

The Horizon School Division is committed to creating and maintaining safe and caring school environments in which students, staff, parents, and others feel safe. Any threat of violence will not be tolerated by Horizon School Division schools.

Student Threat Assessment

Fair Notice and Process



horizon⁺
school division

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Student Threat Assessment:



What behaviours initiate a Student Threat Assessment?

A Student Threat Assessment will be initiated when behaviours include, but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (any object that is used, or intended to be used, to threaten or harm another person, including replicas), bomb threats and fire setting.

Duty to Report

To keep school communities safe and caring, staff, parents, students, and community members must report all threat related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.



Horizon School Division Policy link:

<http://horizon.ab.ca/documents/general/IFC.pdf>

Go to www.horizon.ab.ca Click on “Board”. Click on “Policy Manual.” Click on “I-Students.” Scroll down to policy code IFCI and click on this link to view the Threat Assessment Protocol.

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What is a Threat Assessment Team?

A threat assessment team is a multidisciplinary group of people which may include the Clinical Team Leader (CTL)/Psychologist, Principal, Family School Liaison Counsellor (FSLC) and Police. Other individuals may be included on this team as necessary.

What is the purpose of a Student Threat Assessment?

The purpose of a Student Threat Assessment is to:

- Ensure the safety of students, staff, parents and others.
- Ensure a full understanding of the context of the threat.
- Begin to understand the factors that contribute to the threat makers' behaviour.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- Promote the emotional and physical safety of all.

What happens in a Student Threat Assessment?

The Process:

- All threat making behaviour(s) by a student(s) shall be reported to the principal who will activate the protocol for the initial response.
- Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident.
- As part of the threat assessment process, information will be collected from online sources and obtained from open source sites.
- Intervention plans will be developed and shared with parents, staff and students as required.

If you have further questions please contact our Threat Assessment Leader (CTL) Angela Miller at 403-634-9767



Can I refuse to be a part of the Student Threat Assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

Horizon School Division

Mission Statement:

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Beliefs

We believe in and support...

- Foundations of learning:
 - Parent and community engagement
 - Governance
 - Leadership
 - Professional learning
 - Research and evidence
- Essential learning conditions:
 - Effective teaching
 - Effective learning environments
 - Effective supports and services
- Inclusive education
- Passionately engaged learners

Statement of Values

We value...

- Safe, caring, and inclusive learning environments
- Student-centered decision making
- Purposeful collaboration and partnerships
- Quality staff and programs throughout our rural schools
- Commitment
- Accountability, sustainability, and fiscal responsibility
- Ethical, transparent practices



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