intended victim warned and/or parents or guardians notified.			
Suicide assessment			
Contract not to harm self or others.			
Daily or Weekly check-in with staff.			
Increased supervision.			
Modified daily schedule			
Individual Behaviour Plan			
Intervention by support staff (psychologist, social worker etc.)			
Psychological assessment.			
Identify and intervene in precipitating/aggravating circumstances			
Drug and/or alcohol intervention			
Review IEP goals and placement options.			
Resource assessment/involvement			
Review community-based resources and interventions with caretakers			
Connection to adult mentor.			
Peer mediation			
Restitution prior to the student's return to school			
Paraprofessional support for part of the day.			
Accommodations/Adaptations to academic program.			
Anger Management			
Joint home/school planning			
Alternative work environment			
Outside agency support/involvement (e.g., CFS, MATC, etc). Please Specify			
Contact child protective services			
Level III funding, including Multi-system/24 hour planning			
Regularly scheduled systems meetings			
Placement in a stabilization unit			
Forensic psychological assessment.			
Other:			
Other:			
Other:			
Other:			
Other:			



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Parent/Guardians	Date actions will be initiated
Agree to provide the following:	
Family Counseling	
Grief/ Trauma counseling	
Access anger management programs	
Access Child and Family Services Support	
Drug and/or alcohol intervention	
Psychological/Psychiatric assessment	
Forensic Psychological assessment	
Other:	
Other:	
Other:	
Other:	



PROTOCOL CHECKLIST

This list is provided to assist you in ensuring that all steps for the protocol have been followed and all requirements have been met.

- _____ Involve the division threat assessment support person
- _____ Completed and filed the Threat Incident Report
- _____ Completed and filed the Initial Risk Review Score Sheet
- _____ Established an Intervention Plan
- _____ Completed and filed the Intervention Plan – Suspension Review Team
- _____ Informed the divisional threat support person
- _____ Informed/involved the parents/guardians
- _____ Set up a follow-up meeting to review the progress of the suspension review team intervention



Prevention

Prevention is the best first step in reducing threats and violent actions. The following are suggestions for educating students, staff and parents/guardians.

The following are suggestions to be used at the school level. You may choose to use some or all of these.

1. Include Threat Assessment Protocol information in your students' handbooks.
2. Send home an information letter to parents at least yearly.
3. Hold assemblies that clearly give the information to students in a format that is at their level.
4. Provide classroom lessons about threats and safety. This fits nicely with bully prevention programming for younger students. It also fits with health outcomes for older students. If you choose this option, it is up to the principal to ensure that these lessons are occurring for students at all grade levels.
5. Make safety a part of discussions with parents when meeting with them. This could include opening day conferences.
6. Repeat the information throughout the year, and at very least, at midterm.



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THREAT ASSESSMENT TEAM MEMBERS

All MEDIUM-HIGH, and IMMEDIATE threats and plans are to be reported as soon as possible to the following.

TITLE	NAME	PHONE NUMBER
Assistant Superintendent		
Assistant Principal – Student Services		
RCMP/Police (as necessary)		

In the case of HIGH LEVEL and IMMEDIATE level threats, the following should be contacted.

	NAME	PHONE NUMBER
RCMP/Police		
Parents of threat maker		
Potential Victim(s)/parents		

Notes: _____



ASSEMBLY SUGGESTIONS

1. Keep the information brief and concise:
 - Define threat
 - Give concrete examples of threats
 - Outline the consequences of making threats
 - Give instructions for students to follow if they witness threats and threatening behavior
2. Involve students in the assembly--possibly to role-play examples.
3. Give the information in an assembly that is not loaded with other information and activities.
4. Repeat the information in January to refresh memories.

**Sample Letter**

Dear Parents and Guardians;

In Sunrise School Division, the safety and well being of all students and staff is most important. We have a process to manage threats and keep children safe. Sunrise School Division defines threat as “an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic—for example, motioning with one’s hands as through shooting at another person.”

According to the Criminal Code of Canada, “everyone commits an offence who, in any manner, knowingly utters, conveys, or causes any person to receive a threat:

- a) To cause death or bodily harm to any person;
- b) To burn, destroy or damage real or personal property; or
- c) To kill, poison, or injure an animal or bird that is the property of any person.”

Should a student make a threat, some or all of the following will happen:

- a) Facts about the incident and those involved will be gathered
- b) RCMP may be called
- c) Parents/guardians will be called
- d) Parents/guardians may be asked to take their son/daughter home and stay with them
- e) A safety plan will be made
- f) Parents/guardians may be involved in making a safety plan
- g) Witnesses and victims will be questioned and given help as needed

The student making the threat will be expected to do some or all of the following as needed:

- a) Remain safely in a supervised area
- b) Meet and speak with the principal, RCMP
- c) Be involved in a criminal investigation
- d) Stay at home for a time
- e) Participate in a safety plan

Students often hear threats and see threatening behavior of other students well before adults. Please encourage and help your son/daughter to report these to school staff as soon as possible.

By working together, we can make our school a safe and happy learning community.

**Sample Handbook Information**

Sunrise School Division defines threat as “an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written or symbolic—for example, motioning with one’s hands as though shooting at another person.”

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- a) To cause death or bodily harm to any person;
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- c) To kill, poison or injure an animal or bird that is the property of any person.”

Should a student make a threat, the school will take action as follows:

- a) Information about the situation will be gathered
- b) RCMP and/or Mental Health may be called
- c) Parents/guardians may be called
- d) Parents/guardians may be asked to take their son/daughter home and ensure safety of that student and others
- e) Parents/guardians may be involved in safety planning with a group determined by the school
- f) The student making the threat may be required to undergo assessments
- g) Student/s witnessing or being victimized by the threat may be questioned and given supports determined by school personnel and parents.

The student making the threat will be expected to do some/all of the following as directed by the principal:

- a) Remain safely in a designated area
- b) Meet with a school staff member/members
- c) Be involved in a criminal investigation by the RCMP
- d) Stay at home until a safety plan is determined
- e) Be part of assessments by Mental Health or other professionals
- f) Participate in safety plan procedures

Students often know about threats being made by other students, well before adults are made aware. We are asking that you work with us to ensure safety. Please discuss with your child:

- a) Safety and identifying threats
- b) The adult to whom your son/daughter would feel comfortable reporting threats or safety concerns
- c) Listening to and report their feelings of discomfort

Should your son/daughter report threats to you, please call your child’s teacher or principal immediately.



Glossary of Terms

THREAT: Sunrise School Division defines a threat as “an expression of intent to do harm or act our violently against someone or something. A threat can be spoken, written or symbolic – for example, motioning with one’s hands as though shooting at another person”. According to the Criminal Code of Canada “Everyone commits an offence who, in any manner, knowingly utters, conveys, or causes any person to receive a threat

- (a) To cause death or bodily harm to any person;
- (b) To burn, destroy or damage real or personal property; or
- (c) To kill, poison or injure an animal or bird that is the property of any person.

Types of Threats

Direct Threat	Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: e.g., “I am going to kill {person’s name} on Tuesday.” Note: the context and affect need to be taken into account when determining if this was a threat or horse-play.
Indirect Threat	Tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects are masked or equivocal: e.g., “If I wanted to, I could kill everyone here!” This suggest that the act COULD occur, not that it WILL.
Veiled Threat	Strongly implies but does not explicitly threaten violence. Violence is only hinted, and left for the potential victim to interpret: e.g., “We would be better off without you around anymore.”
Conditional Threat	Often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met, e.g., “If you don’t give me your lunch money, I’m going to hurt you really bad.”

Levels of Risk

Low Level of Threat	<ul style="list-style-type: none"> • Poses a minimal risk to the victim and public safety • Is vague and indirect • Information is inconsistent, implausible or lacks details • Lacks realism • Content suggests person is unlikely to carry out the threat
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<p>Medium level of Threat</p>	<ul style="list-style-type: none"> • Could be carried out, although it may not appear entirely realistic • More direct and more concrete than a low level threat • Wording suggests the individual has given some thought to how the act will be carried out. • Includes a general indication of place and time but signs still fall well short of a detailed plan. • No strong indication that the individual has taken preparatory steps • Statements seek to convey that the threat is not empty: “I’m serious!” or “I really mean it.”
<p>High Level of Threat</p>	<ul style="list-style-type: none"> • Direct, specific and plausible • Appears to pose serious danger to safety of others • Suggests concrete steps have been taken, ie., stalking or acquisition of a weapon • Almost always requires bringing in law enforcement.
<p>Imminent Level of Threat</p>	<ul style="list-style-type: none"> • Same criteria as for High level threats and it appears actions will be taken soon.

Alienation: Feels estranged from others, not fitting in.

Anger Management Problems: Temper tantrums, brooding, unpredictable outbursts involving prejudice or hatred.

Attack Related Behaviour: May include developing an idea and plan to engage in a violent act toward a target; acquiring the means or capacity for the violent act (such as a weapon or other means of inflicting harm); selecting a target or targets; and determining the time, place, and manner in which to approach or otherwise gain access to the target (i.e., discovering the target’s schedule of activities). These behaviours indicate planning and preparation for an attack. They are significant markers of the client’s movement on the path from idea to action.

Attitude of Superiority: I’m okay, you’re not.

Dehumanizes Others: Fails to see others as fellow humans. Sees others as objects to be opposed.



Closed Social Group: Introverted, may have acquaintances or a small group that excludes others.

Exaggerated Need for Attention: Whether positive or negative, thrives on attention.

Exaggerated Sense of Entitlement: Expects special treatment and consideration.

Externalizes Blame: Refuses to take responsibility for own actions and typically faults others.

Failed Love Relationship: May feel rejected or humiliated and cannot come to terms with the rejection.

Four-Pronged Assessment: A comprehensive assessment of violence risk involving assessing the potential for school violence. All persons completing the four-pronged assessment must be trained and up to date on effective risk assessment techniques to ensure they have met the standard of care of the field.

History of Violence: When looking at history of violence, violence is defined as acts of battery or physical violence that is sufficiently severe to cause injury to another person or persons (i.e., cuts, bruises, broken bones, death), regardless of whether injury actually occurs; any act of sexual assault; or threat made with weapon in hand. Excluded from the definition are “minor acts of aggression that do not have a reasonable likelihood of resulting in injury (i.e., sibling wrestling, light hair pulling etc.)”

Inappropriate Humour: Jokes tend to be macabre, insulting, belittling, or mean.

Injustice Collector: Nurses resentment over real or perceived injustices. Does not forgive and forget.

Intolerance: Expresses racial or religious prejudice.



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Lack of Empathy: Inability to understand the feelings of others. May ridicule others for their display of feelings.

Lack of Resiliency: Unable to bounce back, even after some time has elapsed.

Lack of Trust: Chronically suspicious of others' motives. Approaches a clinically paranoid state.

Leakage: Reveals clues to feelings, thoughts, fantasies, attitudes or intentions that may signal an impending violent act. (E.g., preoccupation with themes of violence, hopelessness, despair, hatred, isolation, loneliness or an "end-of-the-world" philosophy. Recurrent themes of destruction or violence in a student's writing or artwork.)

Low Frustration Tolerance: Easily insulted/ angered.

Narcissism: Self-centered, lacks insight into others' needs and/or feelings, blames others, paranoia, grandiosity.

Poor Coping Skills: Little ability to cope with frustration, criticism, disappointment, failure, rejection.

Rigid & Opinionated: Judgmental and cynical, disregards facts or logic that challenges his opinions.

School Violence: May range on a continuum from subtle behaviours such as teasing, name-calling, bullying and other forms of intimidation and harassment to severe actions, such as physical fights and shootings. D'Andrea (2004) proposed the following six categories of violence: (a) physical violence, (b) sexual and gender violence, (c) media violence, (d) cultural-racial violence, (e) political-economic violence, and (f) violence of silence. A broad definition of



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violence ranging from mild to severe underscores the importance of comprehensive assessment to determine the level of risk and thus inform intervention programs.

Seeks to Manipulate Others: Frequently tries to con and manipulate others to win their trust.

Signs of Depression: Lethargy, fatigue, morose outlook, sense of malaise, irritability, loss of interest in activities, low self-esteem, hopelessness, restlessness, inattention, forgetfulness, sleeping and eating problems.

Unusual Interest in Sensational Violence: Expresses admiration for perpetrators of violence.

Cross Reference:		
Date Adopted: August 1, 2017	Date Amended:	Board Motion(s):
Policy:	Guidelines: JICM-R	Exhibit: