

# **Community Violence Threat Assessment & Support Protocol**

**A Collaborative Response to Assessing Violence Potential  
Southwest Saskatchewan Region**

October 2016

Credit to:

These guidelines are based on: Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviours, 8<sup>th</sup> edition (2009) and the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

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- Southwest Alberta Region
- West Central Saskatchewan Region

The original Community Violence Threat Assessment & Support Protocol Southwest Saskatchewan Region was signed in May of 2014.

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

- October 2016

Renewal Procedure	
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# **Community Threat Assessment and Support Protocol**

## *A Collaborative Response to Assessing Violence Potential*

### **Rationale**

The Chinook School Division, Holy Trinity Catholic School Division, and Great Plains 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 Southwest Saskatchewan geographical area.

During 2016, the Community Violence Threat Assessment and Support Protocol has been expanded to include the Great Plains College. The expanded protocol demonstrates commitment to including post-secondary partners in creating safe learning and work environments in the community.

Current Community Partners include the following agencies and organizations:

- RCMP
- Cypress Health Region – Mental Health and Addiction Services
- Ministry of Social Services
- Ministry of Justice

## **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:
  - Statistics review
  - Identifiable gaps
  - Protocol implementation

- What is working
  - Review of training needs
  - 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 14). 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/post-secondary 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, and 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**

### **School Superintendent/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:
  - Conduct a police investigation
  - Generate a police occurrence report
  - 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.

## Sharing Information

**It is vital to note that legislation allows the release of personal information if there is imminent threat to health and safety.**

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.) **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 Schools and Community Partners are committed to the sharing of relevant information to the extent authorized by law.

Each protocol partner is responsible for ensuring that there is legislative authority in every case where the collection, disclosure, or use of personal/confidential information is contemplated.

Each protocol partner must adhere to its policy or legislation that addresses when information may be disclosed.

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 confidentiality. 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 its staff in this regard.

## 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

<u>Low level of concern:</u>	Risk to the target(s), students, staff, and school safety appears minimal.
<u>Medium level of concern:</u>	The threat could be carried out, although it may not appear realistic. Violent action is possible.
<u>High level of concern:</u>	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 semi-structured 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

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# APPENDIX A: Responding to Student Threat Making Behaviour: A Staff Guide

<b>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</b>		
<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>• Drawings and pictures</li> <li>• Stories/journals</li> <li>• Vague threatening statements</li> <li>• Unusual interest in fire</li> <li>• Significant change in anti-social behaviour</li> <li>• Significant change in baseline behaviour</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>• Possession of weapon/replica</li> <li>• Bomb threat plan</li> <li>• Verbal/written threat to kill/injure</li> <li>• Internet website threats to kill or injure self/others</li> <li>• Fire setting</li> <li>• Threatens violence</li> <li>• Hate-motivated violence targeting a particular student/group</li> </ul>	Include but are not limited to: <ul style="list-style-type: none"> <li>• Weapon in possession that poses serious threat to others</li> <li>• Plan for serious assault</li> <li>• Homicidal/suicidal behaviour that threatens safety</li> <li>• Fire setting resulting in harm</li> </ul>
<b>PRINCIPAL/REGION MANAGER INFORMED</b>		
<b>Stage I (School TAST)</b>		
<b>Data Collection and Immediate Risk Reducing Interventions</b> <ul style="list-style-type: none"> <li>• Within one to two hours</li> </ul> School TAST includes: <ul style="list-style-type: none"> <li>• School principal/region manager</li> <li>• School counsellor/student advisor</li> <li>• Police of jurisdiction</li> <li>• Agency lead (as needed or if initiated by Agency)</li> </ul>	<b>Team tasks in immediate risk reduction and data collection phase:</b> <ul style="list-style-type: none"> <li>• Take immediate action to reduce risk</li> <li>• Determine if the threat maker has access to a weapon</li> <li>• Consult with superintendent/region manager or designate</li> <li>• Complete Stage I VTRA Report Form</li> </ul>	<b>Team tasks in intervention phase:</b> <ul style="list-style-type: none"> <li>• Review findings of Stage I VTRA Report Form</li> <li>• Decide course of action</li> <li>• Develop and implement an intervention plan</li> <li>• Retain Stage I VTRA Report Form according to school policy</li> </ul>
<b>Stage II (Community TAST)</b>		
<b>Comprehensive Multidisciplinary Risk Evaluation</b> <ul style="list-style-type: none"> <li>• Referral within hours if Stage II is deemed necessary</li> </ul> Community TAST generally includes: <ul style="list-style-type: none"> <li>• Superintendent/region manager or designate</li> <li>• School TAST</li> <li>• Police of jurisdiction</li> <li>• Agency lead(s)(as needed)</li> </ul>	<b>Team tasks in risk assessment phase:</b> <ul style="list-style-type: none"> <li>• Determine appropriate formal risk assessments and evaluations to be completed</li> <li>• Determine any additional interviews, as required</li> <li>• Determine any interventions</li> <li>• Determine meeting details for Stage III longer term planning meeting</li> <li>• Distribute Stage II VTRA Report Form</li> <li>• Retain Stage II VTRA Report Form according to school/agency policy</li> </ul>	
<b>Stage III (Community TAST)</b>		
<b>Longer Term Multidisciplinary Treatment and Support Planning</b> <ul style="list-style-type: none"> <li>• If appropriate risk assessments have been completed, Stage II and Stage III may be completed at the same meeting.</li> </ul> Community TAST generally includes: <ul style="list-style-type: none"> <li>• Superintendent/college director or designate</li> <li>• School TAST</li> <li>• Police of jurisdiction</li> <li>• Agency lead(s)(as needed)</li> </ul>	<b>Team tasks in treatment and support planning phase:</b> <ul style="list-style-type: none"> <li>• Review results and findings</li> <li>• Develop and implement a comprehensive multidisciplinary longer term treatment support plan</li> <li>• Assign roles and tasks as determined in the support plan</li> <li>• Arrange for treatment and support planning follow up meetings at the intervals of 30, 60, and 90 days from the initial assessment</li> <li>• Retain Stage III VTRA Report Form according to school/agency policy</li> </ul>	

# 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/YYYY): \_\_\_\_\_ 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**

<b>Series I Questions (The Incident)</b>	
<ol style="list-style-type: none"><li>1. Where did the incident happen and when?</li><li>2. How did it come to the interviewee's attention?</li><li>3. What was the specific language of the threat, detail of the weapon brandished, or gesture made?</li><li>4. Was there stated:<ul style="list-style-type: none"><li>o Justification for the threat?</li><li>o Means to carry out the threat?</li><li>o Consequences weighed out (I don't care if I live or die!)?</li><li>o Conditions that could lower the level of risk (Unless you take that Facebook post down I will stick my knife in your throat!)?</li></ul></li><li>5. Who was present and under what circumstance did the incident occur?</li><li>6. What was the motivation or perceived cause of the incident?</li><li>7. What was the response of the target (if present) at the time of the incident? <b><i>Did he/she add to or detract from the Justification Process?</i></b></li><li>8. What was the response of others who were present at the time of the incident? <b><i>Did they add to or detract from the Justification Process?</i></b></li></ol>	
<b>Notes</b>	

**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**

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### Series III Questions (Threat Maker Typology)

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**

Empty space for 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**

Empty space for 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**

Empty space for notes.

**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 likely to increase or decrease his/her level of risk?

**Notes**

Empty space for notes.

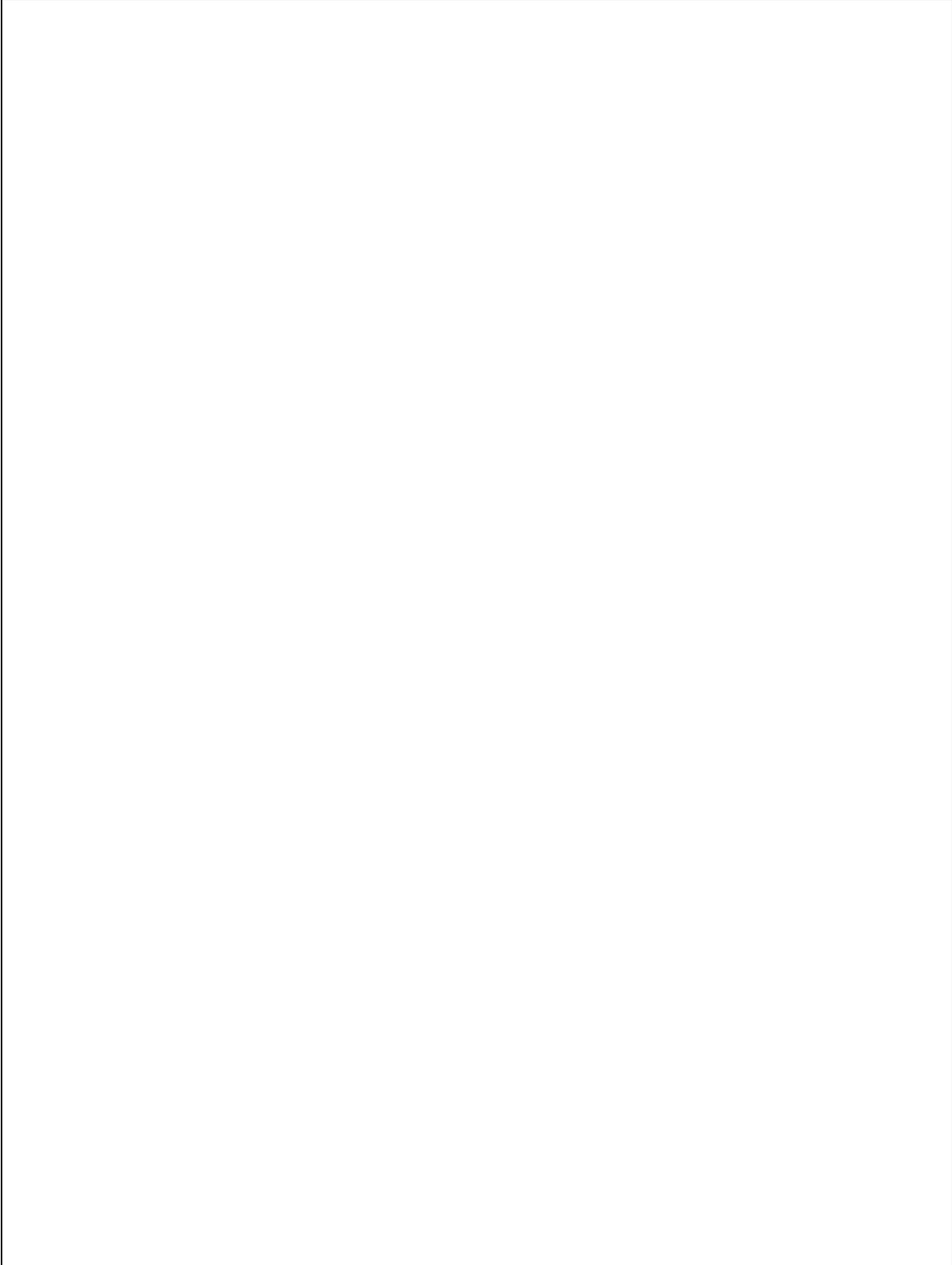
**Series VIII Questions (Family Dynamics)**

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**

Blank area for notes.

## Genogram



**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.

<b>RISK ENHANCERS</b>				
General Examples (may include but not limited to): <ul style="list-style-type: none"> <li>- Individual Dynamics: Undiagnosed/unmanaged/mismanaged mental health issues (Child and/or Parent/Guardian)</li> <li>- Peer Dynamics: recent changes, chronic issues/concerns, influences</li> <li>- Family Dynamics: recent changes, chronic issues/concerns, disclosures</li> <li>- School Dynamics: recent changes within the school or moving from other schools, recent changes in, or ongoing academic struggles/difficulties, relationships with staff</li> </ul>				
<b>NOTE: Identify Enhancers as either Immediate or Longer-Term, and be as descriptive as possible</b>				
<b>Risk Enhancer</b>	<b>Intervention</b>	<b>Who is Going to get Buy-In</b>	<b>Who Will be the Lead Professional/Agency</b>	<b>Date to be Completed</b>

Stage I Intervention Plan (attach additional pages as needed)	
<b>Student:</b>	<b>Date:</b>
<input type="checkbox"/> Disciplinary action taken:	
<input type="checkbox"/> Intended victim warned and/or parents or guardians notified.	
<input type="checkbox"/> Suicide assessment initiated on: _____	By
<input type="checkbox"/> Contract not to harm self or others created (please attach).	
<input type="checkbox"/> Alert staff and teachers on a need-to-know basis.	
<input type="checkbox"/> Daily or <input type="checkbox"/> Weekly check-in with (Title/Name):	
<input type="checkbox"/> Travel card to hold accountable for whereabouts and on-time arrival to destinations.	
<input type="checkbox"/> Backpack, coat, and other belongings check-in and check-out by:	
<input type="checkbox"/> Late Arrival and/or Early Dismissal.	
<input type="checkbox"/> Increased supervision in these settings:	
<input type="checkbox"/> Modify daily schedule by:	
<input type="checkbox"/> Behaviour plan (attach a copy to this Threat Assessment)	
➤ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:	
<input type="checkbox"/> Drug and/or alcohol intervention with:	

<input type="checkbox"/> <i>Referral to IEP team to consider possible Special Education Assessment.</i>
<input type="checkbox"/> <i>If Special Education student, review IEP goals and placement options.</i>
<input type="checkbox"/> Review community-based resources and interventions with parents or caretakers.
<input type="checkbox"/> Obtain permission to share information with community partners such as counsellors and therapists (See District Release of information Form)
Other action:

<b>PARENT/GUARDIANS (attach additional pages as needed)</b>
➤ Parents will provide the following supervision and/or intervention:
Parents will:

### VTRA Team Members

Monitor this Intervention Plan regularly and modify it as appropriate.

<b>Principal or Vice-Principal</b>	<b>Date:</b>  <b>Signature:</b>
<b>School Counsellor</b>	<b>Date:</b>  <b>Signature:</b>
<b>Police of Jurisdiction</b>	<b>Date:</b>  <b>Signature:</b>
<b>Other</b>	<b>Date:</b>  <b>Signature:</b>
<b>Other</b>	<b>Date:</b>  <b>Signature:</b>

# APPENDIX C: Stage II VTRA Report Form

## Demographics

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

## Review of Stages

### Stage I:

The School TAST must, at minimum, include the school principal/region manager, school division counsellor/student advisor, and 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 I School TAST	
<b>Principal/Region Manager</b>	
<b>Student Services Counsellor/Student Advisor</b>	
<b>Student Services Coordinator</b>	
<b>Police</b>	
<b>Other:</b>	

### 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.



**Further Assessments to Determine Risk**

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**Other Agency Involvement**

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**Stage III Multidisciplinary Intervention Meeting Date**

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## APPENDIX D: Stage III VTRA Report Form

Stage II/III Community TAST	
<b>Principal/Region Manager</b>	
<b>Student Services Counsellor/Student Advisor</b>	
<b>Student Services Coordinator</b>	
<b>Child and Youth Mental Health</b>	
<b>Child &amp; Family Services</b>	
<b>Health (Pediatrician; Psychiatrist; Specialist; etc.)</b>	
<b>Police</b>	
<b>Other:</b>	
<b>Intervention Plan (Immediate or Long Term Risk Reduction – Conditions for Re-Entry)</b>	<b>Lead Professional(s) / Agency(s)</b>
<b>Disciplinary Actions: <i>Suspension; Expulsion; Breaches; Charges; Restitution; Trespassing Notices; etc.</i></b>	
<b>Recommendations from the Assessments: <i>Mental Health; Psychiatric; Pediatric; Medical; Psychologist; etc.</i></b>	
<b>Counselling/Therapy: <i>Individual; Family; Alcohol/Drug; etc.</i></b>	
<b>Plans: <i>Individual Educational Plan; Behavioural; Safety; etc.</i></b>	
<b>Protective Measures: <i>Frequent and Random Inspections of Locker, Backpack, Bedroom, Electronics, etc.; Increased Supervision (School, Home, Community); Restricted Access; Modified Attendance and Schedule; etc.</i></b>	

