Community Violence Threat Assessment & Support Protocol

A Collaborative Response to Assessing Violence Potential
Northwest Saskatchewan

February 2017

RCMP

NORTHWEST SCHOOL DIVISION

NORTH WEST REGIONAL COLLEGE

CITY OF MEADOW LAKE

MEADOW LAKE FIRE DEPARTMENT

MINISTRY OF HEALTH

FLYING DUST FIRST NATION

MINISTRY OF JUSTICE

Credit to:
These guidelines are based on: Assessing Violence Potential: Protocol for Dealing with HighRisk Student Behaviours, 8th edition (2009) and the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

Appreciation is expressed to the following groups for sharing their expertise and resources in the development of this document:
• Living Sky School Division
• Southwest Saskatchewan Region
• Lloydminster Public School and Catholic School Divisions
• Moose Jaw South Central Region
• Saskatoon and Area Region
• Kawartha Pine Ridge, Peterborough Victoria Northumberland and Clarington Catholic Districts
• Southwest Alberta Region
• West Central Saskatchewan Region

The original Community Violence Threat Assessment & Support Protocol Northwest Saskatchewan Region was signed in April of 2017.

Community TAST Partners recommitted to the partnership by re-signing the updated document on the following dates:

COMMUNITY THREAT ASSESSMENT & SUPPORT PROTOCOL

RATIONALE

The Northwest School Division and North West Regional College (referred to subsequently as the School(s)) and their Community Partners (please see full list of partners below) are committed to making our schools and communities safe.

The Schools will respond to student behaviours that may pose a potential risk for violence to students, staff, and members of the community. The goal of early intervention by the Schools and Community Partners will be to reduce and manage school violence. This protocol supports collaborative planning among Community Partners to reduce violence and reflects safe, caring, and restorative approaches. It fosters timely sharing of information about students who pose a risk for violence towards themselves or others. The protocol promotes supportive and preventive plans being put in place.

The strength of this partnership lies in the multidisciplinary composition of the Community Threat Assessment and Support Team (referred to subsequently as the Community TAST). The Community TAST members will strive to:

- Share and review relevant student information
- Share the details of the threatening situation or evidence promptly
- Collaborate effectively
- Make use of a broad range of expertise

This collaborative process will respect the individual's rights to privacy and the safety of all, to the fullest extent possible.

COMMUNITY PARTNERS

The Schools are the lead partners in the Community Threat Assessment and Support Protocol within the Northwest Saskatchewan geographical area.

Current Community Partners include the following agencies and organizations:

- RCMP
- Prairie North Health Region – Mental Health and Addiction Services
- Ministry of Justice
- City of Meadow Lake
- Meadow Lake Fire Department
- Flying Dust First Nation

VISION

Violence prevention in our schools and neighbourhoods is a shared community responsibility. All community partners work together to promote and maintain safety and to strive to prevent violence.

STATEMENT OF PRINCIPLES

All partners will undertake to follow the protocol. There is a shared obligation to take active steps to reduce violence in schools and post-secondary institutions. The partners agree to work together for the common goals of reducing violence; managing threats of violence; and promoting individual, school, and community safety. The partners will do so by proactively sharing information, advice, and support that reduce violence.

The partners will work together for the benefit of children, youth, 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 children, youth, and their families in planning for services and supports
- Recognizing that each child and youth 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 children and youth become happy, healthy, active, involved, and caring members of the community

The overriding goal is risk reduction and violence prevention to promote the safety of students, parents/guardians, school/campus staff, community members, the school/campus or other buildings or property.

The protocol is designed to facilitate communication so that when the Community TAST is activated, appropriate Community Partners and school division/post-secondary personnel may communicate relevant student information.

COMMITMENTS

Schools and Community Partners will commit to:

- Ongoing participation in a minimum of four advisory meetings per year (September, December, March, June). Discussion and review at advisory meetings that includes:

  o Statistics review
  o Identifiable gaps
  o Protocol implementation
  o What is working
  o Review of training needs
  o Contact lists

- Ongoing staff development in violence threat risk assessment training and program review
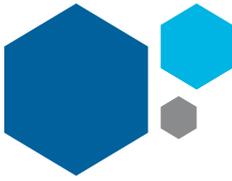
KEY APPROACHES IN VIOLENCE THREAT RISK ASSESSMENT (VTRA)

1. SHARING OF RELEVANT INFORMATION

The sharing of information is carried out by any of the team members, on a proactive basis, to avert or minimize imminent danger that affects the health and safety of any person (see Sharing Information, page 13). Information is shared on a confidential basis and is to be used solely for the purpose of the assessment or for actions directly related to or flowing from the assessment.

2. INVESTIGATIVE MIND-SET

This is central to the successful application of the VTRA 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 VTRA must strive to be both accurate and fair.

Components of an investigative mind-set include:

- Open probing questions
- Healthy skepticism
- Attention to pre-attack behaviours
- Verification of facts; actions corroborated
- Common sense
- Ensuring that information makes sense

When determining if a threat maker actually poses a risk to the person/target, consideration should be given to the following:

- Is the threat plausible?
- Is the threat an emotionally charged threat?
- What are the precipitating factors?

3. ANONYMOUS THREATS: DUTY AND INTERVENTION

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

In the field of school-based child and adolescent VTRA, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

- Assess the anonymous threat
- Attempt to identify the threat maker
- Avoid or minimize the crisis/trauma response

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

Language of Commitment

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

Identifying the Threat Maker

In many cases the author is never found, but steps that can be taken to identify the author(s) are:

- Handwriting analysis
- Word usage [phrases and expressions that may be unique to a particular person or group of people (street gang, club, sport team, etc.)]
- Spelling (unique errors or modifications)

Contra-Indicators

Some authors will switch gender and try to lead the reader to believe they are a male (or female) when they are not or pretend to be someone else as a setup.

