

Emergency Response Planning

Ward Strueby

Director of Education/CEO

Holy Trinity Catholic School Division

Ward.Strueby@htcsd.ca





**I TRIED TELLING AN
EMERGENCY MANAGEMENT JOKE**



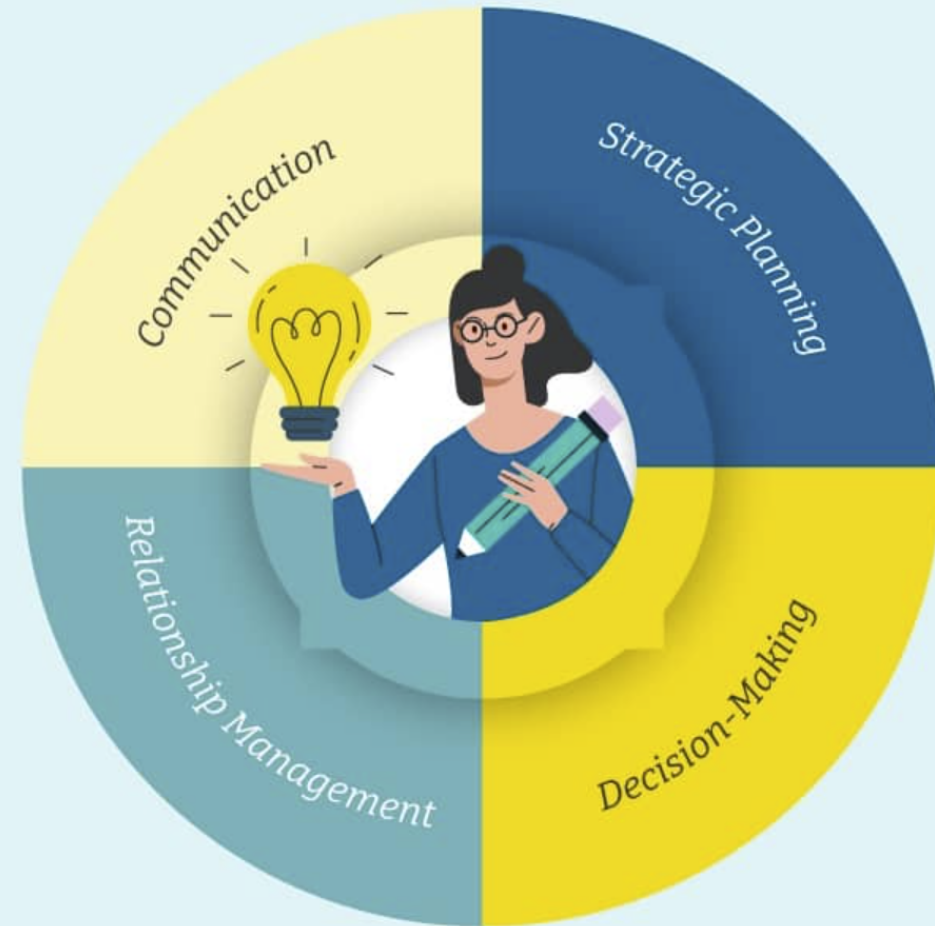
IT WAS A DISASTER



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Admin Procedures

4 Key Components for Successful School Administration



100 – General Administration

AP100 Education Sector Strategic Plan 2024

AP104 School Learning Improvement Plans 2024

AP106 Accountability Reporting 2024

AP107 Enterprise Risk Management 2024

AP110 School Community Councils 2024

AP111 SCC Duties 2024

AP112 SCC AGM and Elections 2024

AP120 Policy and Procedures Dissemination 2024

AP121 Review of Administrative Procedures 2024

AP130 School Year and Hours of Operation 2024

AP139 Cell Phone Usage 2024

AP140 Computer/Online Services Acceptable Use 2024

AP141 Information Technology Workstation Security 2024

AP142 Remote Access 2024

AP143 Social Media

AP145 One-to-One Technology for Students 2024

AP146 Artificial Intelligence

AP152 Student and Parent Complaints and Grievances 2024

AP155 Event Protocol 2024

AP161 Student and Staff Safety 2025

AP162 Comprehensive School Community Health 2024

AP163 Dangerous and Communicable Diseases 2024

AP164 Insect Pest Management

AP165 Nutrition in Schools 2024

AP166 Tobacco and Use of Tobacco Products 2024

AP167 Outdoor Air Quality

AP170 Harassment 2024

AP180 Local Authority Freedom of Information and Protection of Privacy 2025

AP185 Records and Retention Disposal Guide 2024

AP190 Copyright 2025

200 – Instructional Programs & Materials

AP201 Instructional Programs 2025

AP202 Class Size 2025

AP203 Instructional Resources 2025

AP204 Movies in Schools 2025

AP205 Family Life and Sex Education 2025

AP206 Religious Education 2025

AP207 Citizenship Education 2025

AP210 Transfer Lifting and Repositioning 2025

AP212 Services for Students with Special
Needs 2025

AP213 The HUB 2025

AP215 Physical Education 2025

AP216 Driver Education 2025

AP217 Apprenticeship Credits 2025

AP218 Credit Recovery

AP219 Student Volunteerism

AP231 Purchase of Services 2025

AP260 Excursions Outside the School 2025

AP270 Home-Based Education

AP275 Distance Learning 2025

AP290 Guidelines for Conducting Research
Within Holy Trinity Catholic School Division
2025

300 – Students

AP300 Admission Of Students 2025

AP301 Review Process Regarding Intensive Needs Programming 2025

AP310 Student Supervision 2025

AP314 Exclusion of Students for Safety or Medical Reasons 2025

AP315 Administering Medications and Medical Treatment to Students 2025

AP316 Assistive Technology for Intensive Needs Students 2025

AP317 Service Dogs in Schools

AP318 Provision of Menstrual Products to Students

AP320 Student Records

AP325 Reporting Suspected Child Abuse and or Neglect

AP326 Search and Seizure

AP327 Changerooms 2025

AP330 Elementary School Student Attendance

AP331 High School Student Attendance

AP350 Student Conduct

AP351 Student Discipline 2024

AP352 Student Use of Personal Electronic Devices

AP360 Communicating Student Learning

AP370 Student Awards

AP380 Student Governance

AP390 Retention

400 – Personnel & Employee Relations

AP400 Recruiting and Placement

AP401 Criminal Record Check

AP402 Employee Code of Conduct

AP403 Reporting Criminal Charges

AP404 Staff Allocation

AP405 Employee Records

AP406 Leaves

AP407 Earned Days Off

AP408 Work from Home

AP409 COVID-19

AP410 Illness in Care Staff with COVID-19 Symptoms in School

AP412 Working Alone

AP413 Employee Alcohol and Drugs

AP414 Employee Assistance Program

AP415 Recognition of Service 2025

AP417 Transition to Retirement

AP419 Accreditation

AP420 Interns and Field Experience

AP421 Professional Growth Supervision and Evaluation

AP423 Redundancy Professional Staff Reductions

AP450 Organizational Structure

AP460 Employee Complaints & Concerns

AP470 Executive Council

AP490 Access To Schools-Visitors, Volunteers And Sales

500 – Business Administration

AP500 Budget

AP502 Accumulated Surplus

AP505 Student Fees

AP510 Charitable Donations

AP511 Accounting Standards and Guidelines

AP512 Tangible Capital Assets

AP514 Payments

AP515 Inventory Management

AP516 Purchasing

AP517 Cash Handling In School Buildings

AP520 Fundraising

AP525 Advertising and Corporate Sponsorship

AP530 Insurance

AP532 Personal Property Loss

AP540 Facilities Planning

AP541 Maintenance, Inspection and Safety

AP542 Playground Enhancement Protocol

AP543 Asbestos

AP544 Community Use of Schools

AP545 Break-In, Theft, and Vandalism

AP546 Naming of Schools and Board Buildings

AP547 Furniture Equipment Acquisition

AP550 Transportation Services

AP551 School Bus Safety

AP552 School Bus Maintenance and Inspection

AP553 Cancellation of School Buses 2024

AP554 Student Conduct While Being Transported

AP556 Use of Buses for Educational and School Related Activities

AP557 Transportation in Private Vehicles

AP558 Transportation in Fifteen (15) Passenger Vans

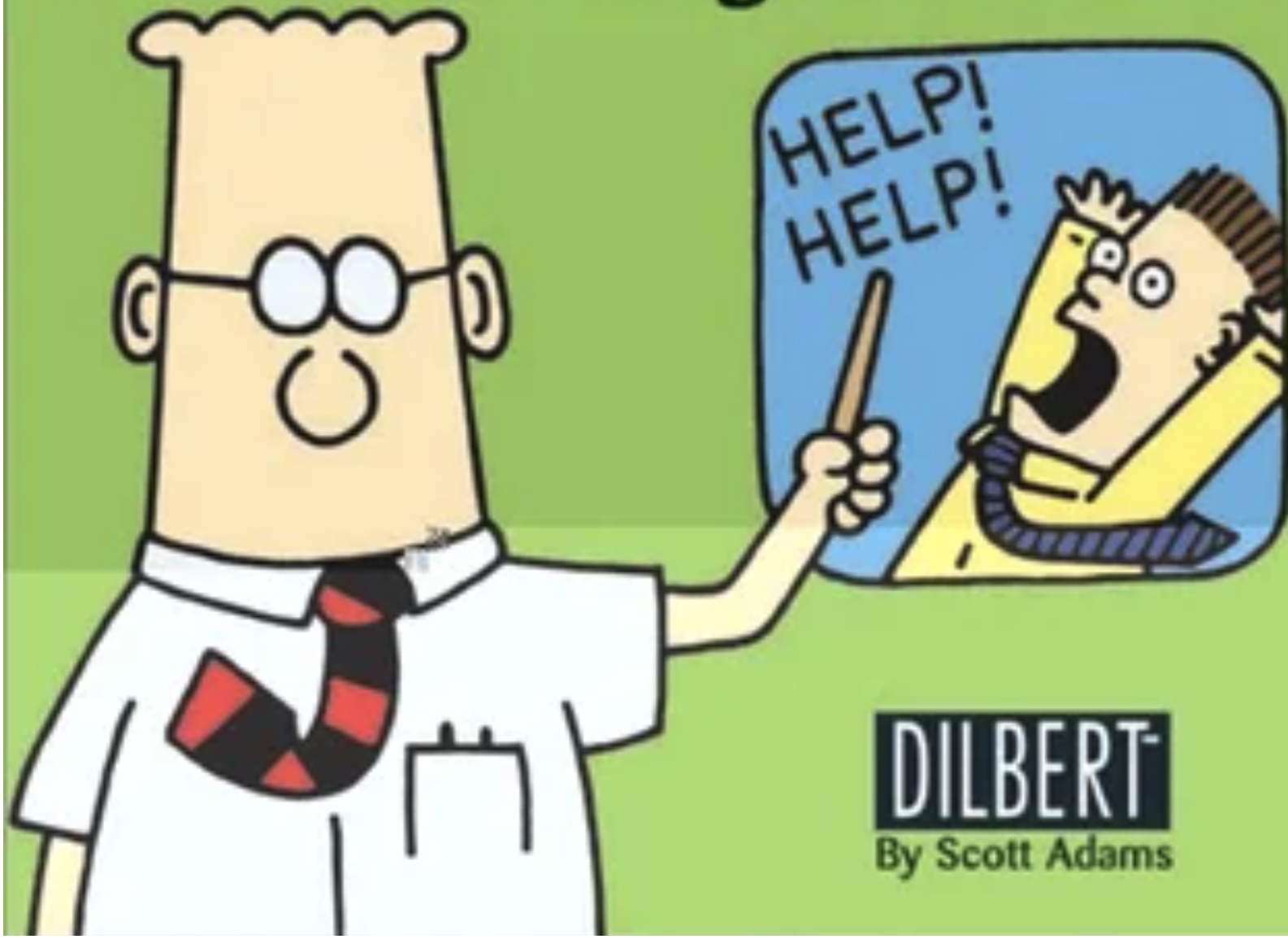
AP559 Division Video Surveillance

AP560 Transportation of Large Carry-on Items

AP561 Transportation of Prekindergarten Students

AP518 Travel, Meals, and Accommodations 2024

Our Disaster Recovery Plan Goes Something Like This...



DILBERT
By Scott Adams



Administrative Procedure

Procedure: Student and Staff Safety

Code: AP 161

Background

Holy Trinity Catholic School Division (HTCSD) is committed to ensuring safe learning and working environments throughout the school division. Consequently, the following procedures shall be followed to ensure acceptable standards of comfort, safety, and sanitation.

Procedures

1. General

- 1.1 The principal is to maintain adequate conditions of safety and sanitation in the school and on school grounds.
- 1.2 The principal is to comply with Administrative Procedure No. 541 - Maintenance and Inspection to ensure that general and emerging repair work meets acceptable safety and sanitary standards.
- 1.3 The principal is to arrange for the establishment and maintenance of an Occupational Health Committee in the school in accordance with [Occupational Health and Safety: Committee Manual](#).
- 1.4 The principal shall review, with staff, the *Holy Trinity Catholic School Division Emergency Response Guide* before the first student day each year.

AP 541: Maintenance, Inspection and Safety



Responsibility of Principals



Review of Facility



Playground Development



Playground Maintenance

Facilities Department

Principal

Caretaker



Facility and Safety Audit

August 2024



Holy Trinity Catholic School Division

Emergency Procedures

Emergency Procedures

- **Emergency Procedures Quick Reference**
 - Lockdown
 - Hold and Secure
 - Evacuation
 - Severe Weather
 - Lost Child
 - Medical Emergency
- **Emergency Protocol Annual Checklist**
- **Post-Incident Guidelines**
- **School Safety Plan**
- **Community Resource Personnel**
- **Lockdown Procedures**
- **Hold and Secure Procedures**
- **Evacuation Procedures**
- **Medical Emergencies**
- **Allergic Reaction**
- **Disclosure of Assault, Abuse or Neglect**
- **Fighting**
- **Bus/Auto Accident**
- **Suicide Threats/Attempts**
- **Unauthorized Removal of Child or Lost Child**
- **Outside Emergency Preventing Evacuation**
- **Violence/Weapons/Threats**
- **Violence Threat/Risk Assessment Protocol (VTRA)**
- **Bomb Threat/Bomb Warning Telephone Procedures**

Emergency Procedures & Crisis Response Team _____ School

NVCI Staff Trained Expires after 3 years			
Name	Expiry Date	Name	Expiry Date
Trainer Recert			
CPR First Aid Training (Minimum 2 staff members) Expires after 3 years			
Name	Expiry Date	Name	Expiry Date
Mental Health First Aid			
ASIST Training (Minimum 1 staff member)			
Name	Date	Name	Date


VTRA				
Name	Level 1 Date	Level 2 Date	TES	Refresher (HTCSD Every 5 Years)
Canoe Safety				

2. Fire Drill and Evacuation Plan


- 2.1 The principal is to develop a detailed fire drill and evacuation plan for the school and ensure that all students and staff members are fully informed of their duties and responsibilities. Three (3) fire drills and evacuations must be completed in the fall and three (3) fire drills and evacuations must be completed in the spring, for a total of six (6) fire drills and evacuations for each school year.
- 2.2 A detailed fire drill and evacuation plan must be posted and accessible on each floor of the school. Further, an evacuation map must be posted in each room of the school.
- 2.3 For schools with special needs programs monthly reviews of the fire drill and evacuation plans must be conducted by the principal with the staff that work directly with those programs.

3. Fire Drill and Evacuation Checklist

- 3.1 Ensure you have a timer to record evacuation times for each exit.
- 3.2 Ensure that staff turns off all lights and close all doors as they exit each room and the school.
- 3.3 Once outside, have students proceed directly to a predetermined, designated safe area in the schoolyard.

- 
- 3.4 Ensure attendance is completed by each classroom teacher and immediately reported to the principal.
 - 3.5 A student from each class will take the attendance to the principal while the teacher remains with the students.
 - 3.6 If students are missing who are present on the attendance list, then all reasonable efforts shall be made to locate the students including informing the fire department.
 - 3.7 No one is to return to the school until an all-safe signal (generally a bell) is given by the principal.

4. Bus Loading

- 4.1 The principal is to establish procedures and arrange for supervision of bus loading and unloading at the school.
- 

Emergency Procedures & Crisis Response Team School

Annual Checklist	
Date Completed	
	Review NVCI Manual
	Create Crisis Response Team and Schedule Meeting
	Develop Lock Down, Fire Drill and Hold & Secure Plans (Place in Flip Chart)
	Ensure 2 Staff Members have CPR/First Aid
	Ensure 1 Staff Member has ASIST Training
	Ensure Fire Drill and Evacuation Plans are in each Room (include alternate location)
	Review HTCSD Emergency Response Guide with Staff (Flipchart)
	Update First Aid Kit
	Update Medical Bulletin Board
	Train steps for <u>EPIpen</u> and other Medical Procedures (ie. Diabetes)
	Set Schedule for 4 Lockdowns, 6 Fire Drills (3 fall, 3 spring) and 4 Hold & Secure
	Update Community Resource Personnel (Please update with your local numbers, this is not supplied by the Division Office)

Type	Date Completed	Type	Date Completed
Fire Drill 1		Lockdown 1	
Fire Drill 2		Lockdown 2	
Fire Drill 3		Lockdown 3	
Fire Drill 4		Lockdown 4	
Fire Drill 5		H & S 1	
Fire Drill 6		H & S 2	
Fire Drill 7		H & S 3	
		H & S 4	

Alternate Emergency Location:

5. First Aid

- 5.1 The principal is to ensure that a supply of first aid materials is available in the school and stored in a location known to all members of the staff.
- 5.2 The principal, in cooperation with the superintendent of student services, is to ensure that at least two members of the staff have current up-to-date certification and training in first aid and CPR.
- 5.3 The Supervisor of Facilities is to ensure that [WHMIS—Workplace Hazardous Materials Information System](#)—manuals are up-to-date and staff member in-service and materials are current according to requirements of [The Occupational Health and Safety Regulations](#) and regulations of the Act.

6. Emergencies

- 6.1 In any school emergency the principal is to take whatever immediate action may appear to be reasonable and necessary to ensure the safety of students and others.
- 6.2 The principal is responsible for developing a contingency plan for emergencies consistent with Administrative Procedure 553 - Cancellation of Buses (Extra-curricular).

7. Hospital Emergency Treatment

- 7.1 When a student is taken to hospital for treatment of illness or injury, the following conditions are to apply:
 - 7.1.1 Attempts shall be made to notify the parent or guardian, and if required, the emergency contact.
 - 7.1.2 If the parent or guardian cannot be contacted, the hospital shall be advised accordingly.
- 7.2 In the event an ambulance is required, the parent/guardian's insurance will cover the cost of ambulance service. Parents are to contact the CFO for questions related to insurance claims.

8. Protective Equipment

- 8.1 Students are required to wear safety and protective equipment as recommended for use in their instructional program and other school-approved activities.
- 8.2 Specific guidelines for sporting and physical activities equipment shall be adhered to as outlined in the [HTCSD Safety Handbook for Physical Education and Extra-curricular Sports.](#)

9. Physical Activities

- 9.1 Procedures for physical activities safety shall be stated in the [HTCSD Safety Handbook for Physical Education and Extra-curricular Sports.](#)
- 9.2 It is the responsibility of the director of education to ensure that the handbook is kept current and includes direction specific to the following:
 - 9.2.1 Standard of care
 - 9.2.2 Facilities
 - 9.2.3 Equipment
 - 9.2.4 Instruction
 - 9.2.5 Supervision
 - 9.2.6 Clothing and footwear
 - 9.2.7 Approved activities

10. Motorized Vehicle Traffic

- 10.1 Motorized vehicular traffic is prohibited on school property with the exception of:
 - 10.1.1 Designated parking areas.
 - 10.1.2 Service maintenance and repair vehicles requiring access to specific areas.

11. Unusual Threats


- 11.1 Principals shall be familiar and remain current in terms of the information and directions provided in the Holy Trinity Catholic School Division Emergency Response Guide—Staff Guidelines.
- 11.2 When an unusual threat to student or staff safety is received, the principal is to take appropriate action.
- 11.3 If there is certainty that the threat is not plausible or a hoax the principal is to:
 - 11.3.1 Notify the police immediately and follow all directions given by the police.
 - 11.3.2 Notify the operational superintendent.
 - 11.3.3 Carry on with regular activities unless advised to the contrary by police.
- 11.4 If the threat is considered authentic or there is uncertainty, the principal is to:
 - 11.4.1 Follow lock down procedures.
 - 11.4.2 Notify the police and operational superintendent.
 - 11.4.3 Resume classes only after clearance by police.

12. Emergency Violence Risk Assessment (VTRA, ARTO)

- 12.1 The superintendent of student services shall ensure that the Violent Threat/Risk Assessment protocol is current and up to date.
- 12.2 The principal is to have a working knowledge of the school division's Violent Threat/Risk Assessment protocol. [Community Violence Threat Assessment & Support Protocol](#)
- 12.3 The Violent Threat/Risk Assessment shall be followed when any student displays worrisome or threat-making behavior.
- 12.4 At the beginning of the school year, principals shall establish a school Violent Threat Risk Assessment team and review the protocol with the established team.
- 12.5 The principal shall inform staff members, students, parents, and SCC members of the school division's VTRA protocol using the Letter of Fair Notice which is on the school division website: HTCSD Fair Notice Letter



13. Dangerous and Communicable Diseases AP 163


- 13.1 Any student or staff member whose health or medical condition may pose a significant health risk to others shall be required to contact a physician.
 - 13.2 The physician shall be requested to provide a medical certificate stating whether the physical condition of the individual poses any significant threat to the health and welfare of others.
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CATEGORY 1 COMMUNICABLE DISEASES

1. acute flaccid paralysis
2. amoebiasis
3. anthrax
4. botulism
5. brucellosis
6. campylobacteriosis
7. chickenpox
8. cholera
9. Clostridium difficile infection
10. congenital rubella syndrome
11. coronavirus infections associated with severe acute respiratory syndrome or COVID-19
12. Creutzfeldt-Jakob disease, all forms and other transmissible spongiform encephalopathies (TSE)
13. cryptosporidiosis
14. cyclosporiasis
15. diphtheria
16. encephalitis - vector borne
17. food poisoning of animal, bacterial, viral or chemical origin, not including diseases otherwise listed
18. giardiasis
19. Haemophilus influenzae invasive disease - all typeable and non-typeable strains
20. haemorrhagic fevers - viral
21. hantavirus infections
22. hepatitis A, B, and C
23. Human parvovirus infection
24. infections associated with antimicrobial resistant organisms
25. influenza - lab confirmed
26. legionellosis
27. leprosy
28. leptospirosis
29. listeriosis
30. Lyme disease
31. malaria
32. measles
33. meningococcal invasive disease
34. mumps
35. paratyphoid fever
36. pertussis
37. plague
38. pneumococcal invasive disease
39. poliomyelitis
40. psittacosis
41. rabies
42. rickettsial diseases
43. rubella
43. salmonellosis, excluding typhoid and paratyphoid fevers
44. severe acute respiratory illness
45. shigellosis
46. smallpox
47. streptococcal A - invasive disease
48. streptococcal B - neonatal disease
49. tetanus
50. toxoplasmosis
51. trichinosis
52. tularemia
53. typhoid fever
54. verotoxigenic Escherichia coli infections
55. West Nile virus infections
56. yellow fever
57. Yersiniosis.



14. Critical Incident

- 14.1 A critical incident is a sudden and unexpected occurrence or a death or significant tragedy that can cause intense emotions such as sadness or fear and/or may involve a threat of physical harm or actual physical harm.
 - 14.2 When a critical incident occurs, the director, operational superintendent, and superintendent of student services shall be notified.
 - 14.3 The principal is to have a working knowledge of HTCSD's [Critical Incident Resource Guide](#).
- 

Critical Incident Response Guide



Why Plan?

- A critical incident is a sudden and unexpected occurrence or a death or significant tragedy that can cause intense emotions such as sadness or fear and/or may involve a threat of physical harm or actual physical harm. The incident may trigger a strong emotional response in both students and staff and has the potential to interrupt the daily flow of school events. A critical incident can interrupt instruction, learning, and school routines. Critical incidents may cause an increase in the level of emotional upset, potential for disruptive behavior, or a decrease in student attendance unless there are efforts to reach out to students and staff with additional information and services. The involvement of the school is critical in supporting students through the emotional and physical challenges they may face following exposure to a critical incident.

Why Plan?

- Why Plan? Strong emotion interferes with an individual's ability to think and plan. A well-established plan to deal with a critical incident and its impacting trauma may:
 - reduce confusion
 - ensure that decisions are reasoned and thorough
 - speed up responding to students, their families, and staffs when timing is critical
 - prevent further crisis reactions in the school community
 - provide research-based resources available to assist school teams when needed
 - reassure the community that the school is competently managing the incident.

Critical Incident Response: Steps at a Glance

- Step #1 – Gathering Facts
- Step #2 – Contact the Division Office
- Step #3 – Activate the School's Critical Incident Team
- Step #4 – Communicate with Staff
- Step #5 – Set up the Support Rooms
- Step #6 – Talk with Students
- Step #7 – Inform Parents
- Step #8 – Confirm Funeral Information
- Step #9 – School Liturgical Considerations
- Step #10 – Follow Up
- Step #11 – Critical Incident Debriefing Process

Appendix 1A

Traumatic Event Summary of Facts

Student Name: _____ Grade: _____

Teacher: _____

Death / Injury Confirmed: ☐ Yes ☐ No

Basic Facts _____

Family has given permission to reveal cause of death: ☐ Yes ☐ No

School announcement prepared by: _____

Room(s) designated for grief counselling: _____

Counsellor(s) facilitating grief counselling:

Room: _____

Room: _____

Room: _____

Siblings: _____ Grade: _____ Teacher: _____
_____ Grade: _____ Teacher: _____

Friends: _____ Grade: _____ Teacher: _____
_____ Grade: _____ Teacher: _____

School Announcement _____ Date: _____
(* Attach school announcement)

School Memorial Service ☐ Yes ☐ No If yes, date _____

Funeral arrangements: Date: _____ Time: _____

Place: _____

Administrator Signature

Date

*To be completed by school administrator when a death of a student, staff member, or other traumatic event has occurred and used in preparation of facts for the initial Critical Incident Team meeting and initial staff meeting. Please fax, or scan and email completed form to the senior administrator responsible for school counsellors.



Lessons Learned

Wishes of the Family vs.
Staff

Memory Box

Talking/Interacting with
Students



Violent Threat Risk Assessment



CTIP
CENTER FOR TRAUMA
INFORMED PRACTICES

A portrait of Dr. Tony Beliz, a middle-aged man with grey hair and a mustache, wearing a striped button-down shirt. He is seated in front of a large window with a wooden frame, looking slightly to his left. The background shows green foliage outside the window.

Dr. Tony Beliz

Deputy Director, L.A. County Mental Health Emergency Outreach Bureau (Ret.)



Community Threat Assessment & Support Protocol

A Collaborative Response to Assessing Violence Potential
Moose Jaw South-Central Region



Our Roots Are Community

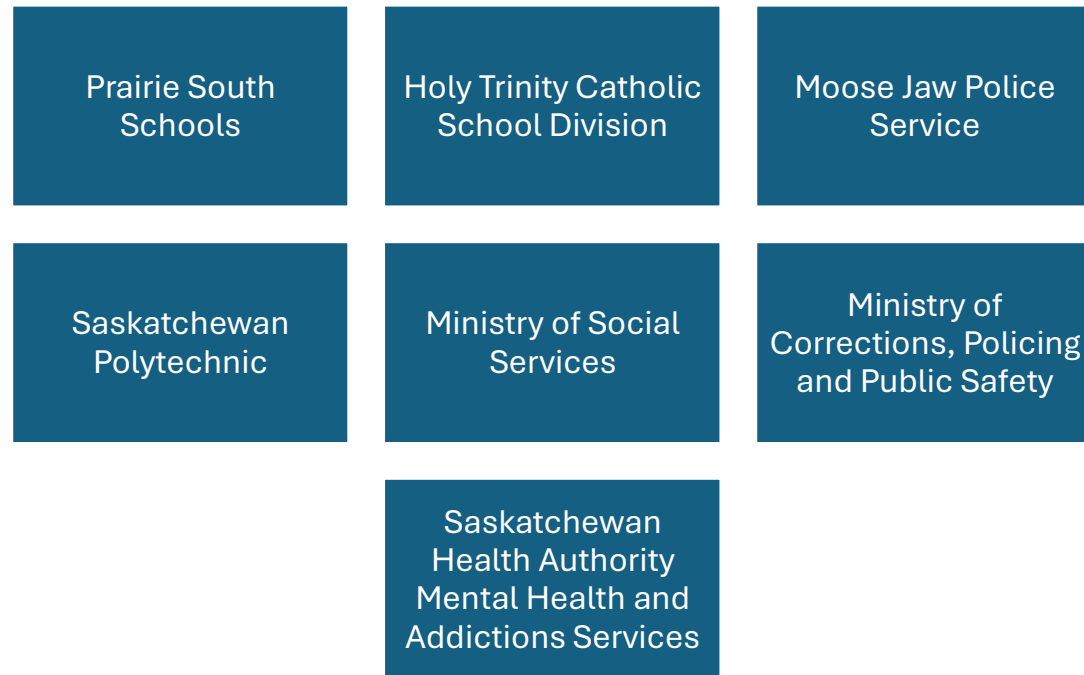
October 2024

Key Approaches in Risk/Threat Assessment

- Sharing of Relevant Information
- Investigative Mind-set
- Culture and Climate of School, Professional Agencies, and Community
- Working with Cultural Diversity
- Working with Individuals with Special Needs/Disabilities
- Violence Threat Risk Assessment (VTRA) Overrides Suspension
- Violence Threat Risk Assessment (VTRA) is Not a Disciplinary Measure
- Building Capacity
- Program Review

Community Partners

Current Community Partners



Partners at Large

- Moose Jaw Multicultural Council
- Moose Jaw Transition House
- John Howard Society
- RCMP – Moose Jaw
- RCMP – Assiniboia
- Moose Jaw Fire
- 15 Wing Military Police
- Briercrest College and Seminary

Holy Trinity Catholic School Division believes in a multi-disciplinary approach to Violent Threat/Risk Assessment and ongoing threat assessment training.

What is a Student Violent Threat/Risk Assessment Team?

- The Student Violent Threat Risk/Assessment team may include:
 - Principal/Vice-Principal
 - Division Liaison
 - Student Support Services Staff
 - Police/RCMP
 - and/or personnel from other relevant agencies
- It is important for all parties to engage in the Student Violent Threat/Risk Assessment process.
- If for some reason there is reluctance to participate in the process by the threat-maker or parent/guardian, the threat assessment process will still continue in order to ensure a safe and caring learning environment for all.

