A *Community* Threat Assessment Protocol

A Collaborative Response to Student Threat Making Behaviours

Limestone District School Board
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A Community
Threat Assessment Protocol

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A Collaborative Community Response to Student Threat Making Behaviours

The 2011 edition builds on the protocol developed by

the Limestone District School Board

And Community Partners in 2008.

The 2011 Community Threat Assessment Protocol re-

enforces the commitment by the Boards of Education

and Community Partners to provide safe learning

environments for all children and youth.

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

April 2011

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Overall Rationale

The Limestone District School Board and Community Partners are committed to making our schools safe for students and staff.

As a result all protocol partners will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community. It is hoped that support for early intervention measures by the school board and community partners will prevent school violence.

The effective continuing implementation of the protocol will support collaborative planning to prevent traumatic events. In addition the timely sharing of information about students at risk for violence towards self and/or others will ensure that risk management plans and student support plans are put in place.

The strength of this school board/community partnership lies in the cross-sector multi-disciplinary composition of the community threat assessment team. Without delay the team will share and review student information and the details of the event in order to collaborate using a broad range of expertise.

This collaborative process will conjointly respect the individual's rights to privacy and the safety of all.

Protocol Partners

The Limestone District School Board is the lead partner in the Community Threat Assessment Protocol. Community members include the following agencies and organizations:

Boys and Girls Club of Kingston and Area
CFB Kingston Military Family Resource Centre
CFB Kingston Military Police
Children's Aid Society of the City of Kingston and County of Frontenac
City of Kingston
County of Lennox and Addington EMS
County of Lennox and Addington Crown Attorney's Office
Family Court Clinic
Frontenac County Crown Attorney's Office
Frontenac Paramedic Services
Frontenac County Fire and Rescue/Kingston Fire and Rescue/Loyalist Fire and Rescue
Greater Napanee Fire Department/South Frontenac Fire and Rescue
Hotel Dieu Hospital / Kingston General Hospital - Department of Child and Adolescent Psychiatry - Dr. Margaret Joynt
Kingston Police
K3C Community Counselling Centres Lennox & Addington Family and Children's Services
Lennox & Addington Addictions and Community Mental Health Services
Ministry of Child and Youth Services - Youth Justice Services Division
Ontario Provincial Police - Frontenac Detachment
Ontario Provincial Police - Napanee Detachment
Pathways for Children and Youth
St. Lawrence Youth Association
Tyendinaga Mohawk Territory
Victim Services of Kingston and Frontenac
Youth Diversion Program

Algonquin Lakeshore Catholic District School Board, Hastings Prince Edward District School Board and Conseil des Ecoles Publiques de l'Est de Ontario are co-terminus partners.

Additional community partners will be engaged as broader community training occurs and the protocol expands to more comprehensively address the need for collaborative crisis and trauma response in schools.

The 2011 Community Threat Assessment Protocol includes key elements of the Traumatic Events Response (TER) Guideline. This TER Guideline supports the work achieved by our Community Partners to assist in dealing with the complex issues of long term effects and recovery from trauma.

Vision

All partners are accountable to the protocol's purpose and have a shared obligation to actively take steps to prevent traumatic events in schools.

The partners agree to work together for the common goal of threat reduction and school and community safety by pro-actively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

The goal is to remove, or reduce as far as possible, any threats to the safety of students, parents, school staff, other persons, the school or other buildings or property that arise from any actions of physical or verbal behaviour engaged in by students or their peers on school property or elsewhere.

The program is designed to ensure that appropriate community partners communicate student information to school personnel who may then activate immediate risk reduction, a systematic risk/threat evaluation process, and the development of a risk management and student support plan.

As partners we will work together for the benefit of children, youth, and their families by:

- Building working relationships based on mutual respect and trust
- 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 a service plan
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient, trusting and working together we can help children and youth become happy, healthy, active, involved, and caring members of the community

As part of the program design, school board and agency representatives will commit to ongoing participation, staff development, and program review.

Activation of the Community Threat Assessment Team

Whenever possible, Community Threat Assessment Team (TAT) meetings will occur on school premises. In most cases the lead partner will be the school board/school administration. The student behaviour that activates the community protocol will have been observed in or will potentially affect the safety of the school.

To ensure the timely activation of a Community TAT, lead contact(s) will be identified by each partner**,** each school year.

The School Administrator will consult with the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services to determine whether to proceed with a Community TAT. When a decision is made to organize a Community TAT, a LDSB Behaviour Action Team (BATeam) member will be assigned by the Senior Administrator of Educational Services and will assist in the implementation of the Community TAT. The School Administrator in consultation with the BATeam member will contact lead representatives of agencies relevant to the specific threat situation.

When a community partner determines the need to activate the Community TAT the partner will contact the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services.

All protocol partners will, at all times, take any actions seen as necessary to ensure immediate risk reduction, without delay, regardless of the involvement or availability of other community partners.

Activation of a
Community Threat Assessment Team:
School and/or Protocol Partner Initiated

Stage One

The School Administrative/Police Team will:

- take immediate action to reduce the risk.
- consult with the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services
- collect data to ensure facts are known and understood.

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.
- check/search or question parents/caregivers about the student(s) bedroom etc.
- activities: internet histories, diaries, notebooks

Stage Two

When it has been determined that a Community TAT will be convened, the School Administrator, in consultation with the BATeam member will:

- determine the appropriate community partners and contact the agencies' lead staff;
- in a timely manner, determine the date, time and location of Community TAT;
- collect data and use the Community TAT report form format
- evaluate level of risk to the safety of students, staff, community;
- make recommendation that supports risk reduction and student support.

All CTAP members will share pertinent information, review all data, including data obtained from other sources, e.g. students and the parent/guardians.

Stage Three

As a result of the School Board and Community Partner evaluation of risk, the School Board and Partners will develop a risk management plan. The risk management plan will be developed collaboratively by school personnel and community partners (Responsibility for the implementation of the risk management plan will be assigned by the CTAP team.)

When it is determined by the CTAP that the student requires psychiatric assessment, a referral will be made using the Hotel Dieu/Kingston General Hospital Risk Assessment Protocol

A follow up meeting date will be determined by the partners in order to assess the implementation and effectiveness of the risk management/student support plan.

Activation of an In-School Threat Assessment Team: A School Principal's Guide

An **In School Threat Assessment** meeting will be chaired by the school principal/designate and conducted to determine whether a student=s **worrisome behaviours** pose a risk to the safety of the student and/or others and /or whether the behaviours are a precursor to more high risk behaviours.

The In School Threat Assessment will also provide the information necessary to plan for a school based response to a student=s worrisome behaviours.

The In School Threat Assessment meeting should be held as soon as the concern(s) have come to the principal=s attention.

An **In School TA Team** will be made up of members of the Administrative Team, appropriate special education teachers, support staff, Students Services and guidance personnel, appropriate classroom teachers and Educational Assistants. The staff assigned to the school through Educational Services, i.e. Student Support Counsellor, Clinical Consultant and/or School Attendance Counsellor may be invited.

In most cases community partners would not be invited to attend. However, in the case where an open file exists with the child protection agency and/or the mental health agency discussion should occur with them regarding their involvement. Police Officers may be invited and will attend based on their availability.

Worrisome Behaviours:

The following worrisome behaviours will be discussed and evaluated by calling together an In-school Threat Assessment Team.

Worrisome behaviours include but are not limited to violent content in:

- Writing stories/journals/Internet messages
- Drawings and pictures
- Vague threatening statements
- Unusual interest in fire
- Significant change in anti-social behaviours (change in baseline)

Support, Consultation and Training:

Prior to organizing an In School TA the principal/designate may wish to consult with the Senior Administrator of Educational Services. In the case where a principal wishes BATeam attendance at the In School TA, a BATeam member will be assigned by the Senior Administrator.

The In School TA may result in a recommendation for a Community Threat Assessment. In these cases, the consultation and referral process for a Community Threat Assessment will be followed.

Connecting the Dots: **The In School Threat/Risk Assessment Process will consider the following:**

- Data Collection: Current and historical data
  OSR
  Assessments
  Behaviour/Safety Plan
  Teacher Interview
  Educational Services Staff Interview
  Former School Administrator Interview
  Former School Board Interview
  Parent Interview

- Gather facts pertaining to the incident.

- Identify baseline behaviours.

- Document the intensity and frequency of the behaviours, have they changed/identify change in baseline behaviours.

- Identify who voiced the concern and why. Is there a victim? What is the impact on the victim?

- Determine how the student=s age and developmental/cognitive ability, mental health diagnosis impact on the behaviours of concern and level of risk.

- Discuss special education/mental health needs of the student, how diagnosis may impact on level of risk/threat and whether student is receiving appropriate special education services/supports.

- Identify stressors in the family and how they may have impacted on the student=s behaviour.

- Identify where/ when the behaviour is most evident. Who is the behaviour directed at?

- Ensure that the desk and the locker have been searched.

- Identify the student=s interests and how they may impact on level of risk to self and others i.e. violent content video games, internet searches of violent content, interest in weapons/ replicas and fire setting.

- Describe peer group behaviours and interests and how they impact on student.

- Determine current drug and alcohol involvement.

- Determine if the student has set fires. What has been the response to the fire setting behaviours?

- Determine what medical and mental health practitioners are involved with the student/ family.

Documentation:

Documenting recommendations coming out of the In School TA meeting that support the student is advised. Documentation will provide important student information for future administrators, teachers and support staff. Sharing the recommendations of the In-School Threat Assessment with the parent/guardian/student will be facilitated by the school principal/designate.

Student Support Planning - Factors to Consider

- Classroom accommodations

- Referral to appropriate Educational Services support staff i.e. Student Support Counsellor, School Attendance Counsellor, Clinical Consultant and the Behaviour Action Team

- Enhanced supervision

- Development of a Behaviour/Safety Plan

- Referral to mental health agency/practitioner

- In school counselling support e.g. SSC, ACW, Student Support Teacher, Guidance and Student Success Teachers

- Request for LDSB/ Community TA - consult with Supervisor of Safe Schools or Senior Administrator of Educational Services

- Communication with parents/guardian – record date of meeting and role the parent will play in the implementation of the student support plan.

Key Approaches in Violence/Threat/Risk Assessment

1. Sharing of Relevant Information
The sharing of information is carried out, by all partners, on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.

2. Investigative Mind-Set
This is central to the successful application of the risk/threat assessment process.
Threat assessment requires thoughtful probing, viewing information with healthy skepticism, and paying attention to key points about pre-attack behaviours.
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. Unauthored Threats: Duty and Intervention

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

As of this writing, there are no known North American cases where an unauthored threat to kill was issued and a homicide occurred on the day the threat stated.

Although unauthored threats may be credible in the world of global terrorism, in the field of school-based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

1. assess the unauthored threat
2. attempt to identify the threat maker
3. avoid or minimize the crises/trauma response

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

Language of Commitment

- 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 they receive it, where did they receive it, who else did they 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, sports team, etc.]).
- Spelling (errors or modifications unique to an individual group).

Contra-indicators:

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

Some individuals who write unauthored "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 unauthored 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

Violence Threat Risk Assessment training (VTR-A) will be provided on an ongoing basis. Training could include Level One (two days), Level Two (two days), or VTR-A introduction (three hours) and CTAP development and implementation training (one day).

5. Program Review

The Community Threat Assessment Protocol will be reviewed regularly.

6. Traumatic Events System Model (TES)

The TES model assists multi-disciplinary teams in understanding the aftermath of violence and in guiding interventions toward the recovery from trauma.

Consent and Information Sharing

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, consent should be obtained. The individual should know what he/she is consenting to, and understand 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.

Key supportive points regarding information sharing for the purpose of a cross-sector/multi-disciplinary community threat assessment.

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes "compelling circumstances affecting the health and safety of an individual..." (Part II, 32(h), MFIPPA). PHIPA notes that "a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons." (2004, c. 3, Sched. A, s. 40(1) PHIPA)

- The Child and Family Services Act (RSO 1990, c.C.11, as amended) states there may be disclosure of information without consent "if the service provider believes on reasonable grounds that, (i) failure to disclose the person's record is likely to cause the person or another person physical or emotional harm, and (ii) the need for disclosure is urgent." (CFSA 182, 1 (e), (f)) Section 125(6).

- The Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice 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, students or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person is able to access 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.

Communications

Safe schools are schools that promote open communication in a culture of information sharing and reporting of concerns. Throughout the entire school community, School Administrators, Teachers, Support Staff, Students and Parents must have the support to openly voice concern about school safety.

Media

The School Board and community partners involved in the evaluation of risk may decide to develop a joint press release. In all other cases, the School Board would take a lead role in managing media relations.

Parent/Guardian/Staff/Student

Communication between parents, staff, and students will be facilitated by the school-based administration. LDSB Senior Staff members who are responsible for school supervision will consult with the Supervisor of Safe Schools to determine the school and parent communication plan. Each school year, the School Board will share the *Risk/Threat Assessment Parent/Guardian Notification and Fair Notice* information memorandum with parents/guardians.

Intra-agency/School Board

Internal school board and agency communication regarding the protocol will be the responsibility of each party to the protocol. A School Board/Agency Advisory Committee and a Frontline Protocol Partners Meeting will meet regularly to review risk and threat assessment practices, organize training, and recommend protocol revisions.

Documentation

Each protocol partner will be responsible for documenting and storing information as required by the agency or by law. Sharing the results of the risk/threat assessment process with parents/guardians and students will be the responsibility of the school board in consultation with appropriate protocol partners.

Appendices

Appendix A: Responding to Student Threat Making Behaviour: A Protocol Partner Guide

Appendix B: Responding to Traumatic Events: A LDSB Staff Guide

Appendix C: Responding to Suicidal Risk in Students: A LDSB Staff Guide

Appendix D: Hotel Dieu/Kingston General Hospital Risk Assessment Protocol: A Communication Care Pathway

Appendix E: Sharing of Information – Green Light, Yellow Light, Red Light

Appendix F: Risk/Threat Assessment Report Form

Appendix G: Risk/Threat Assessment Parent/Guardian Notification and Fair Notice

Appendix H: Definitions

Appendix I: Traumatic Events Response Checklist of Tasks Model

Appendix A: Responding to Student Threat Making Behaviour:

A Protocol Partner Guide

All protocol partners including school board administrators and staff, parents and students will report behaviours to the school principal/designate that may pose a risk or threat to others.

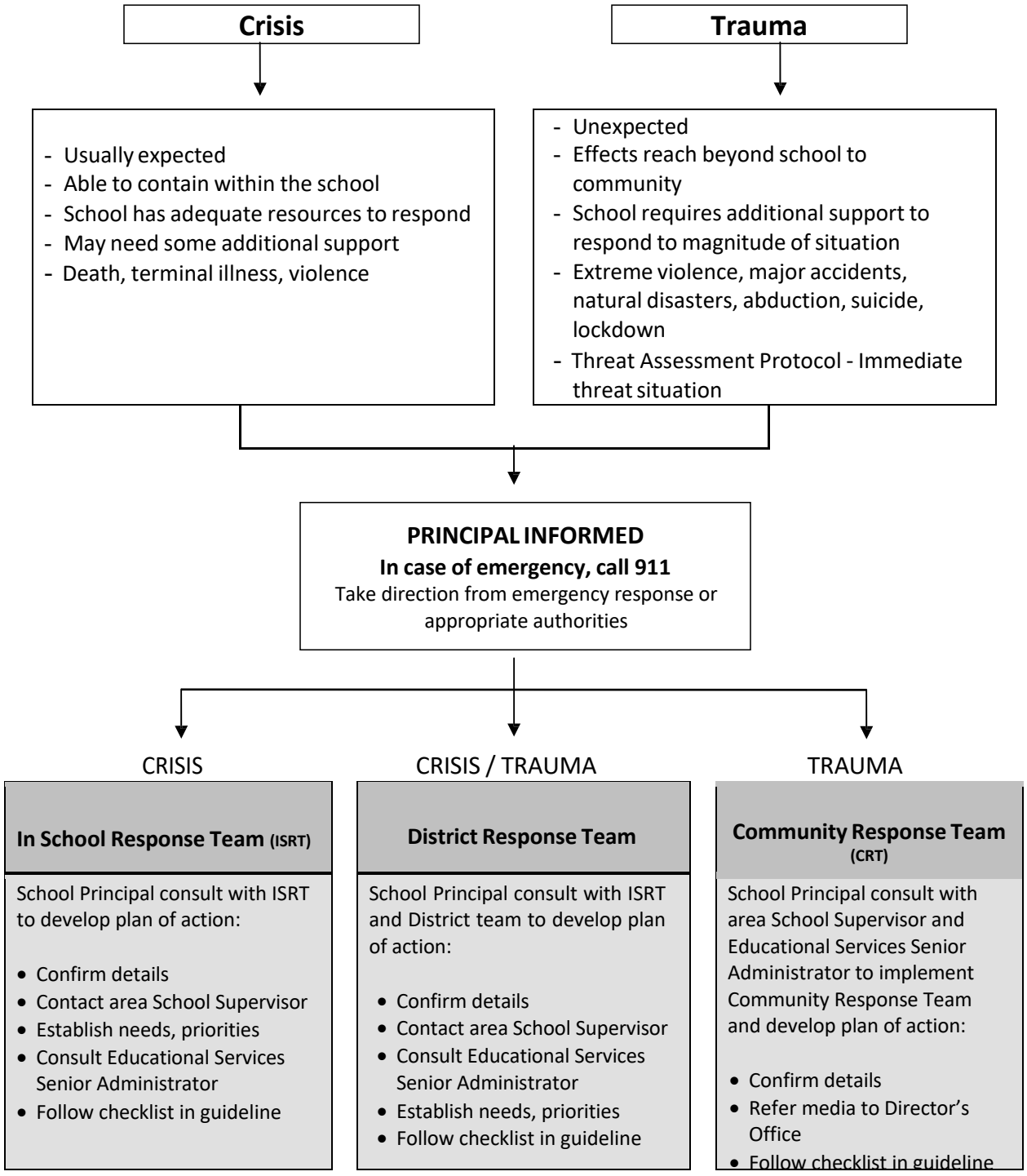
Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 911
Include but not limited to: Violent Content in: • Drawings and pictures • Stories and journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour	Include but not limited to: • Possession of weapons/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats To kill or injure self/others • Promotion of hate towards a specific group • Threatens violence • Fire setting	Include but not limited to: • Weapon in possession that poses threat to the safety of others • Plan for serious assault • Homicidal/Suicidal behaviour that threatens safety • Fire set resulting in harm

Principal Informed

School site Prinicpal/community partner will consult with Supervisor of Safe Schools or Senior Adminstrator of Educational Services to discuss whether the threat is clear, direct and plausible.