Some individuals who write anonymous "hit lists" embed their names in the list of identified targets.

Depending on the severity of the threat, some or all staff members may be asked to assist in analyzing the anonymous threat.

Depending on the severity of the threat, some students may be asked to give their opinion regarding the origin and authorship of threat.

4. BUILDING CAPACITY

The School Threat Assessment and Support Team (referred to subsequently as the School TAST) in each school will receive threat assessment training. Appropriate school division/postsecondary institution personnel will also be trained and spaces will be made available for Community Partners.

5. PROGRAM REVIEW

Schools and Community Partners will commit to ongoing program review.

6. MAINTAINING CONTACT LISTS

Schools and Community Partners will provide current information to all partners at the quarterly advisory meetings for distribution of the following lists:
- Contact list for Stage I
- Contact list for Stage II
- Contact list if concerns arise during the process
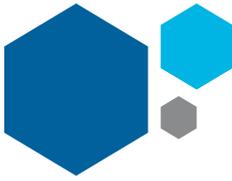
VIOLENCE THREAT RISK ASSESSMENT RESPONSE

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to others, the School TAST or Community TAST will react following the Responding to Student Threat Making Behaviour: A Staff Guide (Appendix A). This Community
Threat Assessment and Support Protocol is based on The Canadian Centre for Threat Assessment & Trauma Response's Canadian Model of Violence Threat/Risk Assessment (VTRA).

This protocol follows a three-step process:

- Stage I Data collection and immediate risk reducing interventions
- Stage II Comprehensive multidisciplinary risk evaluation
- Stage III Longer term multidisciplinary treatment and support planning

The VTRA is 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.

The three stages of the VTRA combine all appropriate threat assessment concepts and risk assessment factors. 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.

STAGE I: DATA COLLECTION AND IMMEDIATE RISK REDUCING INTERVENTIONS (SCHOOL TAST)

The School TAST must, at minimum, include the school principal/region manager, school division counsellor/student advisor, police of jurisdiction, and teacher/instructor as required. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data and implementing risk reducing behaviours.

Immediate Risk Reduction:

The school principal(s)/region manager and police will:

- Take immediate action to reduce risk
- Determine if the threat maker has access to a weapon
- Consult with school superintendent/college director or designate

Data Collection:

The School TAST will:

- Complete the Stage I VTRA Report Form (Appendix B)
- Follow the Responding to Student Threat Making Behaviour: A Staff Guide (Appendix A)

Interventions:

The School TAST will:

- Review findings of Stage I VTRA Report Form
- Decide course of action
- Develop and implement an intervention plan with parent/guardian support
- Retain Stage I VTRA Report Form according to school policy

If the level of concern can be addressed at the school level at this stage, then arrange for follow up meetings at the intervals of 30, 60, and 90 days from the initial assessment. If the level of concern cannot be managed at the school level, the School TAST must activate the Stage II process.

STAGE II: COMPREHENSIVE MULTIDISCIPLINARY RISK EVALUATION (COMMUNITY TAST)

At Stage II, the Community TAST members work in collaboration with the Stage I School TAST. This stage focuses on further data collection beyond the initial data set obtained during the Stage I School TAST. The Stage II Community TAST members may involve agency representatives from: health, mental health, social services, justice, and/or others. Stage II may include the use of formal, structured professional instruments, concepts, tests, and measures as available to complete the formal risk assessment and evaluation.

When it has been determined that a Community TAST will be activated, the school superintendent/college director or designate, will:

- Contact Community Partners' lead staff
- In a timely manner, determine the date, time, and location of the Community TAST meeting

Risk Assessment/Data Collection:

The Community TAST will:

- Ensure Release of Information/Consent is signed
- Share initial Stage I findings and evaluate level of risk to the safety of students, staff, and community
- Determine appropriate formal risk assessments and evaluations to be completed
- Determine any additional interviews as required
- Collect data and use the Stage II VTRA Report Form (Appendix C) to expand on information already collected and provide further clarification and insight
- Determine meeting details for Stage III longer term planning meeting
- Retain Stage II VTRA Report Form according to school/agency policy

STAGE III: LONGER TERM MULTIDISCIPLINARY TREATMENT AND SUPPORT PLANNING

As a result of the Schools' and Community Partners' evaluation of risk, the Schools and Partners will develop a longer term treatment and support plan (Appendix D). The longer term treatment and support plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the Community TAST.

Treatment and Support Planning

The Community TAST will:

- Review results and findings
- Complete Stage III VTRA Report Form (Appendix D)
- Develop and implement a comprehensive multidisciplinary longer term treatment support plan
- Assign roles and tasks as determined in the support plan
- Arrange for treatment and support planning follow up meetings at the intervals of 30, 60, and 90 days from the initial assessment
- Retain Stage III VTRA Report Form according to school/agency policy

Note: If appropriate risk assessments have been completed, Stage II and Stage III may be completed at the same meeting.
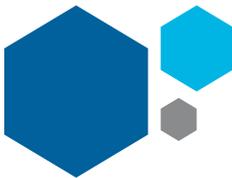
ACTIVATION OF THE SCHOOL AND COMMUNITY THREAT ASSESSMENT AND SUPPORT TEAMS

To facilitate timely activation of the School TAST or Community TAST, each community partner will identify its lead TAST member(s), and provide current contact information to all partners at the quarterly advisory meetings.

The school superintendent/college director or designate, will activate the Community TAST and will be responsible for calling Community TAST members who may have information specific to that threat situation.

When staff members of a partner agency determine the need to activate the Community TAST, they will notify their designated lead Community TAST member. The lead Community TAST member of the partner agency will contact the principal/region manager of the school in which the child/youth is enrolled. Community TAST members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other Community TAST members.
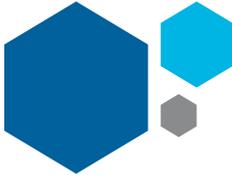
ROLES AND RESPONSIBILITIES

SUPERINTENDENT OF STUDENT SERVICES/COLLEGE DIRECTOR OR DESIGNATE

- Activate the Community TAST
- Stay informed
- Keep an updated list of Community TAST members and their contact information
- Provide summer contacts to Community Partners
- Participate as required
- Store official reports securely

SCHOOL PRINCIPAL/REGION MANAGER OR DESIGNATE

- Be the School VTRA lead member
- Call and coordinate the School TAST
- Consult the school superintendent/college director or designate
- Be responsible for the completion of the Stage I VTRA Report Form (Appendix B)
- Complete Steps 1 – 5 of the Stage I VTRA Report Form within hours
- Complete Steps 6-10 of the Stage I VTRA Report Form as soon as possible, within 24 hours
- Follow up and coordinate with Community Partners on intervention plans developed by the team (Step 11)
- Forward copies of the School TAST documentation and intervention plan to the school superintendent/college director or designate (Step 11)
- Ensure the Stage I/II/III Report Form is stored according to school policy

SCHOOL COUNSELLOR/STUDENT ADVISOR AND OTHER STAFF INVOLVED AT THE PRINCIPAL'S/REGION MANAGER'S REQUEST

- Assist in data gathering as assigned by the principal/region manager
- Assist the principal/region manager in Steps 6 – 10 of the Stage I VTRA Report Form (Appendix B)
- Be available for consultation on general issues regarding threat assessment procedures relating to mental health
- Assist in developing plans or other interventions (i.e. behaviour plans, safety plans), and in facilitating access to programs or resources to reduce the risk of violence and respond to the student's educational needs if consent has been obtained • Help families obtain needed assistance

COMMUNITY PARTNER STAFF

- Have an appropriate staff member participate in the Community TAST
- Participate in completion of the Stage I VTRA Report Form Steps 5-10 as requested (Appendix B)
- Participate in a review of School TAST findings as requested
- Participate in developing any recommended intervention plans as outlined in Step 11 of the Stage I VTRA Report Form as requested (Appendix B)

POLICE OF JURISDICTION

- Be involved in School TASTs and Community TASTs
- Participate in completion of the Stage I VTRA Report Form Steps 3-10 as requested (Appendix B)
- Participate in developing any recommended intervention plans as outlined in Step 11 of the Stage I VTRA Report Form as requested (Appendix B)
- Investigate and determine whether a crime has been committed and if charges are appropriate or warranted
- Provide related information on police involvement
- Determine need to:

    o Conduct a police investigation o Generate a police occurrence report
    o Interview the threat maker and witnesses when a criminal offence has occurred

In most cases, the student behaviour that activates the Community TAST will be observed in, or affect, the school. Therefore, whenever possible, Community TAST meetings will occur on Schools' premises. The lead Community TAST member will be the superintendent/college director or designate.

Trauma Response: After a threat or an act of violence has occurred, Schools and Community Partner staff may be called upon to plan or provide post trauma counselling and interventions for students and staff. (Critical Incident Stress Management (CISM))
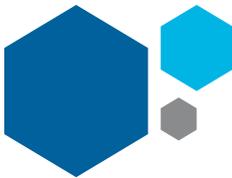
SHARING INFORMATION

The general intent of access to information and protection of privacy legislation is to regulate the collection, storage, use and disclosure of personal information. (Note: when the term 'personal information' is used in this document, this includes personal health information.)

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. Schools/campuses and community partners are committed to the sharing of relevant information to the extent authorized by law.

The presumption is that all information shared by partners about individual students and families is personal information and should be treated with a high level of confidetiality. Once sharing of information has occurred each partner who receives the information will be responsible for ensuring appropriate storage, use and disclosure of such information in accordance with the laws, regulations, policies and procedures applying to that partner. Each partner will be responsible for the education of personnel in this regard.

It is vital to note that legislation allows the release of personal information if there is imminent threat to health and safety. To make parents/guardians/caregivers, students and staff aware of the protocol to be followed in such cases, schools/campuses will provide yearly Violence Threat Risk Assessment Notification to parents/guardians/caregivers, students and staff (See Appendix E). This notification will be posted on schools/campuses websites.

WHEN TO SHARE INFORMATION

Green Light	Yellow Light	Red Light
Generally speaking, and subject to the guidelines of LAFOIP, relevant personal information CAN be shared under one or more of the following circumstances:	In any of the following circumstances, obtain more information and receive direction from a supervisor:	Information can NEVER be shared under any of the following circumstance:
- With written consent (use Youth Criminal Justice Act [YCJA]); - To avert or minimize imminent danger to the health and safety of any person; - To report a child who might need protection under the Child and Family Services Act; - By order of the Court; - To support the rehabilitation of a young person under the Youth Criminal Justice Act to ensure the safety of students and/or staff under the YCJA; - To cooperate with a police and/or a child protection investigation.	- Where consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s); - When asked about a report of criminal activity given to the police; - When asked to share YCJA information from records, where there is a demand or request to produce information for a legal proceeding; - When a professional code of ethics may limit disclosure.	- There is a legislative requirement barring disclosure; - No consent is given and there is no need to know or overriding health/safety concerns; - Consent is given but there is no need to know nor overriding health/safety concerns.

Sharing Information: Legislation and Case Law
Each partner involved in an assessment will be responsible for determining the threshold for sharing information with other partners. Each partner will be responsible for ensuring compliance with applicable legislation.

Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)
"Disclosure of personal information: Subject to any other Act or regulation, personal information in the possession or under the control of a local authority may be disclosed: where necessary to protect the mental or physical health or safety of any individual." (L-28 (2) (I)).

