



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

2011
Community Threat
Assessment
Protocol

Assessing Violence Potential:
Protocol for Dealing with High-Risk Student Behaviours

A Collaborative Response to Student Threat Making Behaviours

This Community Threat Assessment Protocol (CTAP) reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response, the Yukon Threat Assessment Program (Y - TAP) and, the Alberta Children and Youth Initiative.

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2011

ALCDSB Community Threat Assessment Protocol

Table of Contents

Accessing Violence Potential – Protocol for Dealing with High Risk Students:	4
Team Members:.....	5
Vision:	7
Key Approaches in Threat Assessment:.....	8
Threat Assessment Response.....	9
Activation of the ALCDSB Community Threat Assessment Team:	11
Information Sharing:	14
Key Points Regarding Information-Sharing:	15
Communications:	15
Documentation:.....	15
Appendices:	16
Appendix A: Responding to Student Threat Making Behaviour: A Partner Guide	17
Appendix B: Responding to Suicidal Risk in Students: A Staff Guide.....	18
Appendix C: Responding to Ensure Student, Staff and Community Safety	19
Appendix D: Threat Assessment Report Form	20
Appendix E: Definitions	33
Appendix F: Risk/Threat Assessment Notification and Process	35
Community Threat Assessment Protocol Signing Team Members:	36

Assessing Violence Potential:

Protocol for Dealing with High-Risk Student Behaviours

Overall Rationale

The Algonquin and Lakeshore Catholic District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors.

The Algonquin and Lakeshore Catholic District School Board will respond to all student behaviours which pose a potential risk to other students, staff and members of the community. It is hoped that early intervention measures by the school board and community team members will prevent school violence.

The effective implementation of the protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students who pose a risk for violence towards self and/or others will ensure that supportive and preventive plans are put in place.

The strength of this school board/community partnership lies in the multidisciplinary composition of the response team. Without delay, the response team will share and review student information and the details of the threatening situation or evidence in order to collaborate effectively and make use of a broad range of expertise.

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

...because of the tender mercy of our God,
by which the rising sun will come to us from heaven
to shine on those living in darkness
and in the shadow of death,
to guide our feet into the path of peace. (Luke 1:78-80)

ALCDSB Community Threat Assessment Protocol

Team Members

The Algonquin Lakeshore Catholic District School Board is the lead team member in the Community Threat Assessment Protocol for our geographical area. Community team members include the following agencies and organizations:

Boards of Education	Cities/Municipalities	Emergency Services			Health Care	Other Agencies/Services
		Police Departments	Fire Departments/Paramedics	Children's Aid Societies/Family and Children's Services		
Hastings and Prince Edward District School Board	City of Belleville	Belleville Police Service	Belleville Fire Department	Children's Aid Society of the City of Kingston and County of Frontenac	Children's Mental Health Services	Community Oriented Sentencing Program
Limestone District School Board	City of Kingston	Kingston Police	Greater Napanee Fire Department	Hastings Children's Aid Society	Counselling Services of Belleville and District	Ministry of Child and Youth Services Youth Justice Services Division
	City of Quinte West	CFB Kingston Military Police	Kingston Fire and Rescue	Lennox and Addington Family and Children's Services	HDH/KGH – Department of Child and Adolescent Psychiatry	North Hastings Community Integration
		Ontario Provincial Police – Central Hastings Detachment	Prince Edward County Fire Department	Prince Edward County Children's Aid Society	Quinte Health Care – Mental Health Services	Pathways for Children and Youth
		Ontario Provincial Police – Frontenac Detachment	Frontenac Paramedic Services			Quinte United Immigration Services
		Ontario Provincial Police – Napanee Detachment				St. Lawrence Youth Association

ALCDSB Community Threat Assessment Protocol

Boards of Education	Cities/ Municipalities	Emergency Services			Health Care	Other Agencies/ Services
		Police Departments	Fire Departments/ Paramedics	Children's Aid Societies/ Family and Children's Services		
		Ontario Provincial Police – North Hastings Detachment				Trenton Military Family Resource Centre
		Ontario Provincial Police – Prince Edward County Detachment				Youth Diversion Program
		Ontario Provincial Police – Quinte West Detachment				Youth Habilitation Quinte
		CFB Trenton Military Police				

ALCDSB Community Threat Assessment Protocol

Vision

All partners are accountable to the protocol 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 community safety, by pro-actively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

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 ;
- Involving children and 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 to meet their needs;
- Realizing that working together successfully is a process of learning, listening, and understanding one another; and,
- Being patient and trusting and working together so that we can help children and youth become happy, healthy, active, involved, and caring members of the community.

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

The protocol is designed to ensure that appropriate community team members communicate student information to school personnel who may then activate a threat assessment process.

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

Key Approaches in Threat Assessment

1. Sharing of Relevant Information

The sharing of information is carried out, by any of the team members, on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.

See: Information Sharing, page 10.

2. Investigative Mind-Set

This is central to the successful application of the threat assessment process. Threat assessment requires thoughtful probing, viewing information with healthy skepticism and paying attention to key points about pre-attack behaviours.

Personnel who carry out threat assessment must strive to be both accurate and fair.

3. Building Capacity

Threat assessment training will be provided to as many school personnel and community members as possible. ALCDSB will provide the training.

4. Program Review

The Algonquin and Lakeshore Catholic District School Board Community Threat Assessment Protocol will be reviewed annually.

5. Contact List

As the lead agency, the Algonquin and Lakeshore Catholic District School Board Superintendent of School Effectiveness - Safe Schools will maintain an up-to-date contact list of the lead team members and will ensure that all community team members also have a copy of the list. The Superintendent of School Effectiveness - Safe Schools will arrange for a designate to be the lead contact during July and August and will notify the Community Partners of the designate's names and contact information.

Threat Assessment Response

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to others, the School Threat Assessment Team (School TAT) or Community Threat Assessment Team (Community TAT) will respond in the manner identified in *Appendix A: Responding to Student Threat Making Behaviour: A Partner Guide*.

This Community Threat Assessment Protocol is based on The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat/Risk Assessment (VTRA). The V-TRA follows a three-step process: Stage 1 Data collection and immediate risk reducing interventions; Stage 2 Multidisciplinary risk evaluation; and Stage 3 Comprehensive multidisciplinary intervention.

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

Stage I Data collection and immediate risk reducing interventions are performed by the school-based team (School Threat Assessment Team or TAT), which must, at minimum, include the school principal, board social worker, and the police of jurisdiction. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using *Appendix D: Threat Assessment Report Form*.

Immediate Data should be obtained from the following:

- Informant(s)
- Target (s)/complainant (s)
- Witnesses
- Teachers and other school staff (secretaries, educational assistants, custodians, bus drivers, etc.
- Friends, classmates, acquaintances
- Parents/caregivers (include both parents). Request parents check/search student(s) bedroom, etc.
- Current and previous school records (call the sending school)
- Police record check
- The student's locker, desk, backpack, notebooks, etc.
- Activities: Internet histories, diaries, notebooks, etc.

Stage 2 Multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage I School TAT. The Stage 2 Community Threat Assessment Team (Community TAT) may involve some or all of the following: police, psychology, psychiatry, mental health, child protection, youth probation, and others. At Stage 2, the Community TAT members work in collaboration with the Stage 1 School TAT to conduct the formal risk assessment and evaluation. Stage 2 includes the use of formal, structured professional instruments, concepts, tests, and measures by the appropriate Threat Assessment Unit.

Stage 3 Multidisciplinary intervention is the formal meeting of the Stage 1 School TAT and Stage 2 Community TAT members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

ALCDSB Community Threat Assessment Protocol

The 3 Stages of the V-TRA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed, and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The 3 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.

Activation of the School and Community Threat Assessment Teams

To facilitate timely activation of the School Threat Assessment Team (School TAT) or Community Threat Assessment Team (Community TAT), each Community Partner will identify its lead TAT member(s), and provide contact information to the ALCDSB's Superintendent of School Effectiveness – Safe Schools. The Superintendent will activate the Community TAT. The Superintendent or designate will be responsible for calling lead Community TAT members who may have information specific to that threat situation. (Please see *Appendix A: Responding to Student Threat Making Behaviour: A Partner Guide*)

School Threat Assessment Team (School TAT)

The School TAT will consist of the principal, vice-principal, board social worker, teacher (SERT, guidance counsellor, student success), and either the assigned police school liaison officer and investigating officer. . The School TAT participants should have received some threat assessment training. School TAT members will respond after the immediate threat to student/staff safety has been contained. The School TAT will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community. The school Superintendent and Superintendent of School Effectiveness - Safe Schools will be consulted and will participate in the threat assessment process as required. Consideration should also be given to consulting with the local police service.

Community Threat Assessment Team (Community TAT)

When a School TAT has determined that a student poses a medium or high level of concern to student/staff safety, the principal will call the school superintendent. The school superintendent will then contact the Superintendent of School Effectiveness - Safe Schools to request that the Community TAT be activated. The Community TAT will consist of the School TAT members, as well as central District School Board staff and appropriate Community Partners.

Roles

School principal or designate

The school principal or designate will:

- be the School TAT leader;
- complete Steps 1 – 6 of the *Appendix D: Threat Assessment Report Form* (Stage 1) within hours;
- call and co-ordinate the School TAT;
- contact the school superintendent to discuss possible activation of the Community TAT after a student has been determined to pose a medium or high level of concern to other students or staff;
- follow up and coordinate intervention/management plans developed by the team;
- forward the School TAT documentation and intervention/management plan to the school superintendent;
- store the intervention/management plan securely;
- share the responsibilities and content of the protocol with staff; and,
- participate in developing, delivering and monitoring any recommended intervention/management plans.

ALCDSB Community Threat Assessment Protocol

Special education resource teacher/ school youth worker/guidance counselor/student success teacher/other staff who know the student

The school staff will:

- assist in data gathering as assigned by the principal;
- assist the principal in Steps 1 – 6 of *Appendix D: Threat Assessment Report Form*;
- be available for consultation on general issues regarding threat assessment procedures relating to mental health;
- assist in developing plans or other interventions (e.g., behaviour plan, worker/individual safety plan), and in facilitating access to programs or resources, to reduce the risk of violence and respond to the student's educational needs if consent has been obtained;
- help families obtain needed assistance; and,
- participate in developing, delivering and monitoring any recommended intervention/management plans.

Note: Consent for release of information or consent for services is required if a school board counselor/social worker is involved in interventions regarding specific individuals of concern.

Board staff

The Board staff will:

- be designated by the Superintendent of School Effectiveness – Safe Schools as Community TAT lead;
- consult with the principal, School TAT, superintendents involved;
- contact Community TAT members to facilitate consultations, and conduct interviews as required, except in criminal investigations;
- complete the Community TAT Report Form questions *Appendix D: Threat Assessment Report Form* Steps 1-8, and Intervention Plan; and,
- participate in developing, delivering and monitoring any recommended intervention/management plans.

Community Partner staff

The Community Partner staff will:

- share the responsibilities and content of the protocol with relevant staff have an appropriate staff member participate in the Community TAT;
- have an appropriate staff member participate in the Community TAT;
- participate in a review of School TAT findings;
- participate in completion of *Appendix D: Threat Assessment Report Form* questions Series 1-8; and,
- participate in developing and delivering any recommended intervention/management plans.

ALCDSB Community Threat Assessment Protocol

School's Community Policing Officer/ Investigating Police Officer

The police officer may:

- be involved in School TATs or Community TATs;
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted;
- conduct a police investigation;
- generate a police occurrence report;
- interview the threat maker and witnesses when a criminal offence has occurred; and,
- participate in developing and delivering any recommended intervention/management plans.

Parents/Guardians

Parents and guardians of the target or threat maker:

- will be notified at the earliest opportunity, after the in-school TAT has collected enough data to confirm that a threat or violent incident has occurred;
- will be asked to contribute information on the student's home life, activities, behaviours to the member of the school TAT who contacts the home;
- will be asked to provide consents for information as needed;
- will be advised of the outcome of the TAT and will be informed of the Intervention Plan; and,
- will be advised of any outcomes associated with monitