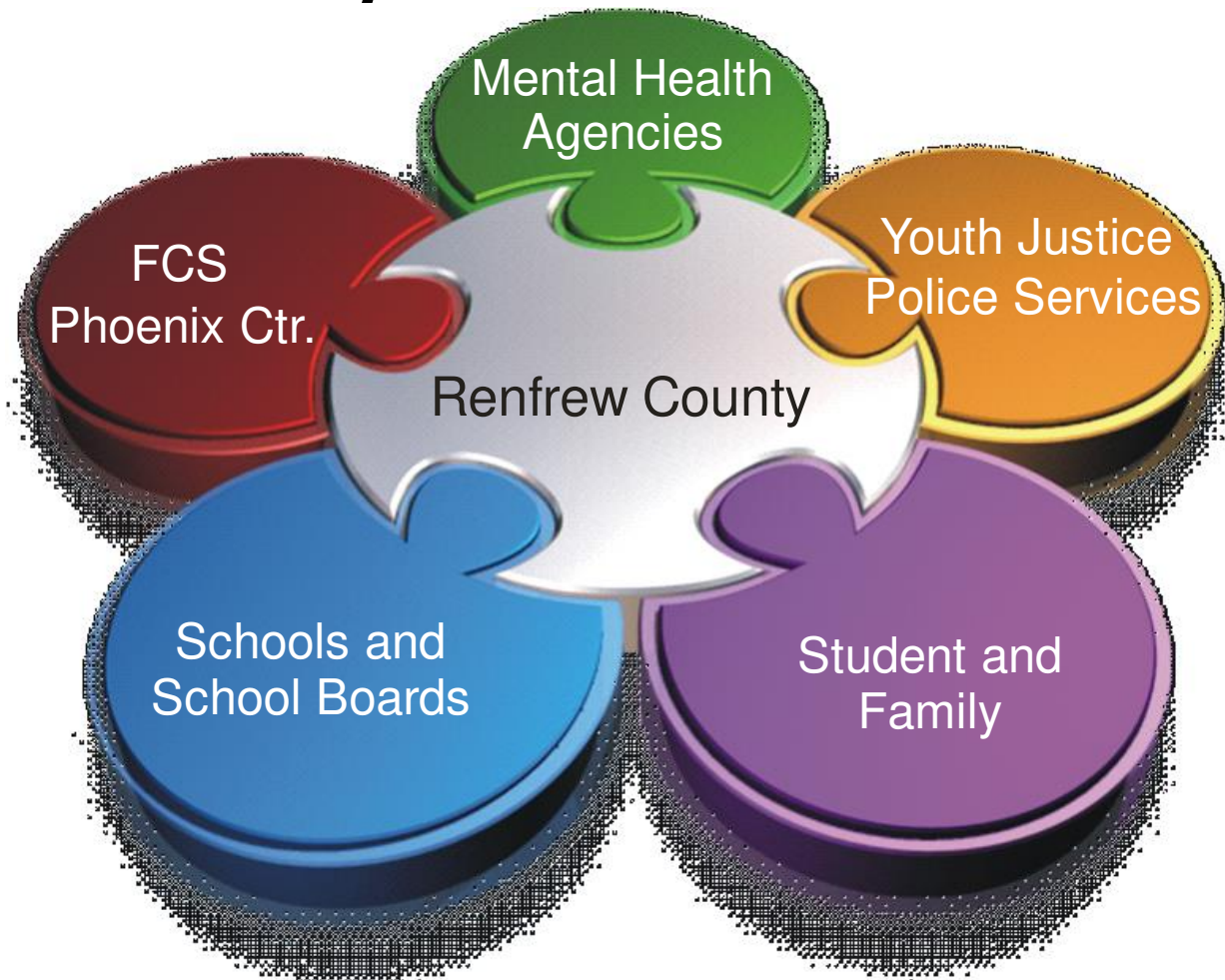


# Renfrew County Community Threat Assessment Protocol



## **A Collaborative Response to Assessing Potential Violence**

**A project of the Student Support Leadership Initiative in Renfrew County.**

**Effective: May 2013**

**Updated: November 2019**

**Finalized & Signing Commenced: May 2021**

**Community Threat Assessment Protocol: Violence Threat Risk Assessment**

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# **Renfrew County**

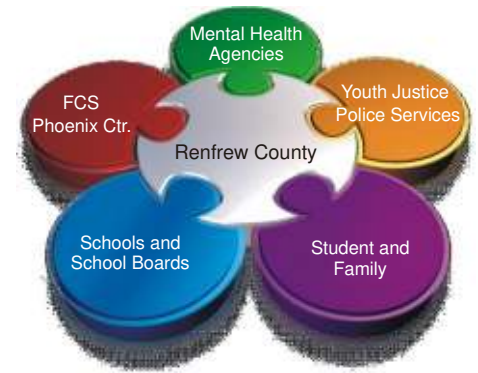
## **Community Threat Assessment Protocol**

### *Acknowledgements*

This Community Threat Assessment Protocol reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

We thank the multiple Eastern Ontario District School Boards for sharing their expertise and resources in the development of this document.

We would also like to thank the Student Support Leadership Initiative Committee, which is comprised of members of the School Boards, Community Agencies, Health Unit and Family/Children's Services, for their work in developing the Threat Assessment Protocol.



## I. RATIONALE

The District School Boards in Renfrew County, Police Services and their Community Partners are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

The School Boards and Partners will respond to individual (child/youth/adult) behaviours that may pose a potential risk for violence to individuals, staff and members of the community. Individuals will be used in the remainder of this document. The goal of early intervention by the school boards, Community Partners, individuals and families will be to reduce and manage school or community violence and harm to self or others and can be conducted outside of a traditional school day and without school involvement.

This protocol supports collaborative planning among schools, community partners, families, and individuals, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about an individual who poses a risk for violence towards themselves or others. It is the process of deliberately trying to “connect the dots” to assess the level of risk that a person is moving on a path towards serious violence before a violent act occurs. The protocol promotes supportive and preventive plans being put in place.

The strength of this Partnership between school boards and community partners lies in the multidisciplinary composition of the Community Threat Assessment Team (C-TAT). The C-TAT members will strive to share and review relevant information, details of threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise. This collaborative process will respect an individual’s rights to privacy and the safety of all, to the fullest extent possible.

### **Need for Training**

This protocol document is not a substitute for training in the field of Violence, Threat, Risk Assessment (VTRA) and should **not** be used until adequate training is received. The VTRA protocol is intended to be used by multidisciplinary teams trained in the theory and practice of student threat-risk assessment through Level 1 Violence, Threat -Risk Assessment Training.

### **Importance of Safe School Culture**

School culture/climate is widely acknowledged as being a key to creating a safe environment. By placing a strong emphasis on safety, tolerance, communication and programming designed to facilitate social responsibility, an environment is created where violence is less likely to occur, and where systems are in place to allow for early identification of potential problems. In the school environment, it is critical for students themselves to be actively involved in the development of safe and accepting school initiatives and programming.

## II. COMMUNITY PARTNERS

The District School Boards are the lead partners in the Community Threat Assessment Protocol for our geographical area of **Renfrew County**. Engaged community Partners include local agencies and the following police services, Family and Children’s Services and mental health agencies:

- **Ontario Provincial Police (Killaloe, Renfrew, Upper Ottawa Valley detachments)**
- **Deep River Police**
- **Petawawa Military Family Resource Centre**
- **Phoenix Centre**
- **Family and Children’s Services**
- **Bernadette McCann House**
- **Mental Health Services Renfrew County - Pembroke Regional Hospital**
- **Women’s Sexual Assault Centre**
- **Victim Services Renfrew County**
- **YouTurn Youth Support Services**
- **Ministry of Children, Community and Social Services - Youth Probation Services Branch: Youth Justice Division**
- **Addiction Treatment Services**

### Engaged for Signing onto Protocol:

- **Conseil des écoles publiques de l’est de l’Ontario**
- **1Call1Click.ca – CHEO Mental Health & Addiction Nurses**
- **Algonquin of Pikwakanagan**
- **Military Police**



### III. VISION AND STATEMENT OF PRINCIPLES

All partners will undertake to follow the protocol. We have a shared obligation to take active steps to reduce violence in schools and the community.

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. We will do so by proactively sharing information, advice, and support.

**As partners, we will work together for the benefit of individuals and their parents/guardians by:**

- building working relationships based on mutual respect and trust
- working in ways that promote safe, caring and restorative school environments and practices
- involving individuals and their families in planning for services and supports
- recognizing that each individual has unique strengths and needs that should be considered when developing an appropriate service plan
- realizing that working together successfully is a process of learning, listening, and understanding one another
- being patient, trusting and working together to help individuals become happy, healthy, active, involved, and caring members of the community.
- participating in Threat-Risk Assessment Team meetings
- designating a trained lead contact person and by advising community partners of who the lead is, their designate and any changes to the lead.

The overriding goal is risk reduction and violence prevention to promote the safety of individuals, parents/guardians, school staff, and community members.

The protocol is designed to facilitate communication so that when the Community Threat Assessment Team (C-TAT) is activated, appropriate Community Partners and District School Boards may communicate relevant individuals' information.

**As part of the protocol design, District School Boards and Community Partners will commit to:**

- ongoing participation in a minimum of two Advisory Meetings per year in the first two years of the protocol
- commitment to staff development in threat assessment training
- program review
- participation in C-TAT meetings
- designating a lead contact who has been trained

## **IV. KEY APPROACHES IN THREAT/ RISK ASSESSMENT**

### **Sharing of Relevant Information**

All partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person. Diagnosis of students with developmental disabilities, mental health diagnosis or other complicating health issues should lead to the development of best practices and individualized Behaviour support plans, as well as a commitment by all to review, follow through on, monitor and bring forward data that may lead to changes that will best support each student. This is considered a proactive approach to limiting situations of threat or risk. A commitment is made to work with interdisciplinary supports when available and provided.

### **Investigative Mind-set**

An investigative mind-set is central to successful application of the threat/risk assessment process. Threat assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviours. Personnel who carry out Threat/Risk assessment strive to be both accurate and fair.

### **Building Capacity**

Threat Assessment training will be provided to as many school personnel and community partner staff as possible. The Steering Committee, made up of community partners, police and school boards, will take the lead in organizing and providing the training.

### **Program Review**

The Community Threat Assessment Protocol will be reviewed by the Community Threat Assessment Protocol Advisory Group a minimum of two times per year in the first two years of the protocol, and once a year following that. This group will be made up of designates from Community Partners and District School Boards.

### **Contact List**

The District School Boards will be the lead agencies in application of the protocol. The chair of the Renfrew County Community VTRA committee will maintain an up-to-date contact list of the Community Threat Assessment Protocol partners, and will distribute updated copies of the list to all Community Partner Leads. The Superintendents also will designate a lead contact for July and August of each year, if different from the lead contact during the school year, and will notify the Community Partners of the names and contact information.

## V. THREAT ASSESSMENT RESPONSE

When an individual engages in behaviours or makes threatening comments or gestures that may result in serious injury to self-and/or others, the School Threat Assessment Team (School TAT) and Community Threat Assessment Team (C-TAT) will respond in the manner identified in: *Appendix A — Responding to Threat Making Behaviour: A Staff Guide.*

This Community Threat Assessment Protocol is based on The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat/Risk Assessment (VTRA). The VTRA follows a three-step process:

**Stage 1** Data collection and immediate risk reducing interventions;

**Stage 2** Comprehensive Risk Evaluation -Multidisciplinary risk evaluation; and

**Stage 3** Comprehensive multidisciplinary interventions

The VTRA is based on the combination of early Secret Service research around school-based threat assessment, and general violence risk assessment. The work reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

### Stage 1: Data collection and immediate risk reducing interventions

Stage 1 VTRA Teams must include the following three professionals and others as the team or committee deems appropriate

- School Principal and/or designate
- Clinician (School/Board designate)
- Police of Jurisdiction

The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the **Community Threat Assessment Report Form (Appendix D)**.

**Note:** VTRA cases can be resolved at the Stage I level where the incident proves to either be a moment-in-time bad judgement call by the threat maker that is low risk; information that resulted in the activation of the Stage I Protocol proves to be unsubstantiated; or adequate interventions are able to be put in place under the direction of the school/police team that address the needs of the threat maker, target, etc.

### Stage 2: Comprehensive Risk Evaluation

Stage 2 is a “multidisciplinary risk evaluation” which often involves some or all of the following:

- police-based threat assessment units,
- psychology, psychiatry, mental health,
- child protection, youth probation, and others.

This second stage is focused on further data collection beyond the initial data set obtained by the Stage I Team and as such the Stage II members are charged (in collaboration with the Stage I



Team) with the formal risk assessment and evaluation which may include the use of tests and measures.

### **Stage 3: Longer Term Treatment Planning -Multidisciplinary Intervention**

This stage requires reconvening all the Stage I and/or II team members who are involved in the case at hand for the “**development and implementation of a comprehensive multidisciplinary intervention**” and to pre-determine a follow-up date for case review. The agency that will take the lead at this point is the one that is the most appropriate at the time: **every case on its own merit!** In complex cases one agency may take the initial lead but after stabilization another may assume the leadership/coordinating role

The three stages of the VTRA combines all appropriate threat assessment concepts and risk assessment factors. Stage 2 and Stage 3 may be simultaneous. This protocol allows for a comprehensive determination of violence risk posed, and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The three Stages promote understanding that some individuals may not pose a risk for general violence yet may be moving rapidly on a pathway of violence towards a particular target they consider justifiable.

## **VI. ACTIVATION OF THE SCHOOL & COMMUNITY THREAT ASSESSMENT TEAMS**

The following guidelines are intended to help school and community personnel make the determination of when to activate the VTRA process. It is important to carefully consider each and every individual incident to ensure the most appropriate response. To facilitate timely activation of the School Threat Assessment Team (School-TAT) or Community Threat Assessment Team (C-TAT), each Community Partner will identify its lead TAT member(s), and provide the lead contact information to chair of the Renfrew County Community VTRA committee. The chair of the Renfrew County Community VTRA committee will ensure that the VTRA Community Committee, including the School Boards’ Superintendents of Safe Schools, as well as agency partners are provided with an updated contact list, as required. The superintendent or designate will activate the C-TAT. The superintendent or designate will be responsible for calling lead C-TAT members who may have information specific to that threat situation. For incidents that are precipitated without school involvement, each Community Partner can activate the C-TAT through its lead member.

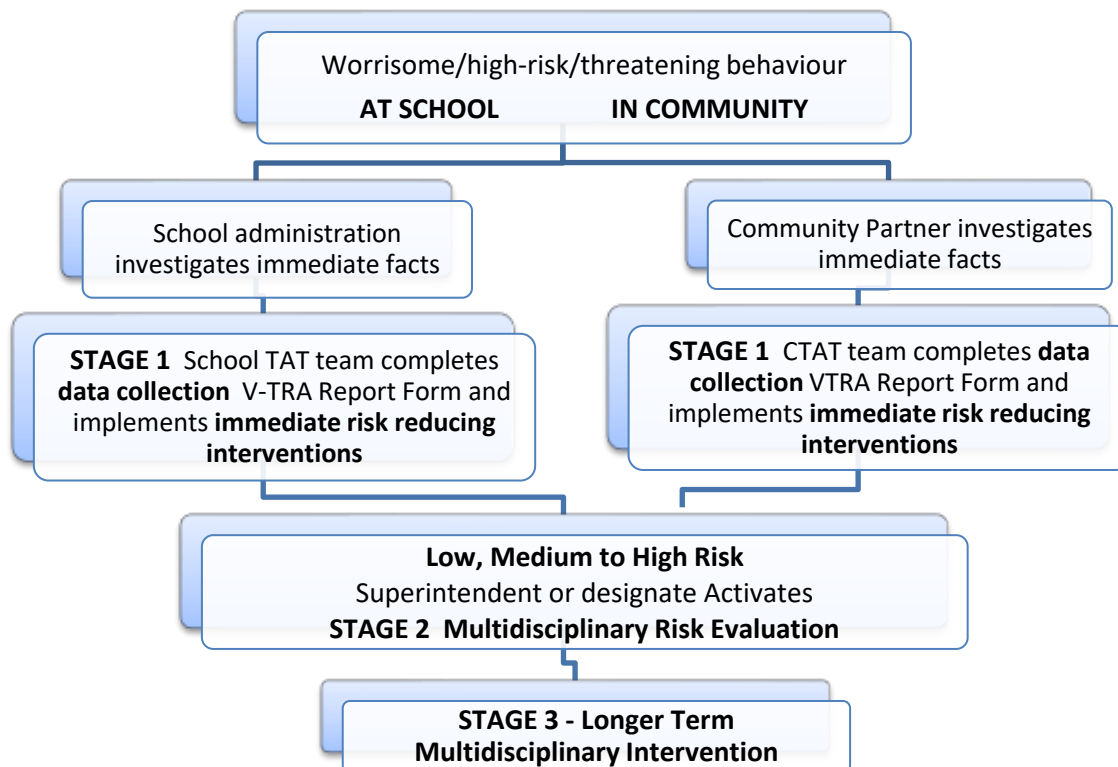
### **Immediate Risk Situations**

These situations include a real or perceived threat which poses a risk to public safety. When immediate risk is identified, school emergency responses will be activated, and when required, **the school lockdown plan must be activated immediately, and 911 called.** In these cases immediate police intervention and protection of students and staff is the immediate response – **NOT** Stage 1 VTRA.

As these situations are often over within minutes it is critical that all schools have a **school lockdown plan** that everyone understands, is practiced regularly, and knows what to do if such an event were to occur. A solid lockdown plan in itself may serve as a deterrent to an individual who may be contemplating an act of targeted violence in a school setting.

Note: VTRA will NOT undertake a formal Threat/Risk Assessment until the situation has been stabilized.

## Responding to Threat Making Behaviours



### Automatic Stage 1 VTRA Activation for:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill self or others (“clear, direct, and plausible”)
- Internet website / social media threats to kill self or others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire Setting
- Sexual intimidation or assault
- Gang related intimidation and violence

When a school administrator or community partner becomes aware of any behaviour outlined in the **Automatic Stage 1 VTRA Activation** section they will inform the counselling member(s) or the school and the police member of the Stage 1 team who will then collect initial data as per the

**Stage 1 Report Form.** School administrators must notify the Coordinator of Safe Schools or the Superintendent responsible for both the safe school portfolio and the regional Superintendent, in addition to the VTRA team of any behaviour that activates or **should activate** the VTRA protocol promptly. Other team members (School counsellors, Board staff, Psychologist, Police, Community Counsellor, etc.) must promptly notify their direct supervisors of **any behaviour** that activates or **should activate** the protocol.

### **Stage I VTRA Team Leadership and Team Activation**

In school-based VTRA cases the principal and or their designate (V.P.) is the team leader in that it is their responsibility to maintain a safe and caring learning environment and therefore their responsibility to activate the protocol when other(s) provide them with information that suggests an individual or other has engaged in violent or threat making behaviours. In non-school-based cases, the agency lead will be the team leader and will activate the protocol.

Once the Stage I team is activated, leadership is shared and collaborative as the team decides initial steps that need to be taken for immediate data collection and any immediate risk reducing interventions. School principals are still responsible for disciplinary measures that may need to be addressed and the overall safety of individual and staff. Police are responsible for determining if a parallel investigation focusing on the criminal aspect of the case will go forward in addition to being responsible for public safety concerns.

When school administration becomes aware of any behaviour outlined in the “high risk behaviours” section above they will inform the designated regional board lead and the police member of the Stage I team who will then collect initial data as per the Stage I Report Form.

School principals must notify the Superintendent responsible for both the safe schools portfolio and the district level VTRA team of any behaviour that activates or should activate the VTRA protocol promptly. Other team members (school staff, agency staff, police, etc.) must promptly notify their line supervisors of any behaviour that activates or should activate the protocol.

### **Non-School Hour Cases**

If information is received by a VTRA member regarding a threat that is **“clear, direct, and plausible”** before or after school hours, police will be called, parent(s) or caregiver(s) will be notified immediately so that they can take steps to inform and protect the target. The VTRA team will be activated if the situation is deemed to have potential to pose ongoing risk to member(s) of the school community. Open communication between school and police is essential and so is information sharing between patrol/general duty officers and school resource/liason officers regarding non-school hour cases. Incidents occurring in the evenings or on weekends have the potential to continue into the next school day. School liaison officers need to be informed by their colleagues about the potential ongoing risk.

### **Criminal Charges:**

Public safety is the primary mandate for police services. The police officer assigned to the VTRA team has “first call” as to whether or not charges will be laid. **If the law enforcement team member chooses not to proceed legally at the time then the officer will continue with Stage 1 VTRA Team.** When charges are laid, the police member of the team will refer the case for investigation to a general duty member and continue to participate as an active VTRA team member. **A police investigation does NOT prevent the remaining VTRA members from continuing on with data collection relative to the threat assessment including obtaining history of prior target selection, site selection, and changes in baseline behaviours.** Good communication between police and VTRA team is important, so as not to compromise an investigation/prosecution or place unnecessary strain on victim. It is understood that

collaboration with VTRA members will be ongoing, notwithstanding the fact that each team member has his/her own “jurisdiction”.

### **Threats**

Threats may be written, verbal, drawn, posted on internet, gestured and may be:

- Direct
- Indirect
- Conditional
- Veiled

Some threats may not meet the standard of law for criminal charges but do warrant assessment. Prior knowledge may justify VTRA team members in responding to “pre-incident” indicator as the threat may be a part of a “clear and discernible pattern of offending”.

### **Violence**

When violence occurs, the following general guidelines can help administrators to determine if the case should be dealt with as a disciplinary matter only or as a violence/threat risk assessment case.

#### **Consult with a VTRA member if:**

- lower baseline violence appears unprovoked
- clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.)
- no intent to harm present
- if the frequency, intensity, recency (FIR) of the violence denotes an increase in behavioural baseline of the perpetrator(s)

#### **Activate Violence Threat/Risk Assessment team and protocol if:**

- serious violence occurs
- there is intent to seriously injure the target(s)
- when illegal weapons (knives, guns, replicas, machetes, etc.) are brandished or used in the commission of the offence
- direct, clear, and plausible threats to kill or seriously injure are communicated

## **VII. RESPONDING TO THREAT MAKING BEHAVIOURS**

### **Early Elementary Students**

Generally most threat-related behaviour exhibited by elementary aged students would fall into the category of “**worrisome behaviour**”. If there is a significant increase in baseline behaviour, weapons possession or **clear, direct**, and **plausible** threats, the formal VTRA protocol can still be activated. Simply because a individual is elementary age does not mean they cannot pose a risk.

### **Individuals with Special Needs and VTRA**

The multidisciplinary VTRA protocol will not be activated when individuals with special needs engage in threat-making or aggressive behaviours that are typical to their “baseline”. In other

words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them then the VTRA Team may not be called upon to conduct an assessment. For instance, some individuals diagnosed along the Autism Spectrum or Fetal Alcohol Spectrum may have histories of verbal threatening when they are frustrated and make statements such as “I’m going to take a knife and kill you” as part of their typical baseline behaviour. This would not result in the activation of the VTRA Team. If the individual with special needs moves beyond their typical baseline and for the first time is caught with a knife in their possession or threatened a target with a knife in their hand, then the VTRA Team would be activated to assist in determining the reason for the increase in baseline and whether or not the individual poses a risk to self or others.

Individual diagnosis of students with developmental disabilities, mental health diagnosis or other complicating health issues should lead to the development of best practices and individualized behaviour support plans, as well as a commitment by all to review, follow through on, monitor and bring forward data that may lead to changes that will best support each student. This is considered a proactive approach to limiting situations of threat or risk. A commitment is made to work with interdisciplinary supports and families when available and provided.

Once the VTRA Team is activated the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the individual with special needs. Staff members from the school and district level responsible for program planning and service delivery to individuals with special needs will be consultants to the VTRA Team in these cases.

Good case management with individuals with special needs means that school officials should already know more about these individuals than others as program planning requires comprehensive assessment in the first place. This foundational knowledge about the individual means that any significant shift in baseline that meets the criteria for the VTRA protocol activation is easily identified: the purpose of the team would be to assist with determining why the increase and then contribute to the intervention planning.

There are times when the individual with special needs has had a “slow but steady” increase in the “frequency” and “intensity” of their violent or acting out behaviours. In these cases there may not be a single incident prompting a Stage I Threat Assessment but information may emerge that requires the benefit of all or some of the Stage 2 members. Stage 2 VTRA Team members can include Mental Health, Family and Children’s Services, Probation, Hospital ER Units, and others who can be utilized to assist with more general violence risk assessment and intervention planning.

**A note of caution:**

*Sometimes school and community members may under react to a serious threat posed by an individual with special needs assuming that all of their behaviours are caused by or a result of their diagnoses rather than consider that an individual with special needs can move along a pathway of “justification” as well. The same dynamics that can increase the risk of violence in the general student population can also be factors in contributing to the violence potential of the individual with special needs independent of their diagnoses.*

## Violence, Threat, Risk, Assessment Reminders

### Threat Assessment Trumps Suspension

In most cases, unless the individual of concern already poses an imminent or obvious safety concern, the Stage 1 team is activated and the Stage 1 REPORT FORM data is collected within reason before a suspension is even considered. A poorly timed “**out of school**” suspension is high risk as this period is often viewed by high-risk student as the “last straw”. It is in this stage that many threat makers decide to finalize a plan to terrorize their school or attack a specific target: this can include homicidal or suicidal acts. The suspension does not “cause” the violence to occur but creates the necessary context for the high-risk student, who is already struggling with suicidal and /or homicidal ideation, to take the final step from planning to action. VTRA may or may not result in a suspension. Threat/Risk Assessment is not a disciplinary measure.

### Fair Notice

Prior to any VTRA protocol being implemented, all student, staff and parents should be provided with information about the protocol and procedures so that “**fair notice**” is given that violence and threats of violence will not be tolerated. Senior school division and community agency personnel should take the lead in presenting the protocol to ensure that students, parents, and staff are all aware that the new protocol is a jurisdiction-wide policy and that a consistent message is given regarding its use.

Under-reacting or over-reacting to threats is a concern. All high-risk behaviours will be taken seriously and high-risk students will be assessed accordingly. Determining what actions will be taken in any case (legal, disciplinary, mental health evaluation, etc.) will depend on the context of the incident.

### Involving Parents in Threat/Risk Assessment

#### Parent (Caregiver) Notification – Threat Maker

Parent(s) or caregiver(s) of the threat maker should be notified at the **earliest opportunity**. Specifically, notification should occur after the VTRA team has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential.

In the case of threat/risk assessment, the parent(s) or caregiver(s) are also part of the assessment process as they are necessary sources of insight and data regarding the “bedroom dynamic”, “increases or decreases in baseline”, and other contextual factors that may be either “risk-reducing or risk-enhancing”. As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and school to more fully assess the individual and collaboratively plan for appropriate intervention where necessary.

Notification guidelines follow that of the standard practice for example, fist fights between two individuals at a school. Before school administration calls home, they collect some initial data, talk with the individuals involved and then notify the parent(s) or caregiver(s) of the situation and the circumstances surrounding it.

### **Parent (Caregiver) Notification - Target**

The parent(s) or caregiver(s) of the target(s) should be notified at the **earliest opportunity**. Often the target and his/her parent(s) or caregiver(s) are fearful or traumatized by the situation therefore notification should be **done with skill, tact and planning**. A plan should be made for possible emotional supports the family may need. As such, if the threat is “clear, direct, and plausible” or the VTRA team feels violence may be imminent, notification will occur after the target is secured/protected (if the case is unfolding during school hours and the target is present at school) from potential harm. If the initial threat is **NOT** “clear, direct, and plausible”, the VTRA team will continue to collect data to determine the level of risk before the parent(s) or caregiver(s) are notified: this is to prevent unnecessarily traumatizing individuals when no risk is present.

### **Supporting Targeted or Victimized Individual or Staff**

The VTRA clinician (psychologist, therapist, counsellor) is responsible for ensuring that the recipient(s), victim(s) or target(s) of the threats are assessed and that services are provided as necessary. At the threat may be directed towards one or more individual, an entire class, or the school population, the circumstances will dictate how far reaching an intervention may be. The VTRA clinician and the school administration (with consultation with the Superintendent of Safe Schools) should determine if crisis counselling or a crisis response team is needed to re-establish calm.

#### **Key Point:**

There may be cases where the recipient of a threat has been engaged in high-risk behaviours that may have lead to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to also be assessed for high-risk behaviour as well.

### **Create an Expectation of Responsible Reporting**

**All** staff and students need to be advised that **ANY** person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the school administration, agency lead (outside of school hours), or a member of the VTRA team. Actively teach students that seeking adult support for worrisome behaviour is **NOT** “ratting” or “snitching” but, rather, a social responsibility for the wellbeing of all. School staffs need to actively counter the “code of silence”.

It is important for all to understand that no action will be taken against the person who makes a report unless the report is made maliciously and without reasonable grounds. In such exceptional cases, the person making a malicious report will be dealt with according to the school of jurisdiction policy and law, where applicable.



## RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE

**Any person who is concerned will report to the school principal, designate or agency lead, any behaviours that may pose a risk or threat to others.**

<b>Worrisome Behaviours</b>	<b>High Risk Behaviours</b>	<b>Immediate Threat, Call 911</b>
Include but are not limited to: <ul style="list-style-type: none"> <li>Violent content</li> <li>Drawing pictures</li> <li>Writing stories/journals</li> <li>Vague threatening statements</li> <li>Unusual interest in fire</li> <li>Significant change in anti-social behaviour</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>Possession of a weapon/replica</li> <li>Bomb threat plan</li> <li>Verbal/written threat to kill/injure</li> <li>Internet website threat to kill or injure self/others</li> <li>Fire setting behaviours</li> <li>Threatens violence</li> <li>Sexual intimidation or assault</li> <li>Gang related intimidation and violence</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>Weapon in possession that poses serious threat to self or others</li> <li>Plan for serious assault</li> <li>Homicidal/suicidal behaviours that threatens safety</li> <li>Fire setting</li> <li>Bomb threat</li> <li>Serious violence or violence with intent to harm or kill</li> </ul>

**PRINCIPAL OR AGENCY LEAD INFORMED**

<b>Stage 1:</b> <b>Data collection and immediate risk reducing intervention</b> <ul style="list-style-type: none"> <li>1-2 hours</li> </ul>	<ul style="list-style-type: none"> <li>Make sure all individuals are safe.</li> <li>Determine if the person of concern has access to weapon.</li> </ul> <p><b>Inform Superintendent of Safe Schools / Agency Director</b></p> <ul style="list-style-type: none"> <li>Interview all witnesses.</li> <li>Notify the individual's parent(s) or guardian(s) and superintendents.</li> <li>Initiate VTRA Stage 1 Threat Assessment Report Form. Family will be interviewed/engaged in process.</li> <li>Review findings with the TAT.</li> <li>Decide course of action.</li> <li>Develop an intervention plan.</li> </ul>	<p><b><u>Threat Assessment Teams (TAT)</u></b>                      School Administrator                      Designated Regional Board Lead                      Police Service Lead                      Agency Lead (as needed or if initiated by Agency)</p>
<b>Stage 2:</b> <b>Comprehensive multidisciplinary risk evaluation</b> <ul style="list-style-type: none"> <li>Within hours if Stage 1 is high concern</li> <li>Within days if Stage 1 is medium concern</li> </ul>	<p><b>Superintendent of Safe School / Agency Director Consult</b></p> <ul style="list-style-type: none"> <li>Conduct interviews as required.</li> <li>Update and complete VTRA Report Form questions</li> <li>C-TAT reviews findings.</li> <li>C-TAT decides on course of action.</li> <li>C-TAT continues the development on an intervention plan.</li> </ul>	<p><b><u>Community TAT</u></b>                      Superintendent or designate                      Police                      Regional Board Lead                      Agency Lead (as needed or if initiated by Agency)                      School Threat Assessment Team</p>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>Meet with expanded C-TAT.</li> </ul>	<p><b><u>Community TAT</u></b>                      Superintendent or designate                      Police</p>



<p><b>Longer Term Multidisciplinary Intervention</b></p> <ul style="list-style-type: none"> <li>• Within days</li> <li>• Follow up</li> </ul>	<ul style="list-style-type: none"> <li>• C-TAT develops implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.</li> </ul>	<p>Agency Lead (as needed or if initiated by Agency)/ School Threat Assessment Team</p>
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## School Threat Assessment Team

Note: When a community team member determines the need to activate the Community TAT, that person will notify his/her designated lead team member, school principal or Superintendent of Safe Schools. FCS will be contacted and participate when legal guardian. In addition, FCS will be advised, consulted and where possible will be involved in the C-TAT.

the principal, vice-principal, school board behaviour crisis consultant/special services counsellor, teacher (guidance/student success teacher), either the assigned school resource officer or an assigned trained police investigator from the police agency having jurisdiction and a community partner if appropriate. The school team participants should have threat assessment training. **School team members will respond after the immediate threat to individual/staff has been contained.** The school team will assess whether a risk to individual/staff safety still exists and develop an intervention plan to support individual(s) involved, the greater student body, staff and the community.

The school Superintendent and Superintendent of Safe Schools will be consulted and will participate in the threat assessment process as required. Consideration should also be given to consulting with the police services of jurisdiction.

### Community Threat Assessment Team C- TAT

The C-TAT will consist of trained individuals that include the School TAT members, as well as central school board staff, police officer and appropriate community partners. When a School TAT has determined that an individual poses a medium or high level of concern to child/youth/staff safety, the principal will call the school superintendent and the Superintendent of Safe Schools to request that the C-TAT be activated. When a community partner determines the need to activate the School Board /C-TAT the partner will contact principal of the school who would contact the Superintendent of Safe Schools of the Board the individual is enrolled in or deemed necessary. When the C-TAT has been activated, the police service of jurisdiction will also be consulted where an individual has been identified as a medium or high level of concern. Whenever possible, Threat Assessment Team (TAT) meetings will occur on school premises. The lead partner will be the school board/ school administration. In most cases the individual's behaviour that activates the community partnership will be observed in or affect the school.

### Activation of the School and Community Threat Assessment Teams by a Community Partner

When staff members of a partner agency determine the need to activate the C-TAT, they will notify their designated lead C-TAT member. In the case of Care, Treatment and Custody facilities or programs involving any Community Partners that provide school-based services the Community Partner staff will contact their agency's lead C-TAT member. The Community Partner's lead C-TAT member will contact the District School Boards' Superintendents of Safe Schools. C-TAT members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other C-TAT members.

In most cases, the individual's behaviour that activates the Community Partnership will be observed in, or affect, the school. Therefore, whenever possible, C-TAT meetings will occur on School Boards' premises. The lead C-TAT member will be the School Board Superintendent of Safe Schools or designate.

The superintendent responsible for that school, and school administration, may also be part of the C-TAT.

## **The C-TAT may be assembled in the following situations:**

### **Threat Assessment:**

A process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened.

Although many individuals, and others, engage in threat making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Stage 1 VTRA teams engage in a data collection process, through semi-structured interviews, to determine “initial levels of risk” that may be posed and plan necessary risk reducing interventions. Although a individual of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

### **Risk Assessment:**

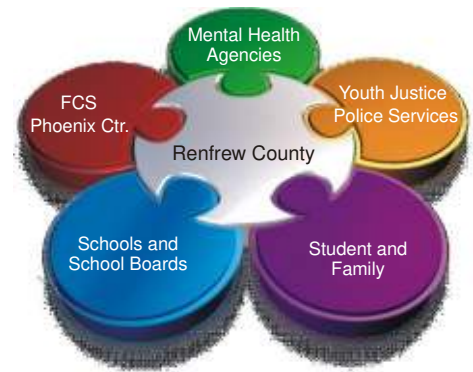
A process of determining if an individual of concern may pose a risk to some unknown target or targets at some unknown period of time. The individual may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating.

A risk assessment is typically a lengthy process that may involve a number of standardized tests and measures that go beyond the scope of the school –based multidisciplinary VTRA process. After the Stage 1 - initial level of risk - is assessed and immediate risk reducing intervention has occurred, a further risk assessment may be required. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the individual’s functioning and to use that data to guide longer term intervention and treatment goals.

School board/community partners will collaborate to determine whether risk exists and/or the extent of the risk and develop a supportive plan.

### **Trauma Response:**

After a traumatic event has occurred the school board and community partners may be called upon to plan for and/or provide post trauma counseling and interventions for individuals and staff.



## **Violence Threat/Risk Assessment Intervention and Management Guidelines for Re-entry into School**

When the data suggests that a person of concern poses a threat to others, he/she may be suspended from school until a more comprehensive assessment can be conducted. VTRA teams guide the process from initial assessment, to planning interventions to decrease risk, to planning for re-entry into a school where a suspension has occurred. This is best accomplished when the VTRA teams outlines, in writing, steps the person of concern, family, school, and others need to follow to ensure an appropriate assessment(s) is conducted prior to re-entry into the school. Following the completion of necessary assessments, the initial VTRA members may work with the PofC and the parent(s)/ (caregiver) to develop a plan for re-entry that becomes a signed contract by all participants including the student and parent(s), if circumstances warrant

### **Supportive Services**

Each of the VTRA members needs to have the authority within his/her own organization to make immediate decisions with regard to supportive services. For example, it may be necessary to provide secure residential treatment, psychiatric hospitalization or increased supervision in the school setting. It is also important to ensure that the support services and interventions extended to the student and family are culturally appropriate and/or accessible within the context of the limitations of the community. Recommending services that are not readily available or accessible can add to the level of anxiety and risk inherent in the family structure

### **Supporting Targeted or Victimized Students or Staff**

The VTRA clinician (psychologist, therapist, counsellor) should be responsible to ensure that the recipient(s)/victim(s) of the student threats/behaviours are assessed and that services are provided as necessary. As the threat may be directed towards one or more students, an entire class, or the school population in general, the circumstances will dictate how far reaching an intervention may be. The VTRA clinician and the school administrator should determine if crisis counselling or a crisis response team is needed to re-establish calm.

Key Point: There may be cases where the recipient of a threat him/herself has been engaged in high-risk behaviours that lead to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to be assessed for high-risk behaviour as well

## Anonymous Threats

Anonymous threats are typically threats to commit a violent act against an individual(s), specific group, or site (i.e. the school). They may be found written on bathroom walls or stalls, spray painted on the side of schools, posted on the Internet, letters left in a conspicuous place (teacher's desk), etc.

**As of this writing, there are no known North American cases where an anonymous threat to kill was issued and a homicide occurred on the day the threat stated.** Although anonymous threats may be credible in the world of global terrorism, in the field of school-based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment.

### Anonymous Threats Continued:

Nevertheless, there are steps that should be followed to:

1. Assess the anonymous threat;
2. Attempt to identify the threat maker;
3. Avoid or minimize the crises/trauma response.

## Assessing the Threat

VTRA teams should consider the following in determining the initial level of risk based on the current data (i.e. the language of the threat):

### Language of Commitment

1. Amount of detail (location where the violence is to occur, target(s), date and time the violence is to occur, justifications, etc.).
2. Threatened to do what with what ("kill", "murder", "ruin your lives", "shank", "shoot", etc.)?
3. Method of delivery of the threat (who found/received the threat, when did they receive it, where did they receive it, who else did they tell and who else knows about it?).
4. Is the threat clear, direct, plausible, and consistent?

## VIII. ROLES & RESPONSIBILITIES

### An Investigative Mindset:

***"An investigative, skeptical, inquisitive mindset is critical to a successful threat assessment"***

(Fein, et.al 2002) An investigative mindset is central to successful application of the threat assessment process. Threat assessment requires thoughtful probing, viewing information, with healthy skepticism and paying attention to key points about pre-attack behaviours. Persons who carry out threat assessments must strive to be both accurate and fair.

Threat assessors should question the information in front of them continuously. Ideally, there should be credible verification of all essential "facts". Information about a potential attacker's interests, statements, and actions should be corroborated, when possible.

The investigative mindset and perspective also rely on common sense. Threat assessors working to understand a given situation should step back periodically from the individual details of any inquiry or investigation and ask whether information gathered makes sense and supports any hypothesis developed concerning the risk posed by the subject of the threat assessment inquiry. (V. Fein, B. Pollack, R. Modzeleski, 2000)

### **School principal or designate (as determined by Superintendent of Safe Schools)**

- school threat assessment team leader
- complete Series 1-5 of the Community Threat Assessment Report Form within hours
- call and co-ordinate the school threat assessment team contact the school superintendent to discuss possible activation and coordinate the C-TAT after an individual has been determined to pose a medium or high level of concern to other individuals or staff
- follow up and coordinate intervention/management plans developed by the team, and forward the school threat assessment team documentation and intervention/management plan to the school and safe schools superintendent
- store the intervention/management plan securely

### **Guidance counsellor/special education teacher/ student success teacher/ other staff who know the individual**

- to assist in data gathering as assigned by the principal
- assist the principal in Series 6 — 9 of the Community Threat Assessment Report Form and be available for consultation on general issues regarding threat assessment procedures relating to mental health
- assist in developing plans or other interventions (e.g., behaviour plan, worker/individual safety plan), and in facilitating access to programs or resources, to reduce the risk of violence and respond to the individual's educational needs if consent has been obtained, help families obtain needed assistance

### **District School Board staff**

- be designated by the superintendent of safe schools to participate in school threat assessment team and where appropriate to be the C- TAT lead (i.e. *behaviour crisis consultant/special services counsellor, psychologist, etc.*)
- consult with the principal, school threat assessment team, and superintendents involved
- contact C-TAT members to facilitate consultations, and conduct interviews as required, except in criminal investigations, complete the C-TAT Report Form questions Series 1-8 (Appendix B)
- Follow up on recommended intervention/management plans

### **Community Partner Staff**

- Follow internal procedures in support of the V-TRA
- determine the lead or designate staff for each agency
- have a trained staff member participate in the C-TAT
- participate in completion of the C-TAT Report Form questions Series 1-8 (Appendix B)
- participate in a review of school threat assessment team findings
- participate in developing any recommended intervention/management plans

### **School Resource Officer/ Investigating Police Officer**

- be involved in school threat assessment team or C-TATs
- wherever possible, a police officer trained in Threat Assessment will be involved in school threat assessment teams or C-TATs
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted

### Threat Assessment Teams

- should be consulted at any stage of the school threat assessment team or C-TAT processes by either school officials or investigating police members, when an individual has been deemed medium to high level of concern
- will conduct formal, in-depth threat assessments when requested or deemed appropriate
- When deemed appropriate, be informed when criminal charges have been laid or injuries have been incurred as a result of an individual’s behaviours
- will participate in threat assessment training with school officials and community partners when requested

## IX. INFORMATION SHARING

The general intent of access to information and protection of privacy legislation is to regulate the collection, use and disclosure of personal information. Wherever, possible and reasonable, consent to disclose personal information should be obtained. Valid consent does not exist unless the individual knows what he/she is consenting to, and understands the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice. The District School Boards and Community Partners are committed to the sharing of relevant information to the extent authorized by law.

It is vital to note, however, that **legislation allows the release of personal information if there is imminent threat to health and safety.** To make parents, guardians and individuals aware of the protocol to be followed in such cases, the District School Boards will send the ***Risk/Threat Assessment Notification*** home with all individuals at the beginning of every school year. (Please see Appendix H District School Boards Risk/Threat Assessment Notification.) This notification also will be posted permanently on the District School Boards’ websites.

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:	In any of the following circumstances obtain more information and/or get advice from supervisor or the board lawyer	Information can NEVER be shared under the following circumstances:
<ul style="list-style-type: none"> <li>• Imminent threat to health and safety / C-TAT initiated</li> <li>• With written consent (see page 24 regarding YCJA exclusion).</li> <li>• To avert or minimize imminent danger to the health and safety of any person.</li> <li>• To report a child who might need protection under the Child and Family Services Act (See Child Abuse Protocol).</li> <li>• By order of the Court.</li> <li>• To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act ( pgs 14-15 regarding YCJA)</li> </ul>	<ul style="list-style-type: none"> <li>• Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s).</li> <li>• To report criminal activity to the police.</li> <li>• To share YCJA records.</li> <li>• Where there is a demand or request to produce information for a legal proceeding</li> <li>• When a professional code of ethics may limit disclosure.</li> <li>• To cooperate with a police and/or a child protection investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a legislative requirement barring disclosure.</li> <li>• No consent is given and there is no need to know or overriding health/safety concerns, or</li> <li>• Consent is given but there is no need to know or overriding health/safety concern.</li> </ul>

## Key Points Regarding Information-sharing

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes compelling circumstances affecting the health and safety of an individual...” (Part II, 32(h), MFIPPA). PHIPA notes that “a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.” (2004, c. 3, Sched. A, s. 40(1) PHIPA).
- Family and Children’s Services will endeavour to obtain consent to release information from all of their clients involved in a school or community immediate threat assessment. Disclosure of information without consent may be considered if we believe on reasonable grounds that:
  - i) failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm, and
  - ii) the need to disclose is urgent.
- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person — including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, individual or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.
- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.
- The Occupational Health and Safety Act (OHSA) S.32.O.5(3) states, “an employer’s duty to provide information to a worker under clause 25(2)(a) and a supervisor’s duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury.”

## X. COMMUNICATIONS

### Media

As part of the threat assessment process, the District School Board and police service involved in the assessment may decide to develop congruent media releases, if needed, to address safety concerns. Any



such releases will not violate confidentiality. In the case of a criminal investigation, police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected Community Partners in advance of release to the media.

### **Parent / Guardian / Staff / Individual**

At the beginning of each school year, the District School Boards will send to parents, staff and Community Partners the Risk/Threat Assessment Notification (please see Appendix D), which outlines for parents/guardians and individuals the threat assessment process. Additional communications tools, such as brochures and inclusion of information in individual agendas and on the School Boards' websites, also will be used. All such communications will be shared with the Community Partners.

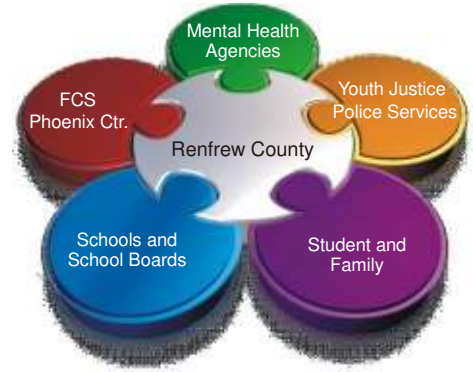
### **Intra-Agency**

Internal District School Board and Community Partner communication regarding the protocol will be the responsibility of each party to the protocol.

### **Documentation**

Community Threat Assessment Report Form will be the written documentation of the School TAT or C-TAT meetings. The minutes taken in these meetings regarding the community threat/risk assessment, and the resulting shared information, are highly confidential. Only information required for the assessment can be shared, and only with the C-TAT involved in the particular assessment. The information cannot be redistributed or exchanged except for the purposes of the assessment itself. A copy of the Risk/Threat Assessment Summary Form (**Appendix C**) will be distributed to each community partner involved with the individual's intervention plan. The official report (which may vary in format but not content of the Summary Form provided in Appendix C) will be stored in a confidential file in the office of the superintendent responsible for the affected school(s). School-TAT minutes will be stored in a confidential file in the principal's office and copied to the school superintendent. Minutes of a School-TAT should not be stored in the OSR. Documentation will be maintained in compliance with legal requirements with respect to disclosure. Additional information may be added as appropriate for implementation and monitoring.





## **APPENDICES**

**APPENDIX A:** RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE

**APPENDIX B:** COMMUNITY THREAT ASSESSMENT REPORT FORM

**APPENDIX C:** THREAT/RISK ASSESSMENT SUMMARY FORM

**APPENDIX D:** THREAT ASSESSMENT PARENT NOTIFICATION

**APPENDIX E:** THREAT/RISK ASSESSMENT ADMINISTRATORS CHECKLIST

**APPENDIX F:** BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM

**APPENDIX G:** DEFINITIONS

**APPENDIX H:** DISTRICT SCHOOL BOARDS: THREAT/RISK ASSESSMENT  
PARENT/GUARDIAN NOTIFICATION AND FAIR NOTICE

**APPENDIX I:** DISTRICT SCHOOL BOARDS AND COMMUNITY PARTNERS THREAT  
ASSESSMENT PROTOCOL PARTNERS

**APPENDIX J:** SIGNATORIES TO THE PROTOCOL

## APPENDIX A: RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE

**Any person who is concerned will report to the school principal, designate or agency lead, any behaviours that may pose a risk or threat to others.**

Worrisome Behaviours	High Risk Behaviours	Immediate Threat, Call 911
Include but are not limited to: <ul style="list-style-type: none"> <li>• Violent content</li> <li>• Drawing pictures</li> <li>• Writing stories/journals</li> <li>• Vague threatening statements</li> <li>• Unusual interest in fire</li> <li>• Significant change in anti-social behaviour</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>• Possession of a weapon/replica</li> <li>• Bomb threat plan</li> <li>• Verbal/written threat to kill/injure</li> <li>• Internet website threat to kill or injure self/others</li> <li>• Fire setting behaviours</li> <li>• Threatens violence</li> <li>• Sexual intimidation or assault</li> <li>• Gang related intimidation and violence</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>• Weapon in possession that poses serious threat to self or others</li> <li>• Plan for serious assault</li> <li>• Homicidal/suicidal behaviours that threatens safety</li> <li>• Fire setting</li> <li>• Bomb threat</li> <li>• Serious violence or violence with intent to harm or kill</li> </ul>
<b>PRINCIPAL OR AGENCY LEAD INFORMED</b>		
<b>Stage 1: Data collection and immediate risk reducing intervention</b> <ul style="list-style-type: none"> <li>• 1-2 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure all individuals are safe.</li> <li>• Determine if person of concern has access to weapon.</li> </ul> <b>Inform Superintendent of Safe Schools / Agency Director</b> <ul style="list-style-type: none"> <li>• Interview all witnesses.</li> <li>• Notify the individual's parent(s) or guardian(s) and superintendents.</li> <li>• Initiate VTRA Stage 1 Threat Assessment Report Form. Family will be interviewed/engaged in process.</li> <li>• Review findings with the TAT.</li> <li>• Decide course of action.</li> <li>• Develop an intervention plan.</li> </ul>	<b><u>Threat Assessment Teams (TAT)</u></b> School Administrator Designate Regional Board Lead Police Service Lead Agency Lead (as needed or if initiated by Agency)
<b>Stage 2: Comprehensive multidisciplinary risk evaluation</b> <ul style="list-style-type: none"> <li>• Within hours if Stage 1 is high concern</li> <li>• Within days if Stage 1 is medium concern</li> </ul>	<b>Superintendent of Safe School / Agency Director Consult</b> <ul style="list-style-type: none"> <li>• Conduct interviews as required.</li> <li>• Update and complete VTRA Report Form questions</li> <li>• CTAT reviews findings.</li> <li>• CTAT decides on course of action.</li> <li>• C-TAT continues the development on an intervention plan.</li> </ul>	<b><u>Community TAT</u></b> Superintendent or designate Police Regional Board Lead Agency Lead (as needed or if initiated by Agency) School Threat Assessment Team
<b>Stage 3 Longer Term Multidisciplinary Intervention</b> <ul style="list-style-type: none"> <li>• Within days</li> <li>• Follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with expanded C-TAT.</li> <li>• C-TAT develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.</li> </ul>	<b><u>Community TAT</u></b> Superintendent or designate Police Agency Lead (as needed or if initiated by Agency) School Threat Assessment Team

## APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

<b>Threats and threatening behaviours that typically initiate a student Threat Risk Assessment</b>	
<ul style="list-style-type: none"> <li>- Threats to kill or harm (verbal, written, digital)</li> <li>- Behaviours or violence with intent to kill/harm</li> <li>- Possession of weapons/replicas</li> <li>- Bomb threats or plans</li> </ul>	<ul style="list-style-type: none"> <li>- Fire setting</li> <li>- Sexual intimidation/violence</li> <li>- Gang related intimidation/violence</li> <li>- Worrisome Behaviours</li> </ul>

### Stage 1 - Administrative Steps

**Step 1**

All school board/community agency staff MUST immediately report all threats and threatening behaviour to school administration or supervisor/agency lead.

**Step 2** When given this information, the Administrator/Supervisor:

- Will make sure he/she knows the whereabouts of the target(s) and threat makers(s)/student(s) of concern and address any immediate risk factors if they exist (ie. call 911 and take any other measures necessary)
- Will appropriately monitor and/or detain the student(s) of concern until police arrive, if necessary.
- Will determine if the person of concern has immediate access to the means for harm (ie. knife, gun, etc.)
- Will not allow “person(s) of concern” access to coats, backpacks, desks or lockers.
- Will check the locker, backpack, desk, etc., if appropriate.

**Step 3**

The School Administrator/Agency Lead will call the police, following the procedure outlined in the School Board Police Protocol or agency protocol. A police investigation does not prevent the school/agency from continuing to collect data. However, good communication between police and staff is important to avoid compromising the investigation.

**Step 4**

The School Administrator/Agency Lead will notify their superintendent/supervisor of the Stage 1 VTRA activation.

**Step 5**

The School Administrator/Agency Lead will gather the school-based team which may also include other school board staff and relevant community members. The team will assign tasks to members and:

- will gather as much data as possible. Immediate data will be obtained from multiple sources including target(s), witness(es), school staff, friends, school records (past and present), police record checks, parent(s), community partner(s), internet history/information, notebooks, diaries, other. If possible, interview the threat maker(s)/student(s) of concern **after** the initial data is collected and locker is checked.
- will refer to and use the Stage 1 assessment questions provided in the package to guide data

Note: When a community team member determines the need to activate the Community TAT, that person will notify his/her designated lead team member, school principal or Superintendent of Safe Schools. FCS will be contacted and participate when legal guardian. In addition, FCS will be advised, consulted and where possible will be involved in the C-TAT

will refer to and use the Stage 1 assessment questions provided in the package to guide data of concern, as soon as possible.

**Step 6**

Data collected in Step 5 will be used as per board/agency policy to evaluate and rate the level of concern for safety and well being.

**Step 7**

□ The Stage 1 Threat Risk Assessment Report Form will be completed by the team and submitted to the superintendent/supervisor as per the direction of the board/agency. If a Stage 2 VTRA is recommended, the superintendent/agency supervisor will make a decision regarding a referral to Stage 2.

**Additional Considerations:**

**Early Elementary Students** - Developmental issues will be taken into consideration with respect to activating the protocol. Most threat-related behaviour exhibited by an early elementary aged student would fall into the category of “worrisome behaviors” However, just because a student is of early elementary age does not mean they cannot pose a risk. Consideration of Stage 1 VTRA process is important regardless of age.

**Special Needs Students** - Exceptionality issues will be taken into consideration with respect to activating the protocol. Threat Risk Assessment will not typically be activated when students with special needs engage in threat-making behaviours that are typical to their “baseline” or usual behaviour. However, if a student moves beyond their typical baseline behaviour then the protocol would be activated.

**Separate Processes:**      **Disciplinary Considerations:**

- **The Stage 1 VTRA process is separate and independent from disciplinary decisions and actions. The VTRA process is NOT meant to inform decisions about suspension, expulsion, or exclusion. Such decisions are to be made outside the VTRA process through consultation with the Board Superintendent.**
- The VTRA process leads to suggestions that are meant to be helpful regardless of student placement.
- The VTRA process does not lead to or guarantee additional or expedited services or resources.

**Stage 1 Data Gathering Questions**

Please use the following questions to guide your discussion prior to completing the Stage 1 Report Form to be submitted to your supervisor. Please do not submit this data.

**Threat Data (if a threat was conveyed):**

1. What EXACTLY was said/written?
2. What was going on before the threat was made? What happened just prior to the threat?
3. Did the threat maker have items or act in ways consistent with the threat?
4. Is there evidence of any planning related to carrying out the threat?
5. Did/Does the threat maker express any justification for the threat?

**Incident Data (with or without a conveyed threat) or information about WORRISOME Behaviours:**

1. What EXACTLY happened during the incident (i.e. what was said or done? Were there any weapons present or used?) or what was the nature of the worrisome behaviour? Define the *who, what, where and when* details as specifically as possible.
2. What was going on before the incident? What was the motivation/perceived cause?
3. Is there any evidence of planning prior to the incident? How general/specific is the planning? (i.e. was there an identified time, date, target site, maps, floor plans, internet posts)
4. Is there any evidence of attack related weapons or items at school (locker, backpack, car trunk) or home (bedroom, shed, garage etc.)? Is there any evidence of suspicious or rehearsal behaviours (i.e. inordinate interest in weapons, carrying fake or real weapons)?

**Threat-Maker or Aggressor Data:**

1. What is the student’s baseline behaviour (i.e. what is usual for the student)? Have there been any changes in behaviour, mood, attitude, functioning, grades, friend group, attire etc.? Does the incident denote a SIGNIFICANT change in BASELINE behaviour?
2. What is the student’s history of threats or threatening behaviour, aggression and/or violence?

3. What are the student's diagnosis and medications, if any? Are community agencies involved?
4. Are there mental health concerns? What community agencies have been involved?
5. Are there current or past stressors, traumas, or adverse experiences for the student?
6. What are the student's relationships like? (peers, family) Are they connected to mature adults?
7. Does the student use drugs or alcohol? Does substance use increase the risk?
8. Is there evidence of fluidity (suicidal/homicidal thinking) in writings, drawings, verbalizations, social media/internet posts?

**Target (victim) and Others' Data:**

1. What do we know about the target? What is his/her relationship with the aggressor? What is the target's baseline behavior?
2. Is there a peer or someone else who is assisting/involved with the threat, threatening behaviour, plan or incident?

**Stage 1 Threat Risk Assessment Report Form**

**To be completed by the school team and submitted to the Superintendent of Education.  
Please refer to the data gathering questions to complete the report.**

Date: \_\_\_\_\_

School: \_\_\_\_\_  
 Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 OEN: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Parents/Guardians' Name: \_\_\_\_\_

Date of threat/incident: \_\_\_\_\_

**Threat/Incident Data or Information about Worrisome Behaviour:**

Describe exactly what was said and/or done before, during and after the threat/incident or provide information about the nature of the worrisome behaviour. Be as SPECIFIC as possible.

**Threat Maker or Aggressor Data:**

List any current and/or past diagnoses, assessments, and medications. Include any current mental health concerns.

List any community agency involvement.

**Threat Maker or Aggressor Data continued:**

Provide Background Information. (Is there a prior history of threat making behaviour/aggression? Are there current stressors? Is there substance abuse? Is there fluidity? What are his/her relationships like?)

**Target and Others' Data:**

What do we know about the target? What is his/her relationship with the threat maker/aggressor? Are others involved in the incident?

**Current Status:**

What disciplinary measures have been taken? What is the disciplinary plan?

Is there or has there been police involvement? Any existing court orders?

Threat Risk Assessment Team Members:

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**Threat Risk Assessment Rating:**

Team Evaluation	Rating Rationale
<input type="checkbox"/> Low <input type="checkbox"/> Low to Medium <input type="checkbox"/> Medium <input type="checkbox"/> Medium to High <input type="checkbox"/> High	

**Low to Medium Level of Concern** - Implement the Intervention Plan (Most individuals can be managed with interventions)

**Medium to High Level of Concern** - The Threat Assessment Team has determined that further assessment is required - Stage II Threat Assessment . School Threat Assessment lead will notify the Superintendent of the school and the Safe Schools Superintendent to discuss next steps  
If there is imminent danger call 911 (i.e. A gun is found )

Please refer to the VTRA manual for more information on Threat Assessment Rating and next steps and a template for the Intervention Plan.

- Stage 1 only
- See Intervention Plan
- Stage 2 meeting required

-----**Rating Guidelines** - Please rate the student based on the discussion of ALL the data/information presented. The rating reflects the current concern regarding the safety and well-being of student, staff, or others.

**Low Level of Concern**

Risk to target/s, student/s, staff, and school safety is minimal.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism
- Available information suggest 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.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (ie. Possible place and time).
- No clear indication that the individual of concern has taken preparatory steps (i.e weapon seeking), although there may be an ambiguous or inconclusive references point to that possibility . There may be a specific statement seeking to convey that the threat is not empty " I'm Serious"
- Moderate or lingering concerns about the individual's potential to act violently
- 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.

- Threat is specific and plausible. There is an identified target. Individual has the capacity to act on the threat
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the individual has acquired or practiced with a weapon or has had a victim under surveillance
- Information suggests strong concern about the individual's potential to act violently
- Significant increase in baseline behaviour

(Taken from the VTRA manual from the Canadian Center for Threat Assessment and Trauma.)

Use the following intervention plan to address all concerns identified during Stage I Assessment			
<b>STAGE 1: Intervention Plan – attach additional pages as needed</b>			
<b>Disciplinary action taken :</b>			
<b>Intended victim warned and / or parents/ guardians notified:</b>			<b>Date:</b>
<b>Suicide Assessment initiated on :</b>	<b>By:</b>		
<b>Contract not to harm self or other created: (attach)</b>			
<b>Alert staff and teachers on a need –to-know basis</b>	<b>Name:</b>		
<b>Daily or Weekly check in time with :</b>	<b>(Name / Title)</b>		
<b>Backpack, coat, and other belongings check-in / check-out</b>	<b>Assigned to :</b>		
<b>Identify precipitation / aggravating circumstances and intervene to alleviate tension</b>			
<b>Late Arrival and /or Early Dismissal</b>	<b>Times:</b>		
<b>Behaviour Management / Safety Plan</b> (attach copy to this Threat Assessment)	•		
	•		
	•		
<b>Educational Plan</b>	•		
	•		
	•		
<b>Modify daily schedule by:</b>			
<b>Interventions</b> (Psychologist, Superintendent, Designated Regional Board Lead, Mental Health, Justice, Addictions Services, other)	<b>Name:</b>	<b>Intervention:</b>	<b>Date:</b>


<b>Obtain permission to share information with community partners such as counsellors and therapists (release of information forms)</b>	Date: (Attach)
---	----------------

**Other Action:**

**Parents / Guardians – attach additional pages as needed**

**Identify CTAP member who will communicate CTAP findings and recommendations with the parent/guardian**  
Name:

<b>Parents will provide the following supervision and / or intervention:</b>	•
	•
	•
	•

**Monitor this Intervention Plan regularly and modify as appropriate**

<b>Team Members</b>	<b>Date</b>	<b>Signature</b>
Principal :		
Vice Principal :		
Clinician / Psychologist:		
School Liaison Officer (Police) :		
Superintendent of Education/ Safe Schools:		
Designated Regional Board Lead:		
Family/Children’s Services Member( )::		
Mental Health Member:		
Other:		



Review Date:	Meeting called by:	

*Note: Copy of VTRA to be sent/ kept on file with the Superintendent of Safe Schools*

### APPENDIX C: THREAT/RISK ASSESSMENT SUMMARY FORM

<b>Student:</b>		<b>School:</b>	
<b>DOB:</b>	<b>Student Number:</b>		<b>Age:</b>
<b>Parents Names:</b>		<b>Date of Incident:</b>	

The purpose of this process is to determine whether or not a student poses a risk/threat to the safety of others or themselves. The Level of Concern is listed below:

*Note: A copy of the Summary Form will be distributed to each community partner involved with individual(s) intervention plan, and a copy will be sent to/kept on file with the Superintendent of Safe Schools*

**Low Level of Concern**

*Risk to target/s, student/s, staff, and school safety is minimal*

- *Threat is vague and indirect*
- *Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism*
- *Available information suggest that the person is unlikely to carry out the treat 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*

- *Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e. Possible place and time).*
- *No clear indication that the individual of concern has taken preparatory steps (i.e weapon seeking), although there may be an ambiguous or inconclusive references point to that possibility. There may be a specific statement seeking to convey that the threat is not empty “ I’m Serious”*
- *Moderate or lingering concerns about the individual’s potential to act violently*
- *Increase in behaviours that deviate from the baseline*

□ **High Level of Concern**

*The threat or situation of concern appears to pose an imminent and serious danger to the safety of others*

- *Threat is specific and plausible. There is an identified target. Individual has the capacity to act on the threat*
- *Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the individual has acquired or practiced with a weapon or has had a victim under surveillance*
- *Information suggests strong concern about the individual's potential to act violently*
- *Significant increase in behaviours that deviate from the baseline*

**Intervention Plan**

- Intended victim warned and / or parents or guardians notified
- Suicide assessment initiated on : \_\_\_\_\_ by \_\_\_\_\_
- Contract not to harm self or other created (attach)
- Alert staff and teachers on a need to know basis
- Disciplinary action taken
- Alternative setting / long term suspension or expulsion program
- Intervention by Board and School Staff
- Identify precipitating/ aggravating circumstances and develop Intervention Plan
- Drug and/or Alcohol Intervention with : \_\_\_\_\_
- If Special Education Student, review IEP goals and placement options
- Review Community based resources and interventions with parents/guardians
- Obtain consent to share information with Community Partners such as counsellors and therapists

**To be completed at re-entry meeting with school, student, and parents:**

- Daily or \_\_x's Weekly check-in with (title/name)
- Backpack, coat and other belongings check-in and check-out by: \_\_\_\_\_
- Late Arrival and/or Early Dismissal
- Modify Daily Schedule by:
- Behaviour Management / Safety Plan (attach copy to this Threat Assessment)
- Increased Supervision in the following settings:
  - .
  - .

**Parent/ Guardians**

- Parents will provide the following supervision and/or intervention:
- Parents will:

**Threat Assessment Team Members**

Principal  
 Vice Principal  
 Teacher  
 Board Personnel

Community Partner  
 Police Services  
 FCS  
 Other

**Date of Meeting:**

**Follow up Meeting within 30 Days:**

**I have reviewed this intervention plan**

Parent/ Guardian's Name	Signature:
Date:	

**APPENDIX D: THREAT ASSESSMENT PARENT NOTIFICATION**

**PERMISSION TO SHARE INFORMATION CHECKLIST**

Parents /Guardians: \_\_\_\_\_

Date: \_\_\_\_\_

Once parents/guardians have been notified of the situation and the Threat Assessment, complete the checklist below to obtain information on agencies / services involved with the student in the past and at present. For every agency /service indicated, ask the parents to give *permission for that agency to share information relevant to the threat.*

Agency / Service Provider	Agency Involvement		Permission to Share Info	
	YES	NO	YES	NO
<b>Mental Health:</b>				
<b>Family and Children's Services:</b>				
<b>Probation:</b>				
<b>Legal/Police Involvement (as provided through provisions of YCJA)</b>				
Involvement / Police Contact				
Arrested				
Charged				
<b>Therapist / Counselling:</b>				
<b>Other:</b>				

Parents gave verbal permission to share items checked:

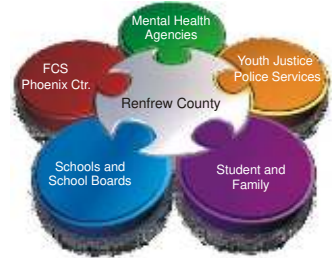
OR

I (parent/guardian) \_\_\_\_\_ give permission to share information checked.

## APPENDIX E: THREAT/RISK ASSESSMENT ADMINISTRATOR CHECKLIST

### Step 1

- Make sure all students are safe
- If there is imminent danger, call police/911
- Detain the student/s involved separately
- Do not allow access to coats, backpacks, lockers, or cell phones



### Step 2

- Review **Threat/ Risk Assessment Report Form** to determine information required

### Step 3

- Determine if the threat maker has access to the means (knife, gun, etc)
- Check locker
- Check backpack
- Check desk

### Step 4

- Interview witnesses including all participants directly and indirectly involved
- Interview student in question
- Interview target/victim
- Interview witnesses
- Interview staff
- Document information using **Threat/Risk Assessment Report Form**

### Step 5

- Notify the student's parent/s or guardian/s
- Notify the victim's parent/s or guardian/s
- Reason parent/guardian have not been notified: \_\_\_\_\_
- Check clothing or belongings

### Step 6

- Gather additional information
- Review OSR
- Review Principal / Administrator's file, discipline records, behaviour logs, suspension letters
- Contact previous school/teacher
- Contact Board/ School staff involved with the student/s

### Step 7

- Contact School / Safe Schools Superintendent to determine next steps

**At any point in this process, if an immediate threat is confirmed, call 911.**

**APPENDIX F:  
BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW  
FORM**

<b>Student Name:</b>		<b>Date of Birth:</b>	
<b>Informant</b>		<b>Relation to Student</b>	

<b>Family Dynamics</b>
<ul style="list-style-type: none"> <li>• Family Composition</li> <li>• Current living/custody arrangements</li> <li>• Relationship with siblings/parent</li> <li>• Other significant relationships</li> <li>• Privacy/supervision (e.g. computer in bedroom, etc.)</li> <li>• FCS involvement</li> </ul>
<b>Medical Development Concerns:</b>
<ul style="list-style-type: none"> <li>• Prenatal/delivery complications</li> <li>• Developmental milestones</li> <li>• Previous/pending assessments/diagnoses</li> <li>• Medications (prescribed by who/when/ for what/ effectiveness)</li> <li>• Hospitalizations/ head injury with loss of consciousness</li> <li>• Seizures</li> <li>• Trauma</li> <li>• Suicidal ideation/ attempts</li> <li>• Sleeping / Eating</li> </ul>
<b>Interests:</b>
<ul style="list-style-type: none"> <li>• Books/ Movies / Music</li> <li>• Videos games</li> <li>• Internet searches</li> <li>• Free time / evening activities</li> </ul>
<b>School:</b>
<ul style="list-style-type: none"> <li>• Family relationship with school</li> <li>• Student's relationship s with teachers/ administration/ support staff</li> <li>• Attendance</li> <li>• General Achievement</li> </ul>
<b>Peer Group</b>

- Who does person associate with
- What activities at school does the student participate in with peer group

**Questions Related to the Current Situation:**

- Access to weapons / materials
- Indicators (drawings, comments, general concerns)

**Other Worrisome Behaviours**

- Fire-setting, Cruelty to animals, etc
- General school and community behaviour

**Police Contact:**

- Previous Contact
- When:
- Occurrences:

**Family History**

- Learning
- Mental Health
- Drug / Alcohol Abuse
- Trauma
- Police Involvement

**Additional Comments:**

**Completed By:**

**Date:**





# APPENDIX G: VTRA FEEDBACK FORM

## VTRA QUALITY IMPROVEMENT FORM

INITIATING ORGANIZATION:

VTRA LEAD:

INCIDENT DATE:

THREAT TYPE:

VERBAL	WRITTEN	SOCIAL MEDIA	BULLYING	OTHER (PLEASE EXPLAIN)	WEAPON YES/NO	TYPE OF WEAPON

VTRA STAGE 1 DATE	LENGTH OF MEETING	VTRA STAGE 2 DATE	LENGTH OF MEETING	VTRA STAGE 3 DATE	LENGTH OF MEETING

WHAT WENT WELL:

WHAT COULD BE IMPROVED:

SUBMITTED BY:

NAME:

ORGANIZATION:

PHONE NUMBER:

EMAIL:

YOUR FEEDBACK IS APPRECIATED.

AFTER A STAGE II MEETING, COMPLETE THIS FORM PLEASE SEND TO:

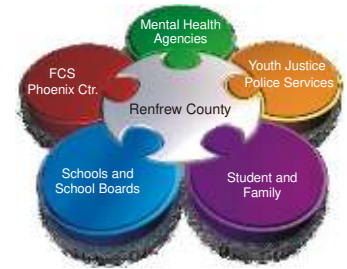
For RCCDSB, send to Coordinator of Safe Schools.

For RCDSB, send to Mental Health Leader.

## APPENDIX H: DEFINITIONS

### Individual

Individual refers to all children, youth and adults associated with our communities and schools.



### In-School Threat Assessment Team

A team of trained school based professionals (e.g. principals, vice principals, ACW) trained to assess a threat to individual safety by another individual or group of individuals. District staff IE. School Supervisor and Educational Services Administration will be consulted and will participate in the school based risk/ threat assessment process.

### Baseline

A reference point for identifiable and known behavior that allows for comparison with subsequent behavior.

### Community Threat Assessment Team C-TAT

When a school based team has assessed that an individual(s) poses a threat to individual/staff safety the principal will call the School Supervisor who will then contact the Board Superintendent of Safe Schools to request that the Threat Assessment Team be activated. In instances when an individual of concern is identified by a Community Partner, the lead may activate a C-TAT request.

### Worrisome Behaviour

Defined as those behaviours that cause concern and may indicate that an individual is moving toward a greater risk of violent behaviour. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of the In-School TAT and consultation with Educational Services.