Health Inforamtion Protection Act (HIPA)
"A trustee may disclose personal health inforamtion in the custody or control of the trustee without the consent of the subject individual in the following cases: where the trustee believes, on reasonable grounds, that the disclosure will avoid or minimize a danger to the health or safety of any person." (1999, cH-0021, s27 (4) (a)).

Freedom of Information and Protection of Privacy Act (FOIP)
FOIP applies to all provincial government ministries and agencies in Saskatcehwan including CHild and Family Services and the Ministry of Justice. Its terms are similar to LAFOIP and allow disclosure of information when the public interest in disclosure clearly outweighs any invasion of privacy or when disclosure would clearly benefit the individual to whom the information relates.

Youth Criminal Justice Act (YCJA)
Section 125(6), 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 division, or school or any other educational or

training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students 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, storage and disposal under the YCJA ss. 126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no oterh 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.

Supreme Court Decision: R. V. M. (M. R.), (1998) 35. C. R. 398
"The Supreme Court of Canada (1998) has established legal precedent by ruling (in R. vs M (M.R)) that in certain situations, the need to protect the greater student population supersedes the individual rights of the students. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules." (p. 15)

Reference: Cameron, K. (2011) *Community Protocol for Violence Threat Risk Assessment (VTRA) and Intervention* (9th Edition)

Child and Family Services Act
In Child and Family Services, information is gathered under the mandate of *The Child and Family Services Act* and *The Adoption Act*. Section 74 of The Child and Family Services Act provides the parameters for sharing information gathered for the purposes of the Act. This includes information that the Ministry is given that had been gathered through other legislative mandates such as Health Information, Criminal Code investigations, etc. 74(1) Notwithstanding Section 18 of *The Department of Social Services Act*, members of the board, members of family review panels, mediators, officers and employees of the department, members of boards of directors of agencies, officers and employees of agencies, foster parents and all other persons who are employed in or assist with the administration of this Act: (a) shall preserve confidentiality with respoect to: (i) the name and any other information that may identify a person that comes to their attention pursuant to: (A) this Act; (B) *The Family Services Act*, not including Part III; or (C) *The Child Welfare Act*, not including Part II; and (ii) any files, documents, papers or other records dealing with the personal history or record of a person that have come into existence through anything done pursuant to: (A) this Act; (B) *The Family Services Act*, not including Part III; or (C) *The Child Welfare Act*, not including Part II; and (b) shall not disclose or communicate the information mentioned in clause (a) to any other person except as required to carry out the intent of this Act or as otherwise provided in this section. (2) The minister; a director or an officer may disclose or communicate inforamtion mentioned in subsection (1) relating to a child to: (a) the guardian, parent or foster parent of that child; or (b) the child to whom the information relates. (3) On request of a person, the minister or a director may: (a) disclose; or (b) authorize an officer to disclose; Information mentioned in subsection (1) relating to that person in any form that the minister of director considers appropriate. (4) Notwithstanding subsection (2) or (3), no person shall, except while giving evidence in a protection hearing, disclose to anyone who is not an officer or peace officer the name of a person who: (a) makes a report puruant to section 12; and (b) requests that his or her name not be disclosed. (5) Any information that may be disclosed to the person to whom it relates may, with the written consent of the person to whom it relates, be disclosed to any other person. (5.1) Information mentioned in subsection (1) may be released where, in the opinion of the minister, the benefit of the release of information clearly outweighs any invasion of privacy that could result from the release. (5.2) The information mentioned in subsection (5.1) may be released in any form that the minister considers appropriate. (6) Any disclosure of information pursuant to this section does not constitute a waiver of Crown privilege, solicitor-client privilege or any other privilege recognized in law.
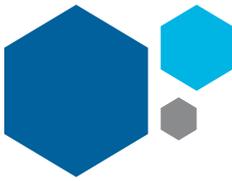
COMMUNICATION

MEDIA

As part of the threat assessment process, the Schools and police of jurisdiction 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/STUDENT

At the beginning of each school year, the Schools will send to parents, staff, and Community Partners the Violence Threat Risk Assessment notification and brochure, which outlines for parents/guardians and students the threat assessment process (Appendix E).
Additional communication tools, such as brochures on the Schools' websites also will be used. All such communications will be shared with the Community Partners.

INTRA-AGENCY

Internal Schools' and Community Partners' communication regarding the protocol will be the responsibility of each protocol partner.
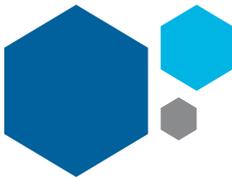
DOCUMENTATION

The Stage I/II/III Violence Threat Risk Assessment Report Forms (Appendix B-D) will be the written documentation of the School TAST or Community TAST 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 Community TAST members involved in the particular assessment.

If the plan requires further action outside the school, the appropriate organizations may receive a copy of the original report. In such instances, it is essential that all organizations make reasonable efforts to ensure that their protocols for the sharing, storage, and retention of this information and this report are consistent with the following principles:

- At the minimum, partner organizations should ensure their personnel follow all requirements of any privacy legislation which may pertain to their agency
- Information written and reported must be kept confidential and is intended to be shared with others

on a "need to know" basis only
- Information is shared only for the purpose for which it was created
- The written report is stored securely and retained only for the length of time required for the purpose for which it was created

Community Partners must ensure that policies and/or procedures are in place to protect the confidentiality of all information received by the organization and its employees through the assessment process. Community Partners should take steps to ensure that all employees involved in the assessment process have a clear understanding of the requirements for confidentiality and of the consequences for breaches of confidentiality. There should be appropriate enforcement by the Community Partners of their policies and procedures regarding confidentiality.

Requests to amend information or requests for access to information made by parents, students, staff, or third parties will be addressed in accordance with the legislation applying to the agency to whom the request is made.

