East/West Kootenay Boundary Regional Community Violence Threat Risk Assessment Protocol

A protocol developed by School District No. 5 (Southeast Kootenay), School District No. 6 (Rocky Mountain), School District No. 8 (Kootenay Lake), School District No. 10 (Arrow Lakes), School District No. 20 (Kootenay-Columbia), and School District No. 51 (Boundary), in collaboration with Community Agencies and Police Services in the Kootenay/Boundary

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East/West Kootenay Boundary Regional Violence Threat Risk Assessment Protocol

Table of Contents

I. RATIONALE ......................................................................................................................................................... 4
II. COMMUNITY PARTNERS ..................................................................................................................................... 5
III. VISION AND STATEMENT OF PRINCIPLES .................................................................................................. 5
IV. KEY APPROACHES IN THREAT/RISK ASSESSMENT ..................................................................................... 6
V. THREAT ASSESSMENT RESPONSE ................................................................................................................ 7
VI. ACTIVATION OF THE SCHOOL & COMMUNITY THREAT ASSESSMENT TEAMS ...................................... 8
VII. RESPONDING TO THREAT-MAKING BEHAVIOURS .................................................................................. 11
VIII. ROLES & RESPONSIBILITIES ..................................................................................................................... 16
IX. INFORMATION SHARING ............................................................................................................................. 16
X. COMMUNICATIONS ......................................................................................................................................... 17

APPENDICES

APPENDIX A: RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE ................................................. 19
APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM .................................................................. 20
APPENDIX C: THREAT/RISK ASSESSMENT ADMINISTRATORS CHECKLIST ...................................................... 35
APPENDIX D: BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM ............................................. 36
APPENDIX E: DEFINITIONS ....................................................................................................................................... 38
APPENDIX F: THREAT/RISK ASSESSMENT PARENT/GUARDIAN
NOTIFICATION AND FAIR NOTICE .................................................................................................................... 41
APPENDIX G: EAST/WEST KOOTENAY BOUNDARY VTRA PROTOCOL SIGNATORIES ........................................... 43
APPENDIX H: LOCAL TEAM MEMBERS BY BOARD .............................................................................................. 44
APPENDIX I: REGIONAL SCHOOL LIST BY BOARD .............................................................................................. 45
APPENDIX J: VTRA ACTIVATION REPORT .......................................................................................................... 46
APPENDIX K: CONSENT FORM RE: RELEASE OF PERSONAL INFORMATION .................................................... 47
APPENDIX L: RELEVANT LEGISLATION AND RULING REGARDING SHARING OF INFORMATION ......................... 48
Kootenay/Boundary Regional Community
Violence Threat Risk Assessment Protocol

Acknowledgements

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

Theresa Campbell and Sheri Mohoruk for their provincial training initiatives in support of violence threat risk assessment process in British Columbia.

Our regional protocol is based on the work of the Catholic District School Board of Eastern Ontario and the Upper Canada District School Board’s community protocol. We wish to thank them for sharing their resources in the development of this document.
I. RATIONALE

School Districts No.5, 6, 8, 10, 20 and 51, Police Services and their Community Partners are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

The District School Boards will respond to student (child/youth) behaviours that may pose a potential risk for violence to children/youth, staff and members of the community. A student refers to all children/youth under the age of 18. Child/Youth will be used in the remainder of this document. The goal of early intervention by the school boards, Community Partners, child/youth and families will be to reduce and manage school or community violence and harm to self or others.

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

The strength of this partnership between school districts and community partners lies in the multidisciplinary composition of the Violence Threat Risk Assessment Teams (VTRA) in each district. The VTRA team members will strive to share and review relevant information, details of threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise, as permitted by applicable federal and provincial privacy legislation. This collaborative process will respect an individual’s rights to privacy and the safety of all, to the fullest extent possible.

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

Importance of Safe School Culture
School culture/climate is widely acknowledged as being a key to creating a safe environment. By placing a strong emphasis on safety, tolerance, communication and programming designed to facilitate social responsibility, an environment is created where violence is less likely to occur, and where systems are in place to allow for early identification of potential problems.
II. COMMUNITY PARTNERS

The districts are the lead partners in the Violent Threat Risk Assessment teams. Community partners include

- RCMP
- Nelson Police Department
- Ministry of Children and Family Development
- Interior Health Authority
- Ministry of Justice
- Other agencies / organizations to meet the needs of youth in the local context

III. VISION AND STATEMENT OF PRINCIPLES

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

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

As partners, we 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
- participating in Threat-Risk Assessment Team meetings
- designating a trained lead contact person and by advising community partners of who the lead is, their designate and any changes to the lead
- participating in local school district advisory committees to ensure collaboration and capacity for each organization.
The overriding goal is risk reduction and violence prevention, including the development of an intervention plan, to promote the safety of child/youth, parents/guardians, school staff, and community members.

The protocol is designed to facilitate communication so that when the VTRA team is activated, appropriate community partners and school districts may communicate relevant information pertinent to the situation.

As part of the protocol design, school districts and community partners will commit to:
- staff development in threat assessment training
- program review
- participation in VTRA meetings
- designating a lead contact who has been trained
- commitment to staff training

IV. KEY APPROACHES IN THREAT/RISK ASSESSMENT

Sharing of Relevant Information
All partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person, as permitted by applicable federal and provincial privacy legislation. See Appendix L.

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

Building Capacity
Threat Assessment training will be provided to as many school personnel and community partner staff as possible. The local school district Advisory Committee, made up of Ministry partners and police, will take the lead in organizing the training.

Program Review
The Violence Threat Risk Assessment Protocol will be reviewed twice per year in the first two years of the protocol, and once a year following that.

Contact List
The local school districts will be the lead agencies in application of the protocol. The Safe School coordinators or designates, will maintain an up-to-date contact list of the Violent Threat Risk Assessment team members, and will distribute a copy of the list to all partners. The safe school coordinators also will designate a lead contact for July and August of each year, and will notify the community partners of the names and contact information.

**V. THREAT ASSESSMENT RESPONSE**

When a child/youth engages in behaviours or makes threatening comments or gestures that may result in serious injury to self and/or others, the VTRA Team will respond in the manner identified in: *Appendix A — Responding to Threat Making Behaviour.*

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

- **Stage 1** Data collection and immediate risk reducing interventions;
- **Stage 2** Comprehensive Risk Evaluation - Multidisciplinary risk evaluation; and
- **Stage 3** Comprehensive multidisciplinary interventions

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

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

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

- School Principal
- Safe school coordinator / district VTRA contact
- Police of jurisdiction

The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the *VTRA Report Form (Appendix B part 1).*

**Note:** VTRA cases can be resolved at the Stage I level where the incident proves to either be a moment-in-time bad judgment call by the threat maker that is low risk; information that resulted in the activation of the Stage I Protocol proves to be unsubstantiated; or adequate interventions are able to be put in place under the direction of the school/police team that address the needs of the threat maker, target, etc.
Stage 2: Comprehensive Risk Evaluation

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

- School district – school principal, safe school coordinator / VTRA lead
- Police
- MCFD

This second stage is focused on further data collection beyond the initial data set obtained by the Stage I Team and as such the Stage II members are charged (in collaboration with the Stage I Team) with the formal risk assessment and evaluation which may include the use of tests and measures using the VTRA Report Form (Appendix B part 2).

Stage 3: Longer Term Treatment Planning - Multidisciplinary Intervention

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

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

The following guidelines are intended to help school and community personnel make the determination of when to activate the VTRA process. It is important to carefully consider each and every individual incident to ensure the most appropriate response. To facilitate timely activation of the VTRA Team, each community partner will identify its lead VTRA member(s), and provide contact information to the School District’s Safe School Coordinator. The safe school coordinator will activate the VTRA after consultation with school administrators.

Immediate Risk Situations
These situations include armed (weapons/device capable of causing serious injury or death) persons inside a building (or periphery) who pose a risk to some target(s) or active shooter scenarios. When immediate risk is identified, the school lockdown plan must be activated immediately, and 9-1-1 called. In these cases immediate police intervention and protection of students and staff is the immediate response – NOT Stage 1 VTRA.

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

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

Automatic Stage 1 VTRA Activation for:

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

When a school administrator becomes aware of any behaviour outlined in the Automatic Stage 1 VTRA Activation section they will consult with safe school coordinator and collaboratively decide what action needs to move forward and will then collect initial data as per the Stage 1 Report Form.

Stage 1 VTRA Team Leadership and Team Activation

The principal is the site-based leader and it is their responsibility to maintain a safe and caring learning environment and therefore their responsibility is to inform the Safe School Coordinator when other(s) provide them with information that suggests a child/youth or other has engaged in violent or threat
making behaviours. However, once the Stage I team is activated leadership is shared and collaborative as the team decides initial steps that need to be taken for immediate data collection and any immediate risk reducing interventions. School principals are still responsible for disciplinary measures that may need to be addressed and the overall safety of child/youth and staff. Police are responsible for determining if a parallel investigation focusing on the criminal aspect of the case will go forward in addition to being responsible for public safety concerns. When school administration becomes aware of any behaviour outlined in the “automatic stage 1 activation behaviours” section above they will inform the Safe School Coordinator promptly.

Other team members (school staff, agency staff, police, etc.) must promptly notify their line supervisors of any behaviour that activates or should activate the protocol by calling the Safe School Coordinator.

Non-School Hour Cases
If information is received by a VTRA member regarding a threat that is “clear, direct, and plausible” before or after school hours, police will be called and they will contact parent(s) or caregiver(s) if required to inform and protect the target. The VTRA team will be activated if the situation is deemed to have potential to pose ongoing risk to member(s) of the school community. Open communication between school and police is essential. Incidents occurring in the evenings or on weekends have the potential to continue into the next school day.

Criminal Charges:
Public safety is the primary mandate for police services. The police officer assigned to the VTRA team has “first call” as to whether or not charges will be laid. If the law enforcement team member chooses not to proceed legally at the time then the officer may continue with Stage 1 VTRA Team. A police investigation does NOT prevent the remaining VTRA members from continuing on with data collection relative to the threat assessment including obtaining history of prior target selection, site selection, and changes in baseline behaviours. Good communication between police and VTRA team is important, so as not to compromise an investigation/prosecution or place unnecessary strain on victim. It is understood that collaboration with VTRA members will be ongoing, notwithstanding the fact that each team member has his/her own “jurisdiction”.

VII. RESPONDING TO THREAT MAKING BEHAVIOURS

Early Elementary Students
Generally most threat-related behaviour exhibited by elementary aged students would fall into the category of “worrisome behaviour”. If there is a significant increase in baseline behaviour, weapons possession or clear, direct, and plausible threats, the formal VTRA protocol will still be activated. Simply because a child/youth is elementary age does not mean they cannot pose a risk.
Child/Youth with Special Needs and VTRA

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

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

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

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

A note of caution:

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

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

Fair Notice
Prior to any VTRA protocol being implemented, all student, staff and parents should be provided with information about the protocol and procedures so that “fair notice” is given that violence and threats of violence will not be tolerated. Safe School Coordinators will coordinate presenting the fair notice to ensure that students, parents, and staff are all aware of the new protocol.

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

Involving Parents in Threat/Risk Assessment

Parent (Caregiver) Notification – Threat Maker
Before school administration calls home, they collect some initial data, talk with the child/youth involved and then notify the parent(s) or caregiver(s) of the situation and the circumstances surrounding it.

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

Parent (Caregiver) Notification - Target
If the threat is clear, direct and plausible and the VTRA team determines it is appropriate then the police partner will contact the parent(s) or caregiver(s) of the target(s). If the initial threat is NOT clear, direct, and plausible, the VTRA team will continue to collect data to determine if the parent(s) or caregiver(s) are notified: this is to prevent unnecessarily traumatizing individuals when no risk is present.
Supporting Targeted or Victimized Child/Youth or Staff
The VTRA team members share responsibility for ensuring that the recipient(s), victim(s) or target(s) of the threats are supported as necessary. As the threat may be directed towards one or more child/youth, an entire class, or the school population, the circumstances will dictate how far reaching an intervention may be.

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

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

The VTRA may be assembled in the following situations:

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

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

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

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

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

**Trauma Response:**
After a traumatic event has occurred the school board and community partners may be called upon to plan for interventions for child/youth and staff.