### High Risk Behaviours

Defined as behaviours that express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: interest in violent content, unusual interest in fire/fire setting, escalation of physical aggression, significant change in anti social behaviour, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others. The In-School TAT should be activated and after consultation with the school supervisor and Supervisor of Safe Schools may lead to the activation of the C-TAT.

**Note:** Do not be deceived when traditional risk behaviours do not exist. There is no profile or checklist for the high risk individual. Some individuals who actually pose a threat display very few traits of the traditional high risk individual. Identify when homicidal and suicidal domains exist together. This is critical to the development of a

response to the incident, including the creation of an individual support plan.

The School TAT may be activated by the school principal. When this occurs, the school principal will notify the school superintendent and the Superintendent of Safe Schools. The C-TAT may be activated by the superintendent (or Community Partner lead if no school dynamic precipitates the incident) as a result of the School TAT intervention plan.

### Threat Making Behaviours

Defined as any action that an individual, who in any manner knowingly utters, conveys, or causes any person to receive a threat.

### Threat

Defined as any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted on the internet (social network, Facebook) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

### Immediate Threat

In the case of immediate threat, staff will **CALL 911** and then contact the school administration/designate. The school will contact the Superintendent of Safe Schools who will then activate the C-TAT.

### Lockdown – Limited Access Mode

There are immediate risk situations where the threat maker has already left school property to possibly obtain the means to carry out an attack at school where the school may need to go into a peripheral lockdown or limited access mode. In these circumstances the case-at-hand may be deemed a “Threat/Risk Management (rather than “assessment”) Case until otherwise determined by the VTRA members.

### Threat Assessment

Is the process of determining if a threat maker (someone who utters, writes, emails etc. a threat to kill a target or targets) actually poses a risk to the target they have threatened.

### Risk Assessment

Is the process of determining if an individual of concern may pose a risk to some unknown target or targets at some unknown period in time.

### Unit Categorization of Risk

**Low Level of Concern:** Risk to target/s, individual/s, staff, and school safety is minimal. “Low” categorization of risk does not imply “no risk”, but indicates *the individual* is at little risk for violence, and monitoring of the matter may be appropriate. Implement the Intervention Plan (*Most individuals can be managed with interventions*).

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism
- Available information suggest that the person is unlikely to carry out the treat 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. “**Moderate**” categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (ie. possible place and time).
- No clear indication that the individual of concern has taken preparatory steps (i.e. weapon seeking), although there may be an ambiguous or inconclusive references point to that possibility. There may be a specific statement seeking to convey that the threat is not empty “ I’m Serious”
- Moderate or lingering concerns about the individual’s potential to act violently
- Increase in *baseline* behaviour.

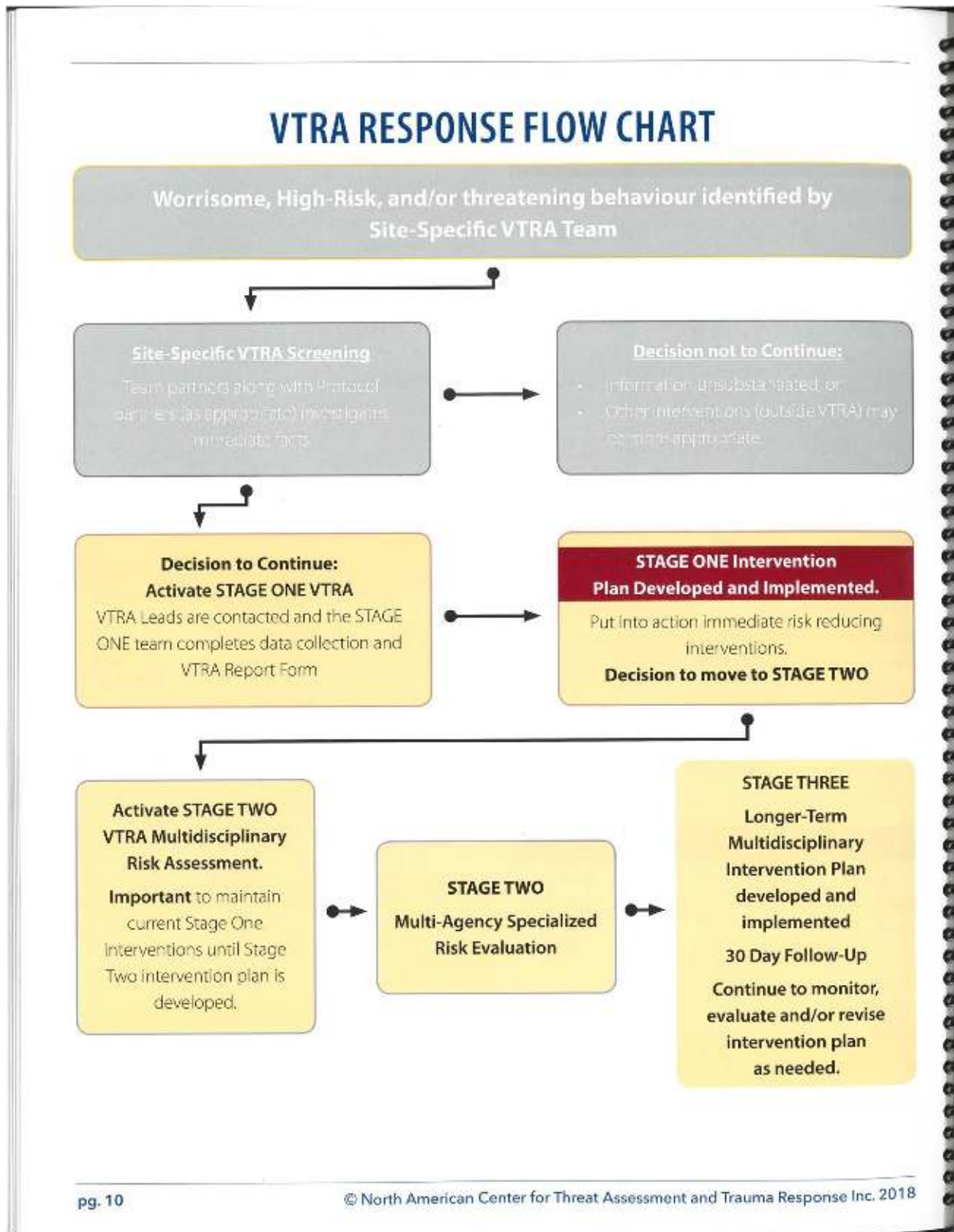
**High Level of Concern:** The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. “**High**” categorization of risk indicates *the individual* is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

- Threat is specific and plausible. There is an identified target. Individual has the capacity to act on the threat
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the individual has acquired or practiced with a weapon or has had a victim under surveillance
- Information suggests strong concern about the individual’s potential to act violently
- Significant increase in *baseline* behaviour.

## Violence

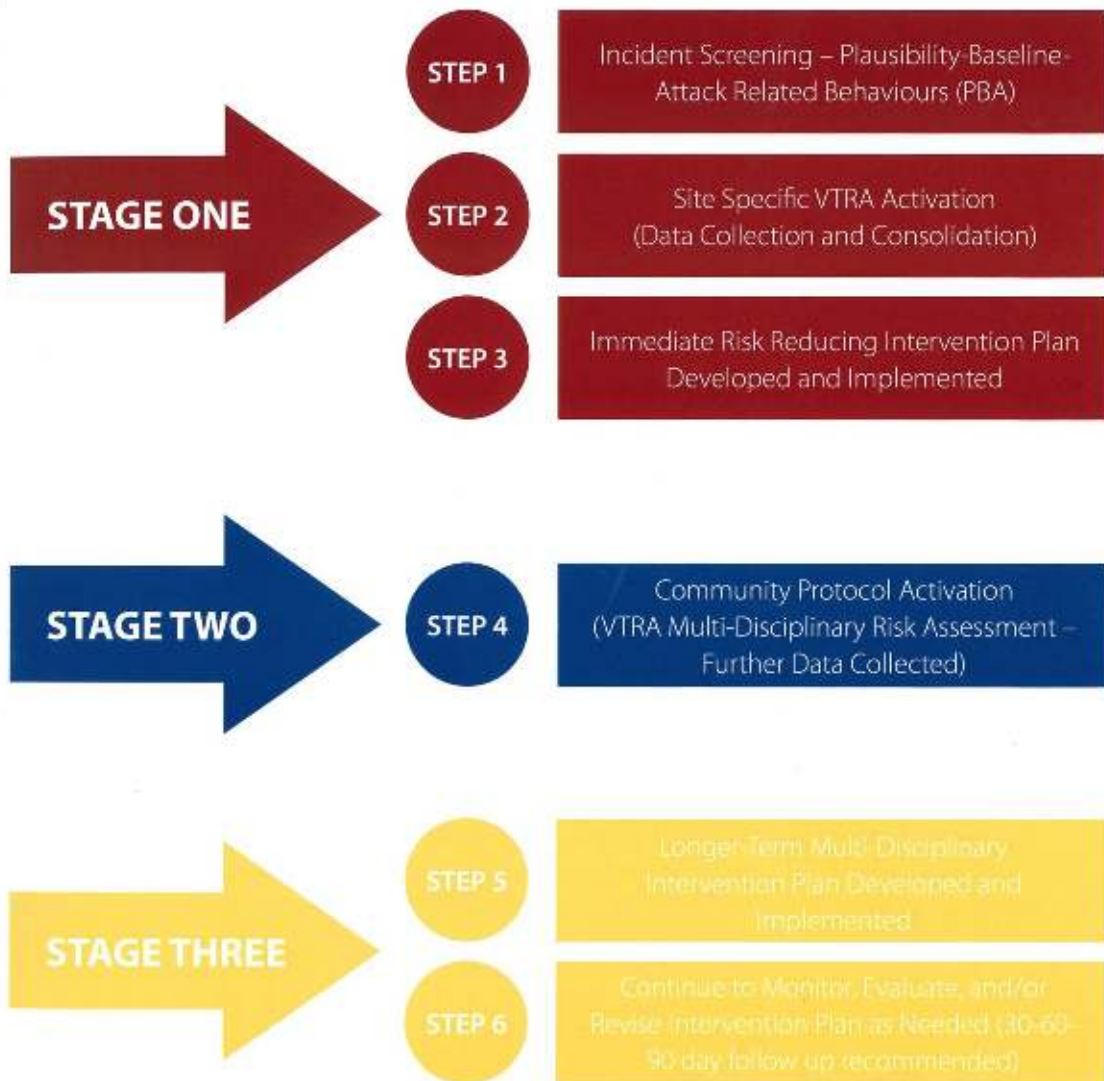
Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between a **person** who is inclined to violence; a **stimulus** that causes the violence; and a **setting** that allows for violence or does nothing to prevent a violent act from occurring. Violence is **dynamic** and multidimensional. It is a process that is developed over time.

**APPENDIX I: Steps and Stages of VTRA (from updated VTRA Manual)**



## THREE STAGE VTRA MODEL

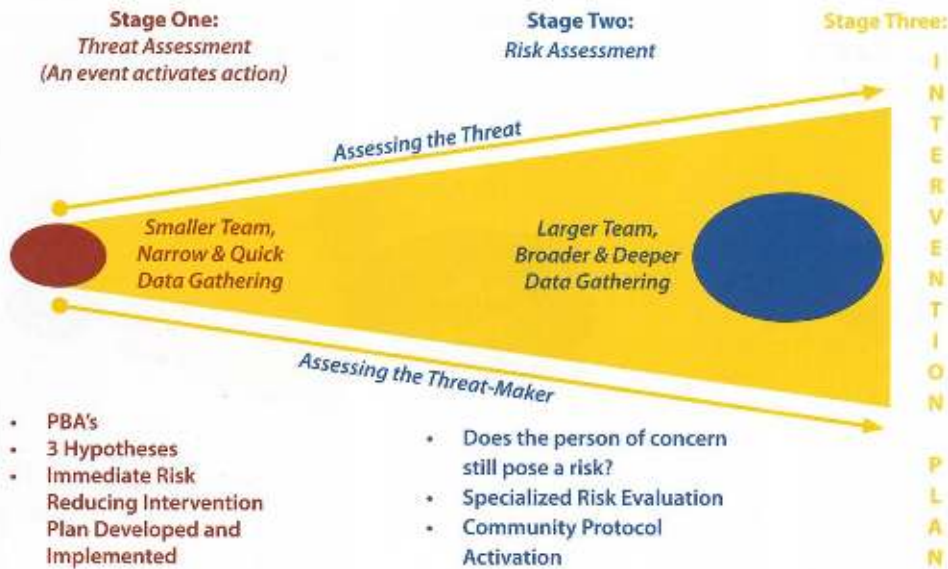
A model focusing on three distinct yet seamless stages, and 6 key steps that incorporates a multidisciplinary team approach.



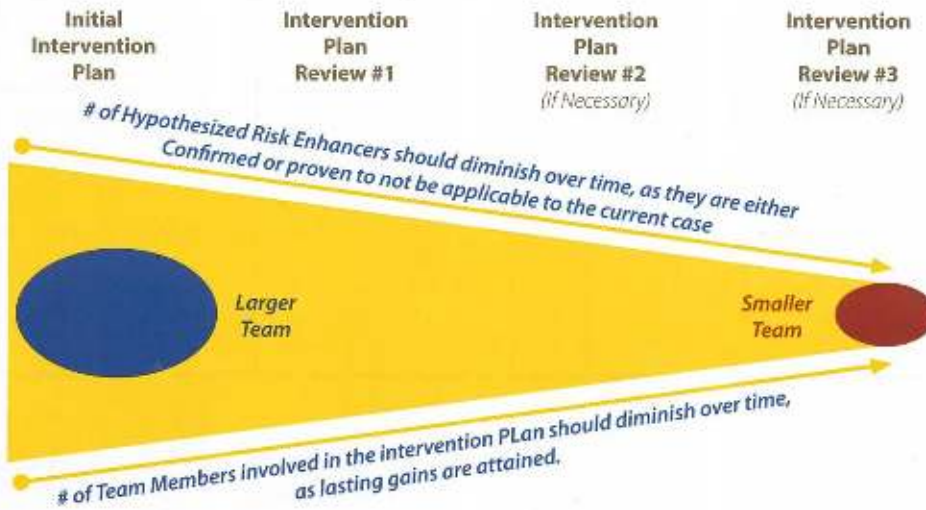


## THREE STAGES OF VTRA

### Stage One and Stage Two VTRA



### Stage Three VTRA



## APPENDIX J: DISTRICT SCHOOL BOARDS: THREAT/RISK ASSESSMENT PARENT/GUARDIAN NOTIFICATION AND FAIR NOTICE

The (**District School Board**) and community partners are committed to making our schools safe for students and staff. As a result schools will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community.

The risk and threat assessment process is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved.

- A Risk or Threat Assessment will be initiated by the school administration when behaviours have been identified by staff or students that pose a potential risk to self and/or others.

Behaviours include but are not limited to:

- Possession of weapon/replica, bomb threat/plan, verbal or written threat to kill or injure, internet website threats to kill or injure self/others, setting fires, and threats of violence.

Each school has a Risk/Threat Assessment Team which is multi-disciplinary and includes the school administration, designated board regional leads, and school based support staff. The Community Threat Assessment team may also include police, Family and Children's Services, youth justice, and children's mental health practitioners. (See Community Violence Risk/ Threat Assessment Protocol - **board web site**)

An assessment will be completed to:

- ensure a full understanding of the context and the level of the risk/threat,
- better understand the factors that contribute to the threat maker's behaviours
- plan for a supportive response for all those involved.

It is important for all parties to engage in the Risk/Threat Assessment 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 environment for all.

Information shared throughout the risk/threat assessment process will respect the individual's rights to privacy and the safety of all. Intervention Plans will be developed and shared with parents, staff and students as required.

The model presented reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

Please sign, date and return \_\_\_\_\_



## School Boards Threat/Risk Assessment Notification

*Each year signing partners will ensure Fair Notice is given via the **Threat/Risk Assessment Parent/Guardian Notification and Fair Notice***

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### Fair Notice

In our (list agency or board ), we work hard to promote positive and caring school and community climates where we demonstrate care for each other, our world and ourselves. We are committed to creating and maintaining a respectful and safe environment for everyone.

We want all parents/guardians to be informed that the Renfrew County Community Protocol for Violent Threat Risk Assessment will be activated by the school board and agencies when there is a threat/risk of harm or serious violence.

This protocol helps to protect students, staff, parents and visitors of (agency or board) by assessing the level of threat/risk, understanding the context of the threat/risk of harm or serious violence and developing an intervention plan to support the person of concern.

Threat/risk assessment protocols are mandated for every school board in Ontario. We have a Renfrew County protocol signed by many community partners, that outlines the process of the assessment and the partners that may participate. The VTRA Protocol outlines how the school or community partner responds immediately to threatening incidents including but not limited to: possession of a weapon or replica weapon; bomb threat or plan; verbal or written (including electronic) or threats to harm oneself or others, and fire setting. The VTRA team may include administrators, school board psychologists, guidance counsellors, school support counsellors, social workers, community liaison police officers, other pertinent professionals, and/or community resources. When the VTRA protocol is initiated, the team collaborates to review relevant information about the person of concern, and the details of the event, while respecting the person of concern's rights to privacy and the safety of all school/community members. All threats are taken seriously and investigated. A Threat/Risk Assessment may be initiated because of the context of an incident or worrisome behaviour. Staff, parents/guardians, students, and community members are responsible for reporting all threat-related behaviours.

Parents and/or guardians will be notified if their child will be discussed at a VTRA. If parents/guardians cannot be reached, or if they choose not to provide consent but a concern for safety still exists due to threatening behaviour, the threat assessment will still proceed. Safety is our number one priority. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

We are proud to be able to provide this level of support to our community and are fortunate to have many community partners working with us. Should you have any questions about the Renfrew County VTRA Protocol or other safety matters, please call (insert contact info here).

## APPENDIX K: DISTRICT SCHOOL BOARDS AND COMMUNITY THREAT ASSESSMENT ENGAGED PROTOCOL PARTNERS

### Renfrew County District School Board

1270 Pembroke St. W  
Pembroke, Ontario  
K8A 4G4

Telephone: 613-735-0151

[www.renfrew.edu.on.ca](http://www.renfrew.edu.on.ca)

Fax: 613-747-3810

[www.cepeo.on.ca](http://www.cepeo.on.ca)

### Renfrew County Catholic District School Board

499 Pembroke St. W.  
Pembroke, Ontario  
K8A 5P1

Telephone: 613-735-1031

[www.rccdsb.edu.on.ca](http://www.rccdsb.edu.on.ca)

### Conseil des écoles catholiques du Centre-Est

4000 Labelle St.  
Ottawa, Ontario  
K1J 1A1

Téléphone : 613-744-2555

Toll-free : 1-888-230-5131

Fax : 613-746-3081

[www.ecolecatholique@ecolecatholique.ca](mailto:www.ecolecatholique@ecolecatholique.ca)



### Conseil des écoles publiques de l'est de l'Ontario

2445 Boulevard St Laurent,  
Ottawa, Ontario  
K1G 6C3

Téléphone: 613-742-8960

Toll-free: 1-888-33CEPEO

### POLICE SERVICES

Ontario Provincial Police - Renfrew County OPP Detachments

**Upper Ottawa Valley**

1913 Petawawa Blvd  
 Petawawa, Ontario  
 K8A 7H5  
 Telephone: 613-735-0188  
 Fax: 613-735-7427

**Killaloe**

15368 Hwy 60 RR#2  
 Killaloe, Ontario  
 K0J 2A0  
 Telephone: 613-757-2600  
 Fax: 613-757-2173

**Renfrew**

410 O'Brien Rd.  
 Renfrew, ON  
 K7V 3Z2  
 Telephone: 613-432-3211  
 Fax: 613-432-7810  
 Communications Centre: 1-888-310-1122

**Deep River**

100 Deep River Rd.  
 Deep River, ON  
 K0J 1P0  
 Telephone: 613-584-3500  
 Fax: 613-584-1736

**Military Police**

CFB Petawawa  
 Petawawa, ON  
 K8H 2X3  
 Telephone: 613-687-5511 ext 6721  
 Fax: 613-588-7908

**COMMUNITY PARTNERS****Renfrew County****Phoenix Centre**

200-130 Pembroke W,  
 Pembroke, ON  
 K8A 5M8  
 Telephone: (613) 735-2374  
 Toll Free: 1-800-465-1870  
 Fax: 613-735-2378

**Family and Children's Services**

77 Mary Street  
 Suite 100  
 Pembroke, ON  
 K8A 5V4  
 Telephone: 613-735-6866  
 Toll Free: 1-800-267-5878  
 Fax: 613-735-6641

**Petawawa Military Family Resource Centre**

12 Reichwald Cres.,  
 Petawawa, ON  
 Telephone: 613-687-7587 ext 3222 (Information Services)  
 isa.pmfrc@bellnet.ca

**Bernadette McCann House for Women**

Box 244  
 Pembroke, ON  
 K8A 6X3  
 Telephone: 613-732-7776  
 Fax: 613-732-8667

**Mental Health Services of Renfrew County**

c/o Pembroke Regional Hospital  
 705 MacKay St  
 Pembroke, ON  
 K8A 1G8  
 Telephone: 613-732-8770  
 Toll free: 1-800-991-7711  
 Fax: 613-732-8238

**Women's Sexual Assault Centre**

Box 1274  
 Pembroke, ON,  
 K8A 6Y6  
 Telephone: 613-735-5551  
 Fax: 613-735-8722

**Victim Services of Renfrew County**

1766 Barr Line, RR#1  
 Douglas, ON  
 K0J 1S0  
 Telephone: 613-649-2852 / 877-568-5730

**YouTurn Youth Support Services**

1550 Carling Avenue,  
 Suite 201,  
 Ottawa, ON  
 K1Z 8S8  
 Tel: 613-789-0123  
 Toll Free: 1-877-469-6650  
 TTY: 613 735-2257  
 Fax: 613 789-1350

**Ministry of Children, Community and Social Services  
 Youth Probation Services Branch: Youth Justice Division**

400 Pembroke St. East  
 K8A 3K8  
 Telephone: 613-732-0877; Fax: 613-732-3213

**Algonquin of Pikwakanagan First Nation**

1657A Mishomis Inamo, Golden Lake, ON K0J 1X0

**Addiction Treatment Services**

Renfrew Victoria Hospital  
 Phone: 613-432-9855  
 Toll Free: 1-800-265-0197  
 Fax: 613-432-9917

**1Call1Click – CHEO Mental Health & Addiction Nurses**

401 Smyth Rd, Ottawa, ON K1H 8L1

Appendix M:

**SIGNATORIES TO THE PROTOCOL**

Renfrew County District School Board		
Name (print)	Signature	Date

Renfrew County Catholic District School Board		
Name (print)	Signature	Date

Conseil des écoles catholiques du Centre-Est		
Name (print)	Signature	Date

Name (print)	Signature	Date

Phoenix Centre		
Name (print)	Signature	Date

Family and Children's Services		
Name (print)	Signature	Date

Petawawa Military Family Resource Centre		
Name (print)	Signature	Date

Bernadette McCann House		
Name (print)	Signature	Date

Mental Health Services of Renfrew County – Pembroke Regional Hospital		
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Name (print)	Signature	Date

Name (print)	Signature	Date

Women's Sexual Assault Centre		
Name (print)	Signature	Date

Military Police		
Name (print)	Signature	Date

OPP – Upper Ottawa Valley		
Name (print)	Signature	Date

OPP - Killaloe		
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Name (print)	Signature	Date

OPP - Renfrew		
Name (print)	Signature	Date



Deep River Police		
Name (print)	Signature	Date

Victim Services of Renfrew County		
Name (print)	Signature	Date

YouTurn Youth Support Services		
Name (print)	Signature	Date

Ministry of Children, Community and Social Services – Youth Probation Services Branch: Youth Justice Division		
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Name (print)	Signature	Date

Addiction Treatment Services – Renfrew Victoria Hospital		
Name (print)	Signature	Date

## Engaged to Sign Onto Protocol:

Algonquin of Pikwakanagan First Nation		
Name (print)	Signature	Date

1Call1Click.ca - CHEO - Mental Health & Addiction Nurse		
Name (print)	Signature	Date

Conseil des écoles publiques de l'est de l'Ontario		
Name (print)	Signature	Date

Military Police		
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Name (print)	Signature	Date
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