DEFINITIONS

COMMUNITY THREAT ASSESSMENT CATEGORIZATIONS

Low level of concern: Risk to the target(s), students, staff, and school safety appears minimal.

Medium level of concern: The threat could be carried out, although it may not appear realistic. Violent action is possible.

High level of concern: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

HIGH RISK BEHAVIOURS

High risk behaviours express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: possession of weapon/replica, bomb threat plan, verbal/written or Internet threats to kill/injure self or others, fire setting, threatening violence, and hate motivated violence.

Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or checklist for the high risk student. Some students who actually pose a threat display very few traits of the traditional high risk student. Identify when homicidal and suicidal domains exist together. This is critical to the development of a response to the incident, including the creation of a student support plan.

IMMEDIATE THREAT

In the case of immediate threat, staff will **CALL 911** and take the appropriate emergency response measures. The principal/region manager will contact his/her school superintendent/college director who will contact the appropriate individuals within his/her organization. The Schools' communications officer will become involved in activating their communication protocol.

RISK ASSESSMENT

A risk assessment is typically a more lengthy process that involves a number of standardized tests and measures that go beyond the scope of the school multidisciplinary Threat Assessment and Support Team (TAST) assessment. After the "initial level of risk" is assessed and "immediate risk reducing intervention" has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some unknown period in time. The student 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. 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 student's functioning and to use that data to guide longer term intervention and treatment goals.

THREAT

A threat is any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, symbolic, posted on the Internet (MSN, Facebook, etc.) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

THREAT ASSESSMENT

Threat assessment is the process of determining if a threat maker [someone who utters, writes, emails, etc. a threat to kill a target(s)] actually poses a risk to the target(s) being threatened. Although many students, and others, engage in threat-making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Threat Assessment Support Teams (TASTs) engage in a data collection process, through semistructured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

WORRISOME BEHAVIOUR

Worrisome behaviour is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. (The majority of behaviours from Prekindergarten to grade 12 fall into this category.) Worrisome behaviours include but are not limited to violent content in drawings and stories/journals, making vague threatening statements, unusual interest in fire, significant change in anti-social behaviour, and significant change in baseline behaviour. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed in a timely manner. These situations may involve activation of the School TAST and consultation with division/college staff.

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.

APPENDICES

APPENDIX A: RESPONDING TO STUDENT THREAT

MAKING BEHAVIOUR: A STAFF GUIDE

Any person who is concerned shall report any behaviour that may pose a risk or threat to others to the school principal/region manager, designate or agency lead

Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 911
Include but are not limited to: • Violent content • Drawings and pictures • Stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour	Include but are not limited to: • Possession of weapon/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats to kill or injure self/others • Fire setting • Threatens violence • Hate-motivated violence targeting a particular student/group	Include but are not limited to: • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm

PRINCIPAL/REGION MANAGER INFORMED

Stage 1 (School TAST)

Data Collection and Immediate Risk Reducing Interventions • Within one to two hours School TAST includes: • School principal/region manager • School counsellor/student advisor • Police of jurisdiction • Agency lead (as needed or if initiated by Agency)	**Team tasks in immediate risk reduction and data collection phase:** • Take immediate action to reduce risk • Determine if the threat maker has access to a weapon • Consult with superintendent/region manager or designate • Complete Stage I VTRA Report Form	**Team tasks in intervention phase:** • Review findings of Stage I VTRA Report Form • Decide course of action • Develop and implement an intervention plan • Retain Stage I VTRA Report Form according to school policy

Stage 2 (Community TAST)

Comprehensive Multidisciplinary Risk Evaluation • Referral within hours if Stage II is deemed necessary Community TAST generally includes: • Superintendent/region manager or designate • School TAST • Police of jurisdiction • Agency lead(s)(as needed)	**Team tasks in risk assessment phase:** • Determine appropriate formal risk assessments and evaluations to be completed • Determine any additional interviews, as required • Determine any interventions • Determine meeting details for Stage III longer term planning meeting • Distribute Stage II VTRA Report Form • Retain Stage II VTRA Report Form according to school/agency policy

Stage 3 (Community TAST)

Longer Term Multidisciplinary Treatment and Support Planning • If appropriate risk assessments have been completed, Stage II and Stage III may be completed at the same meeting. Community TAST generally includes: • Superintendent/college director or designate • School TAST • Police of jurisdiction • Agency lead(s)(as needed)	**Team tasks in treatment and support planning phase:** • Review results and findings • Develop and implement a comprehensive multidisciplinary longer term treatment support plan • Assign roles and tasks as determined in the support plan • Arrange for treatment and support planning follow up meetings at the intervals of 30, 60, and 90 days from the initial assessment • Retain Stage III VTRA Report Form according to school/agency policy

APPENDIX B: STAGE I VTRA REPORT FORM

(DATA COLLECTION AND IMMEDIATE RISK REDUCING INTERVENTIONS)

Violence/Threat Making Behaviours (Examples of high-risk behaviours addressed in this protocol include but are not limited to):

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill others ("clear, direct, and plausible")
- Internet (Facebook, YouTube, etc.), text messaging, threats to kill others (refer to Appendix B of the National Training Protocol for abbreviations commonly used on the Internet and texting)
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire Setting
- Sexual intimidation or assault
- Gang related intimidation and violence

Student: _____ School: _____

DOB (DD/MM/YYY): _____ Student Number: _____ Grade: _____ Age: ____

Parents/Guardians Name: _____ Date of incident: _____

THREE PRIMARY HYPOTHESES IN VTRA:

One: Is it a conscious or unconscious "Cry for Help"?
Two: Conspiracy of two or more! Who else knows about it? Who else is involved?
Three: Is there any evidence of fluidity?