In School Threat Assessment Team	Community Threat Assessment Team	Board and Community Crisis Response
School Principal will call together the in-school team to review the incident, collect data and develop a student support plan. • access expertise of Educational Services personnel, community police officer, mental health experts. • documentation includes: details of behaviour action plan, and responsibilities for implementation. In-School Team will consist of for example: school principal and vice principals, special education teachers, appropriate classroom teachers, guidance teachers, ACW's and school assigned Educational Services staff.	School Principal in consultation with assigned Behaviour Action Team member will ensure immediate risk reduction and plan for a community threat assessment. • contact appropriate agency partner lead • organize meeting date • facilitate evaluation of risk • develop Risk Management Plan • implement Risk Management Plan with school board and community partners School Principal will ensure that the Senior School Supervisor is informed	• Immediate risk reduction measures will be implemented in consultation with the police. • The principal in consultation with assigned Behaviour Action Team member will call together a Community Threat Assessment with appropriate protocol partners. • In the aftermath of a tragic event or an event that has had a significant negative impact on a school community, the school principal will organize an in-school, board and community crisis management support plan. (See Traumatic Events Response Guideline) The School Principal will ensure that the Senior School Supervisor is informed.

Appendix B: Responding to Traumatic Events
A LDSB Staff Guide



In-School Response Team (ISRT): Principal, VP, AVP, ACW, SST, LPS, Guidance Staff, appropriate classroom teacher
District Response Team: Principal, VP, AVP, area School Supervisor, Ed. Services Administration and staff
Community Response Team: Police, EAP, Pathways, CAS, Emergency Services (Paramedics, Fire and Rescue), HDH/KGH, Victim Services and/or other relevant services

Appendix C: Responding to Suicidal Risks in Students: A Staff Guide

Please DO the following:	
• Remain calm • Take the situation seriously • Use language that supports disclosure • Reinforce the need to involve others who can help • Seek support from supervisor	• Ensure the student is accompanied to the hospital by an adult • If escort is not parent/guardian, ensure parent/guardian is informed that student has gone to hospital • Document the event • Ensure student is with an adult at all times

When contacting Educational Services talk to personnel directly, do not leave a voicemail message. Contact Educational Services on the Crisis Line 613-542-4371

Steps To Take

Attempt: a student makes an attempt at school or returns to school having made an attempt

- Call 911
- Notify principal/designate
- Contact parent/guardian
- Accompany the ambulance and/or police to the hospital when the parent/guardian is unavailable or unable to attend in a timely fashion

Disclosure: a student discloses suicidal thoughts

- Refer to Hotel Dieu, Kingston General Hospitals/LDSB At-Risk Student Assessment and Care Pathway (see Appendix C)
- Notify principal/supervisor
- Contact parent/guardian
- **Contact Educational Services Crisis Line 613-542-4371**
- When indicated accompany the ambulance/police to the hospital when the parent/guardian is unavailable or unable to attend in a timely fashion

Concern: a student's behaviour suggests possible suicidal risk or concern is expressed for a student's safety

- Contact the student and assess the situation
- Consult with principal/supervisor
- Contact parent/guardian to discuss concern and develop plan for support
- When required, consult with Educational Services administration or school assigned Educational Services staff

Appendix D:

All staff and students will report student behaviour to the school principal/designate/member of the school leadership team when there is a concern, an attempt to harm self and/or others.

Limestone District School Board At-Risk Student Assessment and Care Pathway

October-2009

At-Risk Student Identified

High Risk

Ensure safety of student and others identified at-risk

School-Based Team Assessment

Immediate Risk

Call 911
Complete CI Form[1]

Contact Hotel Dieu Hospital Child-Adol Psychiatric Urgent Care Clinic 613-544-3400 ext. 2554 or 2508
Fax CI Form[1] 613-544-7623
Assessment/intervention will occur within 24-48 hours

Educational Services Consultation

Hotel Dieu Hospital Urgent Care Centre or KGH Emergency Dept. Assessment
CI Form[1] handover to Triage RN

Educational Services Crisis Line
613-542-4371
- Speak Directly to Staff -

Hotel Dieu Hospital Urgent Care Centre or KGH Emergency Dept. Assessment
CI Form[1] handover to Triage RN

District Assessment i.e. R/T Assessment/Suicide Risk Assessment

Contact Hotel Dieu Hospital Child-Adol Psychiatric Urgent Care Clinic 613-544-3400 ext. 2554 or 2508
Fax CI Form[1] 613-544-7623
Assessment/intervention will occur within 24-48 hours

Student Support Planning
Hotel Dieu Hospital/School/Educational Services/Community

[1] Collateral Information Form (available on LDSB Forms Hub)

Telephone Numbers:
Hotel Dieu Hospital Urgent Care Centre Nursing Station
613-546-1240
Educational Services Crisis Line
613-542-4371
(8:00 am to 4:30 pm)

Appendix E: Sharing of Information

Green Light, Yellow Light, Red Light

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:	**In any of the following circumstances obtain more information and/or get advice from a supervisor, or the board lawyer:**	**Information can NEVER be shared under any of the following circumstance**
• With written consent (See P. 8, regarding YCJA exclusion), **• To avert or minimize imminent danger to the health and safety of any person,** **• To report a child who might need protection under the Child and Family Services Act (See LDSB Duty to Report protocol),** **• By order of the Court,** **• To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (See P. 8, regarding YCJA),** **• To ensure the safety of students and/or staff under the YCJA, (See P.8, regarding YCJA), or/** **• To cooperate with a police and/or a child protection investigation.**	**• Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s),** **• To report criminal activity to the police,** **• To share YCJA records,** **• Where there is a demand or request to produce information for a legal proceeding, or/** **• When a professional code of ethics may limit disclosure.**	**• There is a legislative requirement barring disclosure,** **• No consent is given and there is no need to know or overriding health/safety concerns, or/** **• Consent is given but there is no need to know or overriding health/safety concerns.**

Appendix F: Risk/Threat Assessment Report Form

Sources of data may be obtained from multiple sources including former administration/support staff, teachers and other school staff as well as other Educational Services staff, students, target(s), threat maker(s), parents/caregivers and others.

While the completed report will be shared with each partner, communication with the parent/guardian will be determined as part of the CTAP process. The identified CTAP members will be the only source of communication with the parent/guardian unless a child protection or criminal investigation is required.

➢ OSR ➢ Current and previous school/discipline records ➢ Law Enforcement, Probation, Diversion, etc. ➢ Parent interview: offer support, seek their help in understanding, clarifying interest in/access to weapons	➢ Searches of the student(s) lockers, and cars ➢ Searches of the student(s) bedroom, etc. ➢ Other agencies: mental health, social services, etc. ➢ Activities: internet histories, diaries, notebooks

Student:_____ School: _____

DOB:_____ Student Number:_____ Grade:_____ Age:_____

Parents Name:_____ Date of Incident: _____

- **Make sure all students are safe/risk reduction measures**
  - Appropriately detain the student(s)
  - If there is imminent danger, call police/911
    - Do not allow access to coats, backpacks, or lockers

- **Determine if the threat maker has access to a weapon (knife, gun, etc.)**

- **Initial Data Collection /Interview witnesses including all participants directly and indirectly involved.**

- **Parent/Guardian Communication when appropriate**

- **Initiate a Community Risk/Threat Team Assessment**

The purpose of a community threat assessment is to determine if a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Series I Questions (The Incident)	Notes:
➢ Where did the incident happen and when?	
➢ How did it come to the interviewee=s attention?	
➢ What was the specific language of the threat, detail of the weapon brandished, or gesture made?	
➢ Who was present and under what circumstance did the incident occur?	
➢ What was the motivation or perceived cause of the incident?	
➢ What was the response of the target (if present) at the time of the incident?	
➢ What was the response of others who were present at the time of the incident?	

Series II Questions (Attack-Related Behaviours)	Notes:
➢ Has the student (subject) sought out information consistent with their threat making or threat-related behaviour?	
➢ Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
➢ Has the student (subject) attempted to gain access to weapons they have threatened to use?	
➢ Has the student (subject) developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justifications, maps and floor plans?	
➢ Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere?	
➢ Has the student 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 and taped to look like a pipe bomb, etc.)?	
➢ Is there any evidence of attack related behaviours in their locker, backpack, car, truck, etc. at school or bedroom, shed, garage, etc. at home?	
➢ Have others been forewarned of a pending attack or told not to come to school because something big is going to happen@?	

Series III Questions (The Threat Maker/Subject)	Notes:
➢ Does the treat maker (subject) have a history of violence or threats of violence?	
➢ If yes, what is the frequency, intensity and recency (FIR) of the violence?	
➢ What has been their past human target selection ie hate motivated violence?	
➢ Do they have a history of depression or suicidal thinking/behaviour?	
➢ Is there evidence of fluidity?	
➢ Does the threat maker (subject) use drugs or alcohol?	

Series IV Questions (The Target)	Notes:
➢ Does the target have a history of violence or threats of violence?	
➢ If yes, what is the frequency, intensity and recency of the violence?	
➢ What has been their past human target selection?	
➢ What has been their past site selection?	
➢ Is there evidence the target has instigated the current situation?	

Series V Questions (Peer Dynamics)	Notes:
➢ Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
➢ Who is in the threat maker=s (subjects) peer structure and where does the threat maker (subject) fit (i.e. leader, co-leader, follower)?	
➢ Is there a difference between the threat maker=s individual baseline and their peer group baseline behaviour?	
➢ Who is in the target=s peer structure and where does the target fit (i.e. leader, co-leader, follower)?	
➢ Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	

Series VI Questions (Empty Vessel)	Notes:
➢ Does the student of concern (subject) have a healthy relationship with a mature adult?	
➢ Does the student have inordinate knowledge or interest in violent events, themes, hatred towards a particular group or incidents, including prior school-based attacks?	
➢ How have they responded to prior violent incidents (local, national, etc.)?	
➢ What type of violent games, movies, books, music, internet searches does the student fill themselves with?	
➢ Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators)	
➢ What related themes are present in their writings, drawings, etc.?	
➢ Is there evidence of fluidity and/or religiosity?	

History of behaviour patterns (personal and familial)

Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team 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?@* Do they pose a threat to themselves or someone outside the school (i.e., family)?@

G **Low Level of Concern**

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

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

G **Medium Level of Concern**

The threat could be carried out, although it may not appear realistic. Violent action is possible.

- Threat is more plausible and concrete than 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 student of concern has taken preparatory steps (i.e., weapon seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be specific statement seeking to convey that the threat is not empty: AI=m serious!@
- Moderate or lingering concerns about the student=s potential to act violently.
- Increase in baseline behaviour.

G **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 towards acting on the threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a target/victim under surveillance.
- Information suggests strong concern about the student=s potential to act violently.
- Significant increase in baseline behaviour.

Step 7: Decide on a Course of Action

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 and school-based/district supports.

G **Low to Medium Level of Concern**

- Implement the Intervention Plan (Most students can be managed at school or district program alternatives with supportive school board intervention.)

G **Medium to High Level of Concern**

- The Threat Assessment Team has determined that further assessment is required i.e. Hotel Dieu/KGH Risk Assessment Protocol.
- School principal will notify the school supervisor and the Supervisor of Safe Schools to discuss next steps. Educational Services will be consulted.
- If there is imminent danger, call 911 (i.e., a gun is found)

Step 8: Development of the Risk Management Plan

Use the following to address concerns identified during a Risk/Threat Assessment.

Stage I Intervention Plan (attach additional pages as needed)

G Disciplinary action taken:

G Intended victim warned and/or parents or guardians notified.

G Suicide assessment initiated on:_____by

G Contract not to harm self or others created (please attach).

G Alert staff and teachers on a need-to-know basis.

G Daily or 9Weekly check-in with (title/name):

G Backpack, coat and other belongings check-in and check-out by:

G Late Arrival and/or Early Dismissal:

G Modify daily schedule by:

G Behaviour Management/Safety Plan (attach a copy to this Threat Assessment) - increased supervision in these settings.

G Intervention by Educational Services Administration Staff.

G Identify precipitating/aggravating circumstances and develop Intervention Plan.

G Drug and/or alcohol intervention with:

G If Special Education student, review IEP goals and placement options.

G Review community-based resources and interventions with parent/guardian/student.

G Obtain consent to share information with community partners such as counsellors and therapists.

G Share appropriate information with the Crown Attorney=s Office when appropriate.

G Other action:

Parent/Guardians (attach additional pages as needed)

G Identify CTAP member who will communicate CTAP findings and recommendations with the parent/guardian.

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

G Parents will:

G Identify members of the Community TAT.

Monitor the Risk Management Plan regularly and modify it as appropriate.

Threat Assessment Team Members	Date: Signature:
Principal or Vice Principal	Date: Signature:
Educational Services Staff	Date: Signature:
Agency, i.e., Police	Date: Signature:
School Staff:	Date: Signature:
Other	Date: Signature:

Review Date: _____ CTAP meeting called by: _____

Appendix G:
Risk/Threat Assessment Parent/Guardian Notification and Fair Notice

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

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

- A risk or threat assessment will be initiated by the school administration/community partners when behaviours have been identified by staff or students that pose a potential risk to self and/or others. **See: Responding To Student Threat Making Behaviour: A Protocol Partner Guide.** Behaviours include but are not limited to: possession of weapon/replica, bomb threat/plan, verbal or written threat to kill or injure, internet website threats to kill or injure self/others, setting fires, and threats of violence.