Fair Notice and the process described in this brochure are based on the work of J. Kevin Cameron, Director of the *North American Centre for Threat Assessment and Trauma Response* and were developed in collaboration with other agencies.

<http://www.nactatr.com/>

Please click on the link below to get a copy of [Community Threat Assessment Protocol](#). You can also go to www.htcsd.ca and look under the heading Safe, Caring, and Respectful Schools.



Holy Trinity Catholic School Division

445 – 13th Avenue N.E.
Moose Jaw, SK S6H 6B9

Phone: 306-694-5333



www.htcsd.ca



Fair Notice: Holy Trinity Protocol for Assessing Threat



What is a Threat?

- An expression of intent to do harm or act out violently against someone or something
- May be verbal, written, drawn, posted on the Internet or made by gesture

Duty to Report

- To keep school communities safe and caring for all, every threat must be taken seriously
- To keep school communities safe and caring, staff, parents, students, and community members should report all threat-related behaviors to the principal and/or vice-principal.

Duty to Respond

- All threats will be taken seriously, investigated, and responded to in an appropriate manner
- The threat assessment process assists division staff in determining appropriate intervention strategies to assist the student and promote safety
- Holy Trinity Catholic School Division has the duty to respond to all serious violence or threatening behaviour(s)

Mission Statement

Our mission is to
Create Hope by Fostering Learning and
Honouring Diversity in a Catholic Environment

Vision Statement

"Christ Centered Life Long Learning"

What is the Purpose of a Student Violent Threat/Risk Assessment?

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat and others
- To ensure a full understanding of the context of the threat
- To understand the factors which contribute to the threat-maker's behaviour
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of all

High Risk Behaviours

Thresholds for VTRA Protocol activation addressed in the protocol include, but are not limited to:

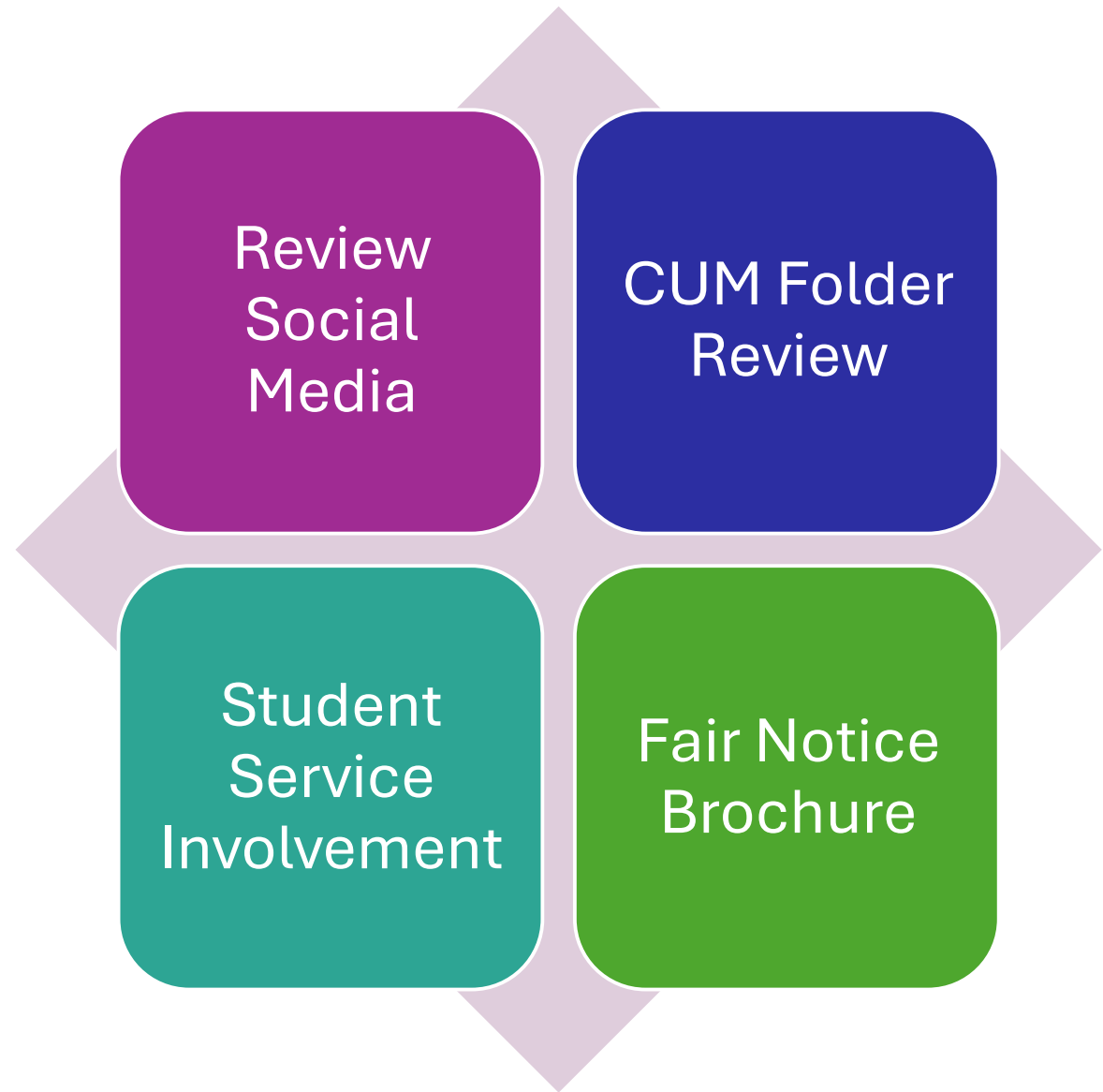
- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- Verbal/written threats to kill others (clear, direct, plausible)
- The use of technology to communicate threats to harm/kill others or cause property damage (e.g., "burn this office down")
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Ongoing pervasive target issues with bullying and/or harassment
- Gang related intimidation and violence
- Hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual or gender diversity