Pre-interview Considerations

i) When possible, interview the Threat Maker(s) or Student of Concern after initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the "uni-dimensional assessment" and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.

ii) There should never be more than two people in the room interviewing the Threat Maker or Student of Concern.

iii) Remember to distinguish between Assessing the Threat versus Assessing the Threat Maker.

Step 1:

School administrators: make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.

- If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
- Do not allow "student(s) of interest" access to coats, backpacks, desks, or lockers.
- Determine if the threat maker has immediate access to the means (knife, gun, etc.).

Step 2:

School administrators: if appropriate, check the locker, backpack/purse, desk, person, notebooks, electronic devices, cars, diaries, student records, discipline reports, counsellor information, confidential file, library, washroom, etc.

Step 3:

Call the "trained" VTRA police member; share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.

Step 4:

School administrator will notify the District/Divisional VTRA Team contact of the Stage I Team activation.

Step 5:

Principal (V.P.) and VTRA police member, in collaboration with the counselling member will determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection as outlined below.

Immediate data may be obtained from multiple sources including:

- Reporter(s)
- Target(s)
- Witnesses
- Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- Friends, classmates, acquaintances
- Parents/caregivers (Call both parents)
- Current and previous school records (Call the sending school)
- Police record check
- Check the student(s) locker, desk, backpack, recent text books/assignment binders, cars, etc. for data consistent with the threat making or threat-related behaviour
- Check/search or question parents/caregivers about the student(s), bedroom, etc.
- Activities: Internet histories, diaries, notebooks
- Other

Step 6:

The semi-structured interview format

SERIES I QUESTIONS (THE INCIDENT)

1. Where did the incident happen and when?
2. How did it come to the interviewee's attention?
3. What was the specific language of the threat, detail of the weapon brandished, or gesture made?
4. Was there stated:
   - o Justification for the threat?
   - o Means to carry out the threat?
   - o Consequences weighed out (I don't care if I live or die!)? o Conditions that could lower the level of risk (Unless you take that Facebook post down I will stick my knife in your throat!)?
5. Who was present and under what circumstance did the incident occur?
6. What was the motivation or perceived cause of the incident?
7. What was the response of the target (if present) at the time of the incident? **Did he/she add to or detract from the Justification Process?**
8. What was the response of others who were present at the time of the incident? **Did they add to or detract from the Justification Process?**

Notes

SERIES II QUESTIONS (ATTACK-RELATED BEHAVIOURS)

1. Has the student (subject) sought out information consistent with his/her threat making or threat-related behaviour?
2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
3. Has the student (subject) attempted to gain access to weapons or does he/she have access to the weapons he/she has threatened to use?
4. Has the student (subject) developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)?
5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules and locations of police or security patrol?
6. Has the student (subject) engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?
7. Is there any evidence of attack related behaviours in his/her locker (backpack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?
8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

Notes

1. Does the threat maker (subject) appear to be more:
    a) Traditional Predominately Behavioural Type?
    b) Traditional Predominately Cognitive Type?
    c) Mixed Type?
    d) Non-Traditional?

2. Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is his/her past:
    a) **(HTS)** History of Human Target Selection
    b) **(SS)** History of Site Selection
    c) **(F)**requency of Violence or Threats
    d) **(I)**ntensity of Violence or Threats
    e) **(R)**ecency

3. In the case at hand, what is his/her current:
    a) **(HTS)** Human Target Selection
    b) **(SS)** Site Selection
    c) Does it denote a significant increase in **BASELINE** Behaviour?

NOTE: In Stage I VTRA, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an **increase or shift** in **Baseline**. This may also include an individual who has become more withdrawn or quiet as opposed to acting out!

• Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour?
• Is there evidence of fluidity in his/her writings, drawings, or verbalizations?
• Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?
• Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Notes

SERIES IV QUESTIONS (THE TARGET TYPOLOGY)

* Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

1. Does the target have a history of violence or threats of violence? If yes, what is his/her past?
2. If yes, what is the frequency, intensity, and recency (FIR) of the violence?
3. What has been his/her past human target selection?
4. What has been his/her past site selection?
5. Is there evidence the target has instigated the current situation?

Notes

SERIES V QUESTIONS (PEER DYNAMICS)

1. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?
2. Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (i.e. leader, co-leader, and follower)?
3. Is there a difference between the threat maker's individual baseline and his/her peer group baseline behaviour?
4. Who is in the target's peer structure and where does the target fit (i.e. leader, co-leader, and follower)?
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

Notes

SERIES VI QUESTIONS (EMPTY VESSELS)

1. Does the student of concern (subject) have a healthy relationship with a mature adult?
2. Does the student have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes, or incidents, including prior school – based attacks?
3. How has he/she responded to prior violent incidents (local, national, etc.)?
4. What type of violent games, movies, books, music, Internet searches, does the student (subject) fill himself/herself with?
5. Is there evidence that what he/she is filling himself/herself with is influencing his/her behaviour? (**Imitators vs. Innovators?**)
6. What related themes are present in his/her writings, drawings, etc.?
7. Is there evidence of fluidity and/or religiosity?

Notes

Last revised February 2017

SERIES VII QUESTIONS (CONTEXTUAL FACTORS)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military, etc.?
2. Have his/her parents just divorced or separated?
3. Is he/she the victim of child abuse and has the abuse been dormant but resurfaced at this time?
4. Is he/she being initiated into a gang and is it voluntary or forced recruitment?
5. Has he/she recently had an argument or "fight" with a parent/caregiver or someone close to him/her?
6. Has he/she recently been charged with an offence or suspended or expelled from school?
7. Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?

Notes

SERIES VIII QUESTIONS (FAMILY DYNAMICS)

1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents' home)?
2. Is the student (subject) connected to a healthy/mature adult in the home?
3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?
4. Who seems to be in charge of the family and how often is he/she around?
5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s)/caregiver(s)? If so, what form of violence and to whom including frequency, intensity, recency (FIR)?
6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
8. Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times his/her father travels away from home for work)?
9. Does the student have a history of trauma? Including car accidents, falls, exposure to violence, abuse, etc.
10. Has the student been diagnosed with a DSM IV diagnoses?
11. Is there a history of mental health disorders in the family?
12. Is there a history of drug or alcohol abuse in the family?

Notes

Step 7:

Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.

- Parents/guardians have been notified of the situation and this Stage I data collection phase.
- Parents/guardians have NOT been notified because: _____

Step 8:

Other Agencies:

As per the formal signed protocol, other agency partners may be involved in the Stage I VTRA process as consultants to the school/police team and sources of initial data relevant to the case at hand such as past or current involvement by other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.

- Call Children's Services (Child Protection) VTRA Member for record check relevant to the case at hand
- Call Mental Health VTRA Member for record check relevant to the case at hand
- Call Youth Probation VTRA Member for record check relevant to the case at hand
- Others

Upon receipt of the Stage I data, partner agencies check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage I data requires them to "disclose." Generally Stage II VTRA Team designates will report that a record check has been completed and:

1. There is nothing to report.
2. There is information relevant to the case that needs to be disclosed as per the VTRA Protocol (significant risk of harm to the health or safety of others is present).
3. The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.

Note: At this point of the Stage I process, some initial data may not be available to complete this form but enough information is usually available to determine if 1) an immediate risk is posed and 2) if a Stage II evaluation is required.

Step 9:

VTRA Team members collate the data and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" "Does the student pose a threat to himself/herself or someone outside the school (i.e. family)?" The Stage I Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage II Risk Evaluation.

Low Level of Concern
Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Categorization of low risk does not imply "no risk" but indicates the individual is at little risk for

violence.
- Information contained within the threat is inconsistent, implausible, or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the student in question. • Monitoring of the matter may be appropriate.

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 (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- A moderate or lingering concern about the student's potential to act violently.
- Increase in baseline behaviour.
- 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.

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. Student 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 student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.
- Categorization of risk indicates the individual is at a high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

* Sources for the above categorizations represent the work of the FBI, Durham Regional Police Service, Ontario Provincial Police Threat Assessment Unit, and the Canadian Centre for Threat Assessment and Trauma Response.

Step 10:

Decide on a Course of Action
Are there risk reducing interventions that need to be put in place immediately?
With the input of all Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Low to Medium Level of Concern

- Implement the Intervention Plan (Most students can be managed at school with interventions.)

    Medium to High Level of Concern
- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.

Step 11:

Develop a Stage I Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is Required

Use the following Risk Enhancer form to assist in filling out the Stage I Intervention Plan which is designed to address all concerns identified during the Stage I Assessment.

RISK ENHANCERS

General Examples (may include but not limited to):
- Individual Dynamics: Undiagnosed/unmanaged/mismanaged mental health issues (Child and/or Parent/Guardian)
- Peer Dynamics: recent changes, chronic issues/concerns, influences
- Family Dynamics: recent changes, chronic issues/concerns, disclosures
- School Dynamics: recent changes within the school or moving from other schools, recent changes in, or ongoing academic struggles/difficulties, relationships with staff

NOTE: Identify Enhancers as either Immediate or Longer-Term, and be as descriptive as possible

Risk Enhancer	Intervention	Who is going to get buy-in?	Who will be the lead professional/agency?	Date to be completed

Stage 1 Intervention Plan (attach additional pages as needed
Student: Date:
Disciplinary action taken:
Intended victim warned and/or parents or guardians notified.
Suicide assessment initiated on: By:
Contract not to harm self or others created (please attach).
Alert staff and teachers on a need-to-know basis.
Daily or Weekly check-in with (Title/Name):
Travel card to hold accountable for whereabouts and on-time arrival to destinations.
Backpack, coat, and other belongings check-in and check-out by:
Late Arrival and/or Early Dismissal
Increased supervision in these settings:
Modify daily schedule by:
Behaviour plan (attach a copy to this Threat Assessment)
Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:
Drug and/or alcohol intervention with:
Student Services Team to consider possible Special Education Assessment.
If Special Education student, review IIP goals and placement options.
Review community-based resources and interventions with parents or caretakers.
Obtain permission to share information with community partners such as counsellors and therapists (See District Release of information form)
Other action:

Parent/Guardians (attach additional pages as needed.
Parents will provide the following supervision and/or intervention:
Parents will:

VTRA Team Members
Monitor this Intervention Plan regularly and modify it as appropriate.

Principal or Vice-Principal	Date:
	Signature:

School Counsellor	Date:
	Signature:

Police of Jurisdiction	Date:
	Signature

Other	Date:
	Signature:

Other	Date:
	Signature:

APPENDIX C: STAGE II VTRA REPORT FORM

DEMOGRAPHICS

Date of Incident:		Date of VTRA:	
Location of Incident:		VTRA Team Lead:	
Name:		Date of Birth:	
Gender:		Age:	
Grade:		School:	
Parent/Guardian:		Phone:	
Parent/Guardian:		Phone:	
Address:		Other Address:	
Previous VTRAs :		Date of Previous VTRAs:	
Previous incident type(s):			

REVIEW OF STAGES

Stage I:

The School TAST must, at minimum, include the school principal/region manager, school division counsellor/student advisor, police of jurisdiction, and teacher/instructor as required. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data and implementing risk reducing behaviours.

Stage 1 School TAST
Principal/Region Manager
Student Services Counsellor/
Student Advisor
Student Services Coordinator
Police
Other:

Stage II:

Multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage I School TAST. The Stage II Community TAST may involve some or all of the following: police, psychology, psychiatry, mental health, child protection, youth probation, and others. At Stage II, the Community TAST members work in collaboration with the Stage I School TAST to conduct the formal risk assessment and evaluation. Stage II may include the use of formal, structured professional instruments, concepts, tests, and measures as available.