**Violence Threat/Risk Assessment Intervention and Management**

**Guidelines for Re-entry into School**
When the data suggests that a student poses a threat to others, the VTRA team guides the process from initial assessment, to planning interventions to decrease risk, to planning for re-entry into a school where a suspension/absence has occurred. This is best accomplished when the VTRA teams outlines, in writing, steps the student, family, school, and others need to follow to ensure an appropriate steps are taken prior to re-entry into the school. Following the completion of necessary steps, the initial VTRA members may work with the student and the parent(s)/ (caregiver) to develop a plan for re-entry that becomes a signed contract by all participants including the student and parent(s), if circumstances warrant.

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

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

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

School principal
• See checklist for detailed list of initial responsibilities (Appendix C) and flowchart in Appendix A for an overview

Safe school coordinator
• lead VTRA teams
• consult with the principal and partners
• follow up on recommended intervention/management plans
• keep the only copy of the documentation in a secure place

Community Partner Staff
• follow internal procedures in support of the VRTA protocol
• determine the lead or designate staff for each agency
• have a trained staff member participate in the VTRA
• participate in completion of the VTRA Report Form
• participate in a review of VTRA team findings
• participate in developing any recommended intervention/management plans

Police Partner
• be involved in stage 1 and stage 2 VTRA teams
• wherever possible, a police officer trained in Threat Assessment will be involved in VTRAs
• investigate and determine whether a crime has been committed, and if charges are appropriate or warranted

IX. INFORMATION SHARING

The primary objective of sharing information is to help ensure the safety and well-being of children, staff and communities.

The general intent of access to information and protection of privacy legislation is to regulate the collection, use and disclosure of personal information. Wherever, possible and reasonable, consent to disclose personal information should be obtained. The District School Boards and Community Partners are committed to the sharing of relevant information to the extent authorized by law. (See Appendix J for sample consent to disclosure personal information form that schools are encouraged to use.)

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

<table>
<thead>
<tr>
<th>Green Light</th>
<th>Yellow Light</th>
<th>Red Light</th>
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<tbody>
<tr>
<td>Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:</td>
<td>In any of the following circumstances obtain more information and/or get advice from Safe School Coordinator/supervisor:</td>
<td>Information can NEVER be shared under the following circumstances:</td>
</tr>
<tr>
<td>• Imminent threat to safety / VTRA initiated</td>
<td>• Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s).</td>
<td>• No consent is given and there is no need to know or overriding health/safety concerns, or</td>
</tr>
<tr>
<td>• With written consent</td>
<td>• To share YCJA records.</td>
<td>• Consent is given but there is no need to know or overriding health/safety concern.</td>
</tr>
<tr>
<td>• To avert or minimize imminent danger to the health and safety of any person.</td>
<td>• Where there is a demand or request to produce information for a legal proceeding</td>
<td></td>
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<tr>
<td>• To report a child who might need protection under the Child and Family Services Act (See Child Abuse Protocol).</td>
<td>• To cooperate with a police and/or a child protection investigation.</td>
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<tr>
<td>• By order of the Court.</td>
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<tr>
<td>• To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act</td>
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**X. COMMUNICATIONS**

**Media**

As part of the threat assessment process, the district and police service involved in the assessment may decide to develop congruent media releases, if needed, to address safety concerns. Any such releases will not violate confidentiality. In the case of a criminal investigation, police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected Community Partners in advance of release to the media.

**Parent / Guardian / Staff / Child/Youth**

At the beginning of each school year, districts will send to parents, staff and Community Partners the Fair Notice Risk/Threat Assessment Notification (please see Appendix F), which outlines for parents/guardians and child/youth the threat assessment process. All such communications will be shared with the Community Partners.
Intra-Agency
Internal District and Community Partner communication regarding the protocol will be the responsibility of each party to the protocol.

Documentation
Violence Threat /Risk Assessment Report Form will be the written documentation of the VTRA 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 VTRA involved in the particular assessment. The information cannot be redistributed or exchanged except for the purposes of the assessment itself. The official report will be stored in a confidential file in the board office. Documentation will be maintained in compliance with legal requirements with respect to disclosure. A summary sheet containing the fact that a VTRA occurred and no other information beyond attendees will be included in the student’s permanent record. Additional information may be added as appropriate for implementation and monitoring.

APPENDICES

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APPENDIX C: THREAT/RISK ASSESSMENT ADMINISTRATORS CHECKLIST
APPENDIX D: BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM
APPENDIX E: DEFINITIONS
APPENDIX F: THREAT/RISK ASSESSMENT PARENT/GUARDIAN NOTIFICATION AND FAIR NOTICE
APPENDIX G: DISTRICT SCHOOL BOARDS AND COMMUNITY PARTNERS THREAT RISK ASSESSMENT PROTOCOL PARTNERS
APPENDIX H: LOCAL VTRA TEAM MEMBERS
APPENDIX I: REGIONAL SCHOOL LIST BY BOARD
APPENDIX J: CUMULATIVE RECORD FILE/VTRA ACTIVATION REPORT
APPENDIX K: SCHOOL CONSENT FORM RE: RELEASE OF PERSONAL INFORMATION
APPENDIX L: RELEVANT LEGISLATION AND RULING REGARDING SHARING OF INFORMATION
APPENDIX A:
RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE

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

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<thead>
<tr>
<th>Worrisome Behaviours</th>
<th>High Risk Behaviours</th>
<th>Immediate Threat, Call 9-1-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include but not limited to:</td>
<td>Include but are not limited to:</td>
<td>Include but not limited to:</td>
</tr>
<tr>
<td>• Violent content</td>
<td>• Possession of a weapon/ replica</td>
<td>• Weapon in possession that poses serious threat to self or others</td>
</tr>
<tr>
<td>• Drawing pictures</td>
<td>• Bomb threat plan</td>
<td>• Plan for serious assault</td>
</tr>
<tr>
<td>• Writing stories/journals</td>
<td>• Verbal/written to kill/injure</td>
<td>• Homicidal/suicidal behaviours that threatens safety</td>
</tr>
<tr>
<td>• Vague threatening statements</td>
<td>• Internet website threat to kill or injure self/others</td>
<td>• Fire setting</td>
</tr>
<tr>
<td>• Unusual interest in fire</td>
<td>• Fire setting behaviours</td>
<td>• Bomb threat</td>
</tr>
<tr>
<td>• Significant change in anti-social behaviour</td>
<td>• Threatens violence</td>
<td>• Serious violence or violence with intent to harm or kill</td>
</tr>
</tbody>
</table>

PRINCIPAL INFORMED

Stage 1: Data collection and immediate risk reducing intervention
1-2 hours
- Make sure all children/youth are safe.
- Determine if threat maker has access to weapon.
- Inform Safe School Coordinator.
- Interview all witnesses.
- Initiate VTRA Stage 1 Threat Assessment Report Form.
- Notify the child/youth’s parent(s) or guardian(s) and request consent for sharing of information (Appendix J).
- Family will be interviewed/engaged in process.
- Review finds with the VTRA team.
- Decide course of action.
- Develop an intervention plan.

VTRA Team
School Administrator
District VTRA Lead
Police Service Lead
Other partners (as appropriate)

Stage 2: Comprehensive multidisciplinary risk evaluation
- Within hours if Stage 1 is high concern
- Within days if Stage 1 is medium concern
- Safe School Coordinator Consult.
- Conduct interviews as required.
- Update and complete VTRA Report Form questions.
- VTRA team reviews findings.
- VTRA team decides on course of action.
- VTRA continues the development of an intervention plan.

VTRA Team
District VTRA Lead
School Administrator
Police
MCFD
Mental Health
Probation

Stage 3: Longer Term Multidisciplinary Intervention
- Within days
- Follow up
- Meet with expanded VTRA.
- VTRA develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.

VTRA Team
District VTRA Lead
School Administrator
Police
MCFD
Mental Health
Probation

Note: When a community team member determines the need to activate VTRA, that person will notify his/her designated lead team member and the lead will contact the safe school coordinator.
APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

STAGE 1: VTRA REPORT FORM
(Data Collection and Immediate Risk Reducing Intervention)

Violence / Threat Making Behaviours examples: *(addressed in this protocol but not limited to)*

- Serious violence with intent to harm or kill
- Verbal / written threats to kill over *(Clear, Direct AND Plausible)*
- Internet / blogs / twitter / and other social media – threats to kill others
- Possession of weapons (including replicas)
- Fire setting
- Sexual intimidation or assault
- Gang-related intimidation and violence

<table>
<thead>
<tr>
<th>Child/Youth</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Student Number</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Date of Birth / Age</td>
<td>Parent / Guardian Name</td>
</tr>
</tbody>
</table>

Make sure all children/youth are safe and call police

- Appropriately monitor and/or detail the child/youth/or concern until the police member of the team is present.
- Do not allow access to coats, backpacks, desks or lockers.
- If there is imminent danger call 9-1-1.
- Determine if threat has access to the means (knife, gun, etc.).
- Interview witnesses including all participants directly and indirectly involved.
- Notify the child/youth’s parent/s or guardian/s including if police are part of the interview process.

☐ Parents/guardians have been notified of the situation and this assessment
☐ Parents/guardians have NOT been notified because:

Pre-Interview Considerations:

- When possible, interview the threat maker after the initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police partner doing an occurrence check for prior police contacts. This will help to avoid the “uni-dimensional assessment” and provide 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.
- There should never be more than two people in the room interviewing the threat maker or child/youth of concern.
- Remember to distinguish between assessing the threat versus assessing the threat maker.
### Immediate Data – may be obtained from multiple sources including:

<table>
<thead>
<tr>
<th>Reporter/s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target/s</td>
<td></td>
</tr>
<tr>
<td>Witnesses</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

<table>
<thead>
<tr>
<th>Stakeholders/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and other school staff (secretaries, support staff, bus driver, etc.)</td>
</tr>
<tr>
<td>Friends, classmates, acquaintances</td>
</tr>
<tr>
<td>Parents/caregivers (call both parents)</td>
</tr>
<tr>
<td>Current and previous school records (call the sending school)</td>
</tr>
<tr>
<td>Check the child/youth’s locker, desk, backpack, recent text books/assignments/binders, cars, etc.</td>
</tr>
<tr>
<td>Check/Search or question parents/caregivers bout the child/youth’s bedroom, etc.</td>
</tr>
<tr>
<td>Activities: internet histories, diaries, notebooks</td>
</tr>
<tr>
<td>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 with other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.</td>
</tr>
<tr>
<td>Call MCFD for record check relevant to the case at hand</td>
</tr>
<tr>
<td>Call Mental Health for record check relevant to the case at hand</td>
</tr>
<tr>
<td>Call Youth Probation for record check relevant to the case at hand</td>
</tr>
<tr>
<td>Call RCMP/Police for record check relevant to the case at hand</td>
</tr>
</tbody>
</table>
## STAGE 2: VTRA MEETING QUESTIONS

### Series 1 Questions: The Incident

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did the incident happen and when?</td>
<td></td>
</tr>
<tr>
<td>How did it come to the interviewee’s attention?</td>
<td></td>
</tr>
<tr>
<td>What was the specific language of the threat, detail of the weapon or gesture made?</td>
<td></td>
</tr>
<tr>
<td>What was the stated: Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower the level of risk?</td>
<td></td>
</tr>
<tr>
<td>Who was present and under what circumstances did the incident occur?</td>
<td></td>
</tr>
<tr>
<td>What was the motivation or perceived cause of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the response of the target (if present) at the time of the incident? Did they add or detract from Justification Process?</td>
<td></td>
</tr>
<tr>
<td>What was the response of others who were present at the time of the incident? Did they add or detract from the Justification Process?</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

**Series 2 Questions: Attack Related Behaviours**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the child/youth sought out information consistent with their threat making or threat related behaviour?</td>
<td></td>
</tr>
<tr>
<td>Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?</td>
<td></td>
</tr>
<tr>
<td>Has the child/youth attempted to gain access to weapons or do they have access to weapons they have threatened to use?</td>
<td></td>
</tr>
<tr>
<td>Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justification, maps, floor plans)?</td>
<td></td>
</tr>
<tr>
<td>Has the child/youth been engaging in suspicious behaviours? Such as appearing to show inordinate interest in alarm systems, sprinkler systems, and video surveillance in school or elsewhere? Schedules and location of police or security patrol?</td>
<td></td>
</tr>
<tr>
<td>Have they engaged in rehearsal behaviour, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?</td>
<td></td>
</tr>
<tr>
<td>Is there any evidence of attack related behaviours in their locker (backpack, car trunk, etc. at the school or bedroom at home (shed, garage, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen?”</td>
<td></td>
</tr>
</tbody>
</table>
### Series 3 Questions: Threat Maker Typology

Does the threat maker have a history of violence or threat of violence? If yes, what is their past:

- **HTS** – History of Human Target Selection
- **SS** – History of Site Selection
- **F** – Frequency of Violence or Threats
- **I** – Intensity of Violence or Threats
- **R** – Recency

In the case at hand, what is their current:

- **HTS** – Human Target Selection
- **SS** – Site Selection
- **Does it denote a significant increase in baseline behaviour?**

Does the child/youth have a history of depression or suicidal thinking?

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?

Is there evidence of fluidity in their writings, drawings or verbalizations?

Does the threat maker use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?
### Series 4 Questions: The Target Typology

*In some cases the Target is a higher risk for violence that the threat maker with the most common case being where the Threat Maker is the victim of bullying and the Target is the bully.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the target have a history of violence or threats of violence?</td>
<td></td>
</tr>
<tr>
<td>If yes, what is the frequency, intensity, and recency (FIR) of the violence?</td>
<td></td>
</tr>
<tr>
<td>What has been their past human target selection (have they been engaged in bullying behaviours)?</td>
<td></td>
</tr>
<tr>
<td>What has been their past selection (if yes, then where has the bullying behaviours occurred)?</td>
<td></td>
</tr>
<tr>
<td>Is there evidence the target has instigated the current situation?</td>
<td></td>
</tr>
</tbody>
</table>

### Series 5 Questions: Peer Dynamics

*Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the threat maker’s (subjects) peer structure and where does the threat maker fit (leader, co-leader, follower)?</td>
<td></td>
</tr>
<tr>
<td>Is there a difference between the threat maker’s individual baseline behaviour and their peer group baseline behaviour?</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a peer who could assist with the plan or obtain weapons for the necessary attack?</td>
<td></td>
</tr>
<tr>
<td><strong>Series 6 Questions: Empty Vessel</strong></td>
<td></td>
</tr>
<tr>
<td>Does the child/youth of concern have a healthy relationship with a mature adult?</td>
<td></td>
</tr>
<tr>
<td>Does the child/youth have inordinate knowledge versus general knowledge or interest in violent events, themes or incidents, including school based attacked?</td>
<td></td>
</tr>
<tr>
<td>How have they responded to prior violent incidents (local, national, etc.)?</td>
<td></td>
</tr>
<tr>
<td>What type of violent games, moves, books, music, internet searches, does the child/youth (subject) fill themselves with?</td>
<td></td>
</tr>
<tr>
<td>Is there evidence that what they are filling themselves with is influencing their behaviour? (imitators vs innovators)</td>
<td></td>
</tr>
<tr>
<td>What related themes are present in their writings, drawings, etc.?</td>
<td></td>
</tr>
<tr>
<td>Is there evidence of fluidity and or religiosity?</td>
<td></td>
</tr>
<tr>
<td>What important adult connection(s) could be utilized to stabilize the current situation?</td>
<td></td>
</tr>
</tbody>
</table>
### Series 7 Questions: Contextual Factors

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the threat maker experienced a recent loss, such as a death of a family member/friend; recent break up; rejection by a peer or peer group; cut from a sports team; received rejection notice form a college, university or military, etc.?</td>
<td></td>
</tr>
<tr>
<td>Have the parents just divorced or separated?</td>
<td></td>
</tr>
<tr>
<td>Are they victims of child abuse and has the abuse been dormant but resurfaced at this time?</td>
<td></td>
</tr>
<tr>
<td>Are they being initiated into a gang and is it voluntary or forced recruitment?</td>
<td></td>
</tr>
<tr>
<td>Have they recently had an argument or fight with a parent/caregiver or someone close to them?</td>
<td></td>
</tr>
<tr>
<td>Have they recently been charged with an offence or suspended or expelled from school?</td>
<td></td>
</tr>
<tr>
<td>Is the place where they would potentially be suspended to likely to decrease or increase their level of risk?</td>
<td></td>
</tr>
</tbody>
</table>

### Series 8 Questions: Family Dynamics

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many homes does the child/youth reside in (shared custody, parents, guardians, grandparents, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Is the child/youth connected to a healthy, mature adult in the home?</td>
<td></td>
</tr>
<tr>
<td>Who all lives in the family home (full and part-time)? Has anyone entered or left the home who may be influencing level of risk?</td>
<td></td>
</tr>
<tr>
<td>Who seems to be in charge of the family and how often are they around?</td>
<td></td>
</tr>
<tr>
<td>Has the child/youth engaged in violence and to whom including frequency, intensity, recency (FIR)?</td>
<td></td>
</tr>
<tr>
<td>What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?</td>
<td></td>
</tr>
<tr>
<td>Are parents or caregivers concerned for their own safety or the safety of their children or others?</td>
<td></td>
</tr>
<tr>
<td>Does the child/youth’s level of risk (at home, school or in the community) cycle according to who is in the home? (ie, the child/youth is low risk when the father is home but high risk when the father travels for work?)</td>
<td></td>
</tr>
<tr>
<td>Does the child/youth have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.?</td>
<td></td>
</tr>
<tr>
<td>Has the child/youth been diagnosed with a DSM V diagnosis?</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

<table>
<thead>
<tr>
<th>Is there a history of mental health disorders in the family?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there a history of drug or alcohol abuse in the family?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### GENOGRAM (pictoral map of the family)

As a team, ask the question to each member of the VTR team along with rationale “to what extent does the child/youth pose a threat to school/others safety?” “Do they pose a threat to themselves or someone outside the school (ie, family)?” **Indicate the level of concern.**

<table>
<thead>
<tr>
<th>Low Level of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk to target/s, student/s, staff and school safety is minimal.</td>
</tr>
<tr>
<td>- Threat is vague and indirect</td>
</tr>
<tr>
<td>- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism</td>
</tr>
<tr>
<td>- Available information suggests that the person is unlikely to carry out the threat or become violent</td>
</tr>
<tr>
<td>- Typical baseline behaviour</td>
</tr>
</tbody>
</table>
### Medium Level of Concern

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

### High Level of Concern

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
  - Threat is specific and plausible. There is an identified target. Child/youth 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 child/youth has acquire or practiced with a weapon or as had a victim under surveillance.
  - Information suggests strong concern about the child/youth’s potential to act violently.
  - Significant increase in baseline behaviour.