<b>Parent/Guardian Responsibilities: <i>Supervision, Communications, Transportation, Appointments, etc.</i></b>	
<b>Other:</b>	
<i>Attach Additional Pages as Necessary</i>	
<b>(Attach Stage I and II Report Forms, Reports, Assessments, etc.)</b>	

<b>VTRA Intervention Plan    Date:</b>	
<b>Implemented:</b>	
<b>To Be Reviewed:</b>	
<b>To Be Reviewed:</b>	
<b>To Be Reviewed:</b>	

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

# APPENDIX E: Sample Schools Notification and Brochures



Box 1809  
Swift Current, SK S9H 4J8  
Phone Toll Free: 1-877-321-9200  
Phone: (306) 778-9200  
Fax: (306) 773-8011

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October 30, 2013

Dear Parents/Guardians/Caregivers:

It is with great pleasure that I am able to announce Chinook School Division and Holy Trinity Catholic School Division have collaborated with community partners across the southwest 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, Chinook 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. Chinook 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 [chinooksd.ca](http://chinooksd.ca). Information and a brochure that outlines the steps for the Protocol can be found under “Safe and Caring Schools.” 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,

Liam Choo-Foo

Director of Education  
Chinook School Division



# Student Violence Threat Risk Assessment FAIR NOTICE

*Chinook 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 Chinook School Division's website at [www.chinooksd.ca](http://www.chinooksd.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 behavior 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



## Holy Trinity Roman Catholic Separate School Division No. 22

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**Moose Jaw Office**

502 - 6<sup>th</sup> Avenue N.E

Moose Jaw, SK S6H 6B8

Phone 306.694-5333

Fax 306.692-2238

**Swift Current Office**

247-2nd Ave SE

Swift Current, SK S9H 3J3

Phone 306.778-4666

Fax 306.778-4730

December 2013

Dear Parents/Guardians/Caregivers:

It is with great pleasure that I am able to announce Holy Trinity Catholic School Division and Chinook School Division have collaborated with community partners across the southwest 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, Holy Trinity 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. Holy Trinity 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 [htcsd.ca](http://htcsd.ca). Information and a brochure that outlines the steps for the Protocol can be found under “Safe and Caring Schools.” 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,

Elaine Oak  
Superintendent of Education

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

### What is a Student Violent Threat/Risk Assessment Team?

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

Fair Notice and the process described in this brochure are based on the work of J. Kevin Cameron, Director of the *Canadian Centre for Threat Assessment and Trauma Response* and was developed in collaboration with other agencies.  
<http://www.cctatr.com/>

The complete Violent Threat/Risk Assessment Protocol and brochure may be found on the Holy Trinity website at [www.htcsd.ca](http://www.htcsd.ca).

## Board Guiding Principles

### Catholicity

We value our Catholic identity and faith as expressed in word, sacrament, individual behaviour, and interpersonal relationships.

### Stewardship

We value Christian stewardship as a pillar of our Catholic faith which guides us as servant leaders to be accountable for all persons and things that have been entrusted to us.

### Learning

We value holistic teaching and learning environments that are spiritually, emotionally, academically, and physically safe, secure, and positive.

### Inclusiveness

We value inclusiveness as a gospel mandate to accept and embrace all people, and as a call to work collaboratively within the context of a shared leadership model. Accordingly, we value cultural diversity and the rich array of people in our communities and the contributions they can make.

### Empowerment

We value the Christian principle of empowering others to utilize their gifts in creating environments where they and others can be freed and enabled to contribute and learn to the fullest extent.