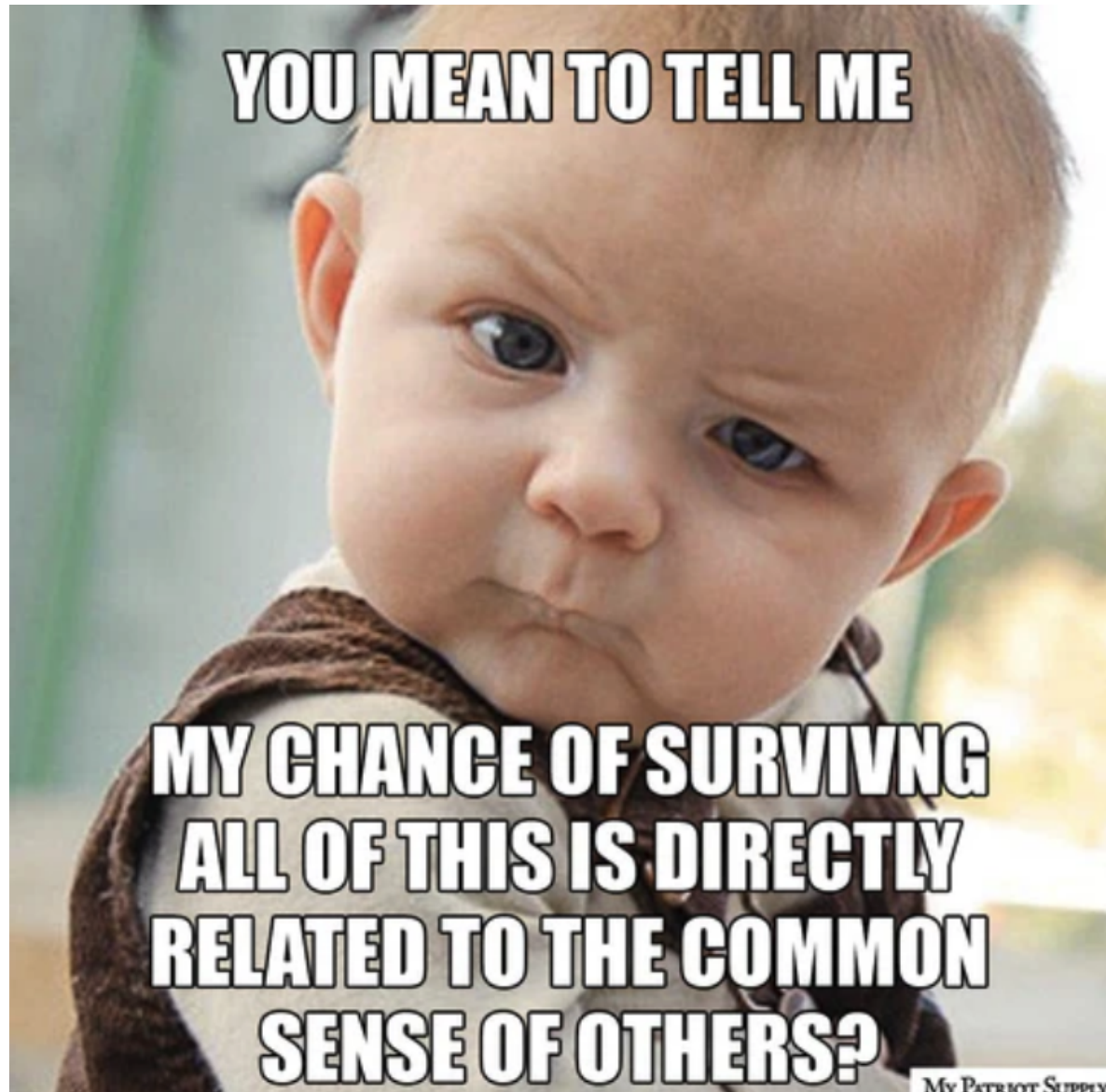
What Happens in a Student Violent Threat/Risk Assessment?

- All threat-making behaviour(s) by a student(s) shall be reported to the principal or vice principal who will activate the Holy Trinity Catholic School Division Violent Threat/Risk Assessment Protocol
- Interviews will be held with the student(s), the threat-maker, parents, and staff who are directly involved
- Interviews will help determine the level of risk and an appropriate response to the incident
- Intervention plans will be developed for the student making the threat and a support plan developed for any individuals targeted by the threat
- Threatening behaviour may result in disciplinary action



Lessons Learned





YOU MEAN TO TELL ME

**MY CHANCE OF SURVIVING
ALL OF THIS IS DIRECTLY
RELATED TO THE COMMON
SENSE OF OTHERS?**

My Patriot Supply