Stage II Community TAST	
Principal/Region Manager	
Student Services Counsellor/Student Advisor	
Student Services Coordinator	
Child and Youth Mental Health	
Child & Family Services	
Health (Pediatrician; Psychiatrist; Specialist; etc.)	
Police	
Other:	
Stage II VTRA Referral Information	
Stage I VTRA Report and Intervention Plan (attached)	

Stage III:

As a result of the Schools' and Community Partners' evaluation of risk, the Schools and Partners will develop a longer term treatment and support plan. The longer term treatment and support plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the Community TAST.

PROCESS

Review of Stage I VTRA Form
The Incident
Data Collection and Information Gathering
Level of Threat
More detailed information may be found in the Stage I VTRA Report.
Updates
Further Assessments to Determine Risk

Other Agency Involvement
Stage III Multidisciplinary Intervention Meeting Date

APPENDIX D: STAGE III VTRA REPORT FORM

Stage II/III Community TAST	
Principal/Region Manager	
Student Services Counsellor/Student Advisor	
Student Services Coordinator	
Child and Youth Mental Health	
Child & Family Services	
Health (Pediatrician; Psychiatrist; Specialist; etc.)	
Police	
Other:	

Intervention Plan *(Immediate or Long Term Risk Reduction – Conditions for Re-Entry)*	Lead Professional(s)/Agency(s)
Disciplinary Actions: *Suspension; Expulsion; Breaches; Charges; Restitution: Trespassing Notices; etc.*	
Recommendations from the Assessments: *Mental Health; Psychiatric; Pediatric; Medical; Psychologist; etc.*	
Counselling/Therapy: *Individual; Family; Alcohol/Drug; etc.*	
Plans: *Individual Educational Plan; Behavioural; Safety; etc.*	

Protective Measures: *Frequent and Random Inspections of Locker, Backpack, Bedroom, Electronics, etc.; Increased Supervision (School, Home, Community); Restricted Access; Modified Attendance and Schedule; etc.*	
Parent/Guardian Responsibilities: *Supervision, Communications, Transportation, Appointments, etc.*	
Other:	

Attach Additional Pages as Necessary

(Attach Stage I and II Report Forms, Reports, Assessments, etc.)

VTRA Intervention Plan	Date:
Implemented:	
To Be Reviewed:	
To Be Reviewed:	
To Be Reviewed:	

VTRA Intervention Team	Member:	Signature:	Date:
Principal/Region Manager			
Student Services			
Counsellor/Student Advisor			
Student Services Coordinator			
Child and Youth Mental Health			
Child & Family Services			
Health (Pediatrician;			
Psychiatrist; Specialist; etc.)			
Parent/Guardian			
Student			
Other			

May 10, 2017

Dear Parents/Guardians/Caregivers:

It is with great pleasure that I am able to announce Northwest School Division has collaborated with community partners across the northwest to develop the "Community Threat Assessment and Support Protocol." This Protocol allows community partners to share information and use their expertise to implement the appropriate supports for students and their families. Furthermore, Northwest Schools have also established School Threat Assessment and Support Teams including the principal, school counsellor, and police to work with the Protocol.

These actions have been undertaken to help fulfill our Board expectation to provide a safe, respectful learning environment within our schools. Northwest School Division is dedicated to ensuring that students, staff, school visitors, and community members feel safe. Collaboration with families and community partners is viewed as critical to attain our goal.

For more information on the Community Threat Assessment and Support Protocol, please visit our website at nwsd.ca. Information and a brochure that outlines the steps for the Protocol can be found under our information for Parents. If you have any questions about the process, please contact your school principal.

We look forward to working with you and our community partners to provide safe and caring schools. Sincerely,

Duane Hauk
Director of Education
Northwest School Division

Northwest School Division is committed to creating and maintaining school environments
in which students, staff, parents/guardians/caregivers and others feel safe.
Schools cannot ignore any threat of violence

What is a threat?

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

Duty to Report

To keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat related behaviours to the school principal.

What is the purpose of a Student Violence Threat Risk Assessment?

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

The information in this brochure reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

The complete Violence Threat Risk Assessment Protocol may be found on Northwest School Division's website at www.nwsd.ca

What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?

A student Violence Threat Risk Assessment will be initiated for behaviours including, but not limited to:

- serious violence or violence with intent to harm or kill
- verbal/written threats to harm or kill others (clear, direct, and plausible)
- online threats to harm or kill others
- possession of weapons (including replicas)
- bomb threats (making and/or detonating explosive devices)
- fire starting
- sexual intimidation or assault
- gang related intimidation and violence

What Parents and Students Need to Know

- any threat must be reported to the school principal
- investigation may involve the student services counsellor, the police of jurisdiction, or other community agencies
- investigation may involve locker or personal property searches
- interviews will be held with the threat maker and other students or adults who may have information about the threat
- parents of students who are directly involved will be notified
- threatening behaviour may result in disciplinary action
- an intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats

APPENDIX F: ORIGINAL PROTOCOL SIGNING MEMBERS MAY 2017

Northwest School Division and Community Partners are committed to making our schools safe for students, staff, volunteers and visitors through participation in the Community Threat Assessment and Support Protocol.

Northwest School Division	North West Regional College
Duane Hauk, Director of Education	Willow Brown, Campus Director
RCMP - Meadow Lake Detachment	City of Meadow Lake
S/Sgt. Tim Sartison	Gary Vidal, Mayor
Ministry of Health	Meadow Lake Fire Department
Mary Rowland, Coordinator of Mental Health & Addictions Services	Neil Marsh, Fire Chief
Ministry of Justice	Flying Dust First Nation
Trina Smidt, Director, Northwest Region	Rhonda Harkins, Mental Health Therapist

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