### Celebration

We value celebrating our successes as a welcoming, hope-filled Christian community committed to lifelong learning, evangelization and respect for the dignity of each individual.

### Communication

We value open, reasoned and honest communication between the Board and all Stakeholders. Accordingly we believe that all decisions should be made as close as possible to the sources to which the decision will be applied.

### School Division Office

**Moose Jaw**  
502-6<sup>th</sup> Ave N.E.  
Moose Jaw, SK S6H 6B8  
Phone: 306-694-5333  
FAX: 306-692-2238

**Swift Current**  
247-2<sup>nd</sup> Ave S.E.  
Swift Current, SK S9H 3J3  
Phone: 306-778-4666



## Student Violent Threat/ Risk Assessment

### Fair Notice: Holy Trinity Protocol for Assessing Threat

Holy Trinity Catholic School  
Division No. 22

**2013-2014**  
htcsd.ca

## What is a Threat?

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

## Duty to Report

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

## Duty to Respond

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

### Mission Statement

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

### Vision Statement

*"Christ Centered Life Long Learning"*

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

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

## What Behaviours Warrant a Student Violent Threat/Risk Assessment to be initiated?

A Student Violent Threat/Risk Assessment will be initiated when behaviours include, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Clear, direct, and plausible verbal or written threats to kill others
- Electronic messages which threaten to kill 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

## What Happens in a Student Violent Threat/Risk Assessment?

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



## Violence Threat Risk Assessment

### FAIR NOTICE

***Great Plains College is committed to creating and maintaining an educational environment in which students, staff and community members feel safe.  
The college 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 our college locations safe, staff, parents / guardians / caregivers, students and community members must report all threat related behaviours to the GPC-VTRA Lead at their location. If the lead and backup are not available, another member of the GPC-VTRA Committee will be contacted.

#### ***What is the purpose of a Violence Threat Risk Assessment?***

- to ensure and promote the emotional and physical safety of students, staff, parents, the individual 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

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

A 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

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 Great Plains College website at [www.greatplainscollege.ca](http://www.greatplainscollege.ca).

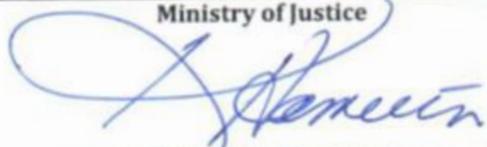
#### **What Students Need to Know**

- Any threat must be reported to the GPC-VTRA Lead or backup
- Investigation may involve the GPC-VTRA Committee, 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
- 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 2014

Chinook and Holy Trinity Catholic School Divisions 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.

<b>Chinook School Division</b>  <b>Liam Choo-Foo, Director of Education</b> <b>RCMP – Swift Current City Detachment</b>	<b>Holy Trinity Catholic School Division</b>  <b>Geri Hall, Director of Education</b> <b>RCMP- Swift Current Rural Detachment</b>
 <b>SSgt Gary Hodges</b> <b>Cypress Health Region</b>	 <b>SSgt Dean Bridle</b> <b>Ministry of Social Services – Child &amp; Family</b>
 <b>Beth Vachon, CEO</b> <b>Ministry of Justice</b>	 <b>Janice Krumenacker, Director, South Service Area</b>
 <b>Karen Hamilton, Deputy Director Rural Operations, South Region</b>	

# APPENDIX G: Protocol Signing Members

## October 2016

Chinook School Division, Holy Trinity Catholic School Division, Great Plains College 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.

<p>Chinook School Division</p>  <p>Liam Choo-Foo, Director of Education</p>	<p>Holy Trinity Catholic School Division</p>  <p>Ward Strueby, Superintendent of Learning</p>
<p>Great Plains College</p>  <p>David Keast, President and CEO</p>	<p>Cypress Health Region</p>  <p>Beth Vachon, CEO</p>
<p>Ministry of Justice</p>  <p>Melinda Baum, Acting South Program Director</p>	<p>Ministry of Social Services</p>  <p>Mitch Tremblay, Director, Service Delivery</p>