With input of all Threat Assessment Team members decided on a course of action. If there is a low to medium level of concern, the child/youth can likely be managed at school with appropriate (increased) supervision.

### Low to Medium Level of Concern

- Implement the Intervention Plan (most child/youth can be managed at school with interventions).

### Medium to High Level of Concern

- The Threat Assessment Team has determined that further assessment is required – **Stage II Threat Assessment**.
- School Threat Assessment lead will notify the Superintendent of the school and the Safe Schools Superintendent to discuss next steps.
- If there is **imminent danger** call 9-1-1 (i.e., a gun is found).
APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

Use the following intervention plan to address all concerns identified during Stage 1 or 2 Assessment

<table>
<thead>
<tr>
<th>STAGE 1 or 2: Intervention Plan – attach additional pages as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Disciplinary action taken:</td>
</tr>
<tr>
<td>□ Intended victim warned and/or parents/guardians notified:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>□ Suicide Intervention initiated on:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>By:</td>
</tr>
<tr>
<td>□ Contract not to harm self or other created (attach)</td>
</tr>
<tr>
<td>□ Alert staff and teachers on a need-to-know basis</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>□ Daily or Weekly check in time with (Name/Title):</td>
</tr>
<tr>
<td>□ Backpack, coat, and other belongings check-in/checkout</td>
</tr>
<tr>
<td>Assigned to:</td>
</tr>
<tr>
<td>□ Identify precipitation/aggravating circumstances and intervene to alleviate tension</td>
</tr>
<tr>
<td>□ Late Arrival and/or Early Dismissal</td>
</tr>
<tr>
<td>Times:</td>
</tr>
<tr>
<td>□ Behaviour Management / Safety Plan (attach copy to this Threat Assessment)</td>
</tr>
<tr>
<td>□ Educational Plan</td>
</tr>
<tr>
<td>□ Modify daily schedule by:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Name:</th>
<th>Intervention:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Psychologist, Safe School Coordinator, School administrator, MCFD, Mental Health, Justice, Addictions Services, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

<table>
<thead>
<tr>
<th>☐ Obtain permission to share information with community partners such as counsellors and therapists (release of information forms)</th>
<th>Date (attach):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Action:</td>
<td></td>
</tr>
<tr>
<td>Identify VTRA member who will communicate VTRA findings and recommendations with parent/guardian</td>
<td>Name:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor / Psychologist:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe School Coordinator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCFD member:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM

<table>
<thead>
<tr>
<th>Mental Health member:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Date:</td>
<td>Meeting called by:</td>
<td></td>
</tr>
</tbody>
</table>

Note: Only copy of VTRA to be sent/kept on file with the Safe Schools Coordinator
APPENDIX C:
THREAT/RISK ASSESSMENT ADMINISTRATOR’S CHECKLIST

Step 1
- Make sure all students are safe
- If there is imminent danger, call police/9-1-1
- Detain the student/s involved separately
- Do not allow access to coats, backpacks, lockers, or cell phones
- Contact District Safe School Coordinator

Step 2
- Review Threat/ Risk Assessment Report Form (Appendix B Part 1) to determine information required

Step 3
- Determine if the threat maker has access to the means (knife, gun, etc.)
  - Check locker
  - Check backpack
  - Check desk

Step 4
- Interview witnesses including all participants directly and indirectly involved
  - Interview student in question
  - Interview target/victim
  - Interview witnesses
  - Interview staff
  - Document information using Threat/Risk Assessment Report Form (Appendix B Part 1)

Step 5
- Notify the student’s parent/s or guardian/s
  - Confirm with Police if notification of parent/s or guardian/s of target/victim’s was required
  - Reason parent/guardian have not been notified: __________________
  - Check clothing or belongings

Step 6
- Gather additional information
  - Review PSR
  - Review Principal / Administrator’s file, discipline records, behaviour logs, suspension letters
  - Contact previous school/teacher
  - Contact Board/ School staff involved with the student/s

Step 7
- Contact Safe Schools Coordinator to determine next steps

At any point in this process, if an immediate threat is confirmed, call 9-1-1.
## APPENDIX D:
### BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informant:</td>
<td>Relation to Student:</td>
</tr>
</tbody>
</table>

### Family Dynamics:
- Family Composition
- Current living/custody arrangements
- Relationship with siblings/parent
- Other significant relationships
- Privacy/supervision (e.g., computer in bedroom, etc.)
- MCFD involvement

### Medical/Development Concerns:
- Prenatal/delivery complications
- Developmental milestones
- Previous/pending assessments/diagnoses
- Medications (prescribed by who/when/for what/effectiveness)
- Hospitalization/head injury with loss of consciousness
- Seizures
- Trauma
- Suicidal ideation/attempts
- Sleeping/Eating

### Interests:
- Books/Movies/Music
- Video games
- Internet searches
- Free time/evening activities

### School:
- Family relationship with school
- Student’s relationships with teachers/administration/support staff
- Attendance
- General achievement

### Peer Group:
- Who does person associated with
- What activities at school does the student participate in with peer group

### Questions Related to the Current Situation:
- Access to weapons/materials
- Indicators (drawings, comments, general concerns)
### APPENDIX D:
BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM

<table>
<thead>
<tr>
<th>Other Worrisome Behaviours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fire-setting, cruelty to animals, etc.</td>
</tr>
<tr>
<td>• General school and community behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Police Contact:</th>
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</thead>
<tbody>
<tr>
<td>• Previous Contact</td>
</tr>
<tr>
<td>• When:</td>
</tr>
<tr>
<td>• Occurrences:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family History:</th>
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</thead>
<tbody>
<tr>
<td>• Learning</td>
</tr>
<tr>
<td>• Mental Health</td>
</tr>
<tr>
<td>• Drug/Alcohol abuse</td>
</tr>
<tr>
<td>• Trauma</td>
</tr>
<tr>
<td>• Police involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Comments:</th>
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</thead>
</table>

Completed By: ___________________________ Date: ___________________________
APPENDIX E:
DEFINITIONS

**Child/Youth**
Child/Youth refers to all children and youth under the age of 19.

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

**High Risk Behaviours**
Defined as behaviours that express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: interest in violent content, unusual interest in fire/fire setting, escalation of physical aggression, significant change in anti social behaviour, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others.

*Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or checklist for the high risk child/youth. Some child/youth who actually pose a threat display very few traits of the traditional high risk child/youth. 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 child/youth support plan.*

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

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

**Immediate Threat**
In the case of immediate threat, staff will **CALL 9-1-1** and then contact the school Principal. The school will contact the Safe School Coordinator who will then activate the VTRA and contact the Superintendent.
APPENDIX E: DEFINITIONS

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

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

Risk Assessment
Is the process of determining if a child/youth of concern may pose a risk to some unknown target or targets at some unknown period in time.

Unit Categorization of Risk
Low Level of Concern: Risk to target/s, child/youth/s, staff, and school safety is minimal. “Low” categorization of risk does not imply “no risk”, but indicates the individual is at little risk for violence, and monitoring of the matter may be appropriate. Implement the Intervention Plan (Most children/youth can be managed at school with interventions).
- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism
- Available information suggest that the person is unlikely to carry out the treat or become violent
- Typical baseline behaviour

Medium Level of Concern: The threat could be carried out, although it may not appear entirely realistic. Violent action is possible. “Moderate” categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g. possible place and time).
- No clear indication that the child/youth of concern has taken preparatory steps (e.g. weapon seeking), although there may be an ambiguous or inconclusive references point to that
possibility. There may be a specific statement seeking to convey that the threat is not empty “I’m Serious”
• Moderate or lingering concerns about the child/youth’s potential to act violently
• Increase in baseline behaviour.

High Level of Concern: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. “High” categorization of risk indicates the individual is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.
• Threat is specific and plausible. There is an identified target. Child/youth 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 child/youth has acquired or practiced with a weapon or has had a victim under surveillance
• Information suggests strong concern about the child/youth’s potential to act violently
• Significant increase in baseline behaviour.

Violence
Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between a person who is inclined to violence; a stimulus that causes the violence; and a setting that allows for violence or does nothing to prevent a violent act from occurring. Violence is dynamic and multidimensional. It is a process that is developed over time.
The model presented in this document reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

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

A Student Violence Threat/Risk Assessment will be initiated when behaviors include, among other activities:

- serious violence or violence with intent to harm or kill self or others,
- verbal/written threats to harm or kill others,
- Internet website/social media threats to harm or kill others,
- possession of weapons (including replicas), bomb threats and fire setting.

Duty to Report

To keep school communities safe and caring, staff, parents, students and community members must report all threat related behaviors. Every threat must be taken seriously, thoroughly investigated and a response and follow through completed.

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.

Threats must be taken seriously, investigated and responded to. Schools in SD No. X (name) will take all threats seriously and work collaboratively with the VTRA team to create effective intervention strategies for safety of all.

What is a Violence Threat/Risk Assessment Team?

Each school has a multi-disciplinary Violence Threat/Risk Assessment Team. The team may include the District Threat Assessment Liaison, school Principal and/or Vice-Principal, School District Psychologist, School Counsellor, RCMP, MCFD worker, Mental Health worker, (city) Police Department, and others.

It is important for all parties to engage in the Student Violence 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.
What is the purpose of a Student Violence Threat/Risk Assessment?

The purposes of a Student Violence Threat/Risk Assessment are:
- to ensure the safety of students, staff, parents and others;
- to ensure a full understanding of the context of the threat;
- to begin 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 happens in a Student Violence Threat/Risk Assessment?

The process of a Student Violence Threat/Risk Assessment:
- all threat making behavior(s) by a student(s) shall be reported to the principal, who will call the Safe School Coordinator in order to activate the SD10 Arrow Lakes protocol;
- interviews will be held with the student(s), the threat-maker, parents and staff to determine the level of risk and develop an appropriate response to the incident;
- intervention plans will be developed.

Student Threat Assessment: Fair Notice and Process

SDX (name) is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. This represents ‘fair notice’ to our communities that SDX will address all threat to self and/or others.

What can students, staff, parents and community members do?

- List to children and youth
- Talk to your child
- Talk to your child’s teacher and administration
- Take action
- Report any threat making behavior to any member of the Threat Assessment Team (Principal, MCFD, MH, Police) or, if immediate danger, the RCMP
- Check out the www.erasebullying.ca website for parent and community resources.
APPENDIX H:
Local Team Members by Board

School District No. 8 Kootenay Lake

Jeff Jones  Superintendent

School District No. 10 Arrow Lakes

Terry Taylor  Superintendent

School District No. 20 Kootenay Columbia

Greg Luterbach  Superintendent

School District No. 51 Boundary

Kevin Argue  Superintendent

School District No. 5 Southeast Kootenay

Lynn Hauptman  Superintendent

School District No. 6 Rocky Mountain

Paul Carriere  Superintendent

RCMP

Superintendent Tim Head  Acting Southeast District Commander

Ministry of Children and Family Development

Nancy McComb  Executive Director of Service Delivery

School District No. 10 Arrow Lake Local Partners
APPENDIX H:
Local Team Members by Board

School District No. 10 Arrow Lakes

Ministry of Children and Family Development
Katie Heine  Team Lead

Child and Youth Mental Health
Javier Gonzales  Team Lead

RCMP
Corporal Ryan Fehler

Arrow and Slocan Lakes Community Services
Tim Payne  Executive Director

Hospitals
Suzanne McComb  Administrator
APPENDIX I:
REGIONAL SCHOOL LIST BY BOARD

School District No. 10 Arrow Lakes

Nakusp Secondary School
619B 4th Street NW
Nakusp, BC VOG 1R0
250-265-3638

Nakusp Elementary School
619A 4th Street NW
Nakusp, BC VOG 1R0
250-265-3638

Lucerne Elementary Secondary School
604 7th Avenue
New Denver, BC VOG 1S0
250-265-3638

Edgewood Elementary School
409 Manshee Avenue
Edgewood, BC VOG 1J0
250-265-3638

Burton Academy School
219 Burton School Road
Burton, BC VOG 1E0
250-265-3638

Arrow Lakes Distributed Learning School
New Denver campus at Lucerne Elementary Secondary School
Nakusp campus at Selkirk College, Nakusp.
This serves as a record that a Violence Threat Risk Assessment team was activated. Please contact the SD 10 Board Office at 250-265-3638 and request the Safe School Coordinator.

Name

Date of birth

Date activated

Attendees as part of VTRA team:

RCMP

MCFD

CYMH

SD 10 Safe School Coordinator

Principal
## APPENDIX K:
Consent for Release of Confidential Information

**SCHOOL DISTRICT NO. 10 ARROW LAKES**

Consent for Release of Confidential Information

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

I hereby authorize School District No. 10 Arrow Lakes to:

<table>
<thead>
<tr>
<th>Initials</th>
<th>Obtain information and/or records from other appropriate agencies or their agents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials</td>
<td>Release information and/or records from other appropriate agencies or their agents.</td>
</tr>
<tr>
<td>Initials</td>
<td>Discuss pertinent information with representatives from other appropriate agencies or their agents.</td>
</tr>
</tbody>
</table>

All information obtained will be on a strictly confidential basis and will be for the purpose of education planning, safety, and/or health.

<table>
<thead>
<tr>
<th>Initials</th>
<th>Public Health</th>
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<tbody>
<tr>
<td>Initials</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Initials</td>
<td>Counsellor</td>
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<tr>
<td>Initials</td>
<td>Physician</td>
</tr>
<tr>
<td>Initials</td>
<td>Pediatrician</td>
</tr>
<tr>
<td>Initials</td>
<td>Ministry of Children and Family Development</td>
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<tr>
<td>Initials</td>
<td>Behaviour Consultant/Interventionist</td>
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<tr>
<td>Initials</td>
<td>Probation</td>
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<tr>
<td>Initials</td>
<td>Other:</td>
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<tr>
<td>Initials</td>
<td>Other:</td>
</tr>
<tr>
<td>Initials</td>
<td>Other:</td>
</tr>
</tbody>
</table>
APPENDIX K:
Consent for Release of Confidential Information

<table>
<thead>
<tr>
<th>AUTHORIZATION SIGNATURES</th>
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<tbody>
<tr>
<td>Authorization is a signed, witnessed statement of informed consent to provide special assistance for the benefit of the student. If a student is under 19 years of age a parent/guardian signature must be provided.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Youth Signature</th>
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</thead>
<tbody>
<tr>
<td>Name and Relationship of Consenting Person</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Consentling Person</th>
<th>Signature of School Official</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
</table>

This consent is valid for the school year of 20____ to 20___ (date can be inclusive of more than 1 year).
APPENDIX L:
RELEVANT LEGISLATION AND RULING
REGARDING SHARING OF INFORMATION

Youth Criminal Justice Act 125(6) – Information Sharing Protocol

Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person — including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, child/youth or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

(6) The provincial director, a youth worker, the Attorney General, a peace officer or any other person engaged in the provision of services to young persons may disclose to any professional or other person engaged in the supervision or care of a young person — including a representative of any school board or school or any other educational or training institution — any information contained in a record kept under sections 114 to 116 if the disclosure is necessary
  o (a) to ensure compliance by the young person with an authorization under section 91 or an order of the youth justice court;
  o (b) to ensure the safety of staff, students or other persons; or
  o (c) to facilitate the rehabilitation of the young person.

BC Child, Family, and Community Service Act

79 A director may, without the consent of any person, disclose information obtained under this Act if the disclosure is
  (a) necessary to ensure the safety or well-being of a child,
  (a.1) necessary to ensure the safety of a person, other than a child,

BC Freedom of Information and Protection of Privacy Act

The Freedom of Information and Protection of Privacy Act (the Act) allows for disclosure of personal information:
APPENDIX L:
RELEVANT LEGISLATION AND RULING REGARDING SHARING OF INFORMATION

1. to third parties inside and outside of Canada, if the client has consented to the release of the personal health information to the third party; or
2. to third parties inside Canada if the disclosure is for the purpose for which the personal information was originally obtained or collected; or
   a use consistent with the purpose for which the personal information was originally obtained or collected (see “consistent use” below); or
3. to third parties inside or outside of Canada if compelling circumstances exist that affect anyone’s health or safety. Under this section of the Act, notification of the disclosure must be mailed to the client.

**RCMP -> Federal Privacy Act**

Disclosure of personal information – Section 8

(2) Subject to any other Act of Parliament, personal information under the control of a government institution may be disclosed

(f) under an agreement or arrangement between the Government of Canada or an institution thereof and the government of a province ... for the purpose of administering or enforcing any law or carrying out a lawful investigation;[FK1][HD2];

(m) for any purpose where, in the opinion of the head of the institution,
   - (i) the public interest in disclosure clearly outweighs any invasion of privacy that could result from the disclosure, or
   - (ii) disclosure would clearly benefit the individual to whom the information relates.

**Ontario and BC Privacy Commissioners issue joint message**

*News Release May 9, 2008*

“In light of recent events, such as the tragic suicide of ... a student at Carlton University, and the Virginia Tech massacre of 2007, the Information and Privacy Commissioner of Ontario, Dr. Ann Cavoukian, and the Information and Privacy Commissioner of British Columbia, David Loukidelis, are reaching out to educational institutions, students, parents, mental health counsellors and healthcare workers in both provinces: personal health information may, in fact, be disclosed in emergencies and other urgent circumstances.”

*Therefore, if an individual is in possession of reliable information that may indicate that there is an imminent danger to the health and safety of any person or persons, the information can be shared without consent. If information has been shared without consent, the individual shall be advised with whom the information was shared as required by law.*
1) In 1981 the Supreme Court of Canada in *Myers v. Peel (County) Board of Education* defined the standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible, as that of a careful and prudent parent.

2) The Supreme Court of Canada (1998) has established legal precedent by ruling (*R vs. M (M.R.)*) that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. 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. The Supreme Court established two principles relevant to Violence Threat/Risk Assessment Protocol:

*The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population;*

*School officials have greater flexibility to respond to ensure the safety of the general student population in an educational setting than law enforcement officials have in a public setting.*