- Schools will call together a multidisciplinary Risk/Threat Assessment Team. The team will include the school administration and school based counselors, board support staff and community protocol partners, i.e. LDSB Behaviour Action Team, Police, children's mental health practitioners. **See Community Threat Assessment Protocol.**

- An assessment will be completed to:
    - Ensure a full understanding of the context and the level of the risk/threat.
    - Better understand the factors that contribute to the threat maker's behaviours
    - Plan for a supportive response for all those involved.
    - Develop a risk management plan

- It is important for all parties to support the Risk/Threat Assessment process. However, if for some reason there is a reluctance to, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.

- Information shared throughout the risk/threat assessment process will respect the individual's rights to privacy and the safety of all.

- Risk management and student support plans will be developed and shared with parents, staff and students as required

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

Appendix H:

Definitions:

High Risk Behaviours: Defined as behaviours that express a plausible 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 a weapon/replica of a weapon, bomb threat, threatened violence, internet threat to kill and/or cause injury to self and/or others.

Immediate Threat: In the case of immediate threat CALL 911 and then contact the school administration/designate. The school will contact the School Supervisor who will contact the Director and the Supervisor of Safe Schools who will then activate the Board/Community TAT/Response Team.

In-School Threat Assessment Team: A team of school - based professionals (e.g. principals, vice principals, ACW/school assigned Educational Services Staff) trained to assess a threat by a student or a group of students. Consultation with the Supervisor of Safe Schools or the Senior Administrator of Educational Services may occur.

Community Threat Assessment Team: School Board and Community Partners will come together to evaluate the risk a student poses to self/others and will develop a cross-sector risk management plan to ensure school safety and student support.

Risk Assessment: Stage one in the process that ensures immediate risk reduction and data collection.

Threat Assessment: The cross sector multi-disciplinary process of determining if a threat maker (someone who utters, writes, emails etc. a threat to kill or injure a target or targets) actually poses a risk to the target(s) they have threatened.

Worrisome Behaviour: Defined as those behaviours that cause concern and may indicate that a student 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**.**

Appendix I:
Traumatic Events Checklist of Tasks Model

Checklist	Tasks	Person Responsible
In case of emergency or Immediate Threat	➢ Call 911 – Contact First Responders (police, fire, ambulance). ➢ Activate lockdown, hold and secure or shelter in place procedure if needed. ➢ Initiate emergency response plan. ➢ Activate 1st Aid team if needed.	
Confirm incident details	➢ Confirm and clarify facts, refer to the Critical Information form, Appendix A document. ➢ Preserve evidence, do not disturb or move items if possible. ➢ Establish contact with family if appropriate.	
Contact area School Supervisor/Director	➢ Discuss situation, next steps.	
Consult Educational Services Senior Administrator	➢ Determine need for District and/or Community Response Team.	
Activate In School Response Team	➢ Establish needs, priorities, plan of action. ➢ Consult authorities (police) if appropriate and take direction where necessary. ➢ Continual review with ISR Team. ➢ Document donations, kind gestures for follow-up thank you.	
Inform staff	➢ Emergency staff meeting to provide facts and prepare for day. ➢ Plan for end of day debriefing with staff. ➢ Use phone tree if incident occurs outside of school hours.	
Identify at-risk individuals (staff and students)	➢ Consider individuals with recent personal life circumstances who may be high risk.	
Inform students	➢ Identify students who may be directly impacted and speak with them individually. ➢ Inform student body in a personal manner, i.e. class by class, not PA system or assembly.	

Checklist	Tasks	Person Responsible
	➢ Ask students to refrain from speculation. ➢ Provide additional support as needed.	
Communication	➢ Refer media to Director's office. ➢ Prepare script for office staff to use with community. ➢ Coordinate with communications department for board wide message. ➢ Ensure attendance/auto call does not occur for students involved. ➢ Contact other schools who may be impacted. ➢ Prepare letter to parent community (refer to Appendices). ➢ Consult board policy as to flag requirements. ➢ Notification to absent staff and students, and staff on leave.	
Review upcoming events	➢ Determine if any upcoming events or extra-curricular activities may need to be postponed or cancelled.	
Personal belongings	➢ Gather together, in a timely manner, after school when building is empty. ➢ Pull OSR, print final transcript, if appropriate. ➢ Enter death information of student or parent if appropriate.	
Check Faith, Non-faith and Ethno cultural Guidelines with Human Rights Education Advisor	➢ Obtain information pertinent to ethno cultural, faith and non-faith groups or other marginalized minority community groups.	
Keep area School Supervisor informed	➢ Review actions, steps taken. ➢ Provide details as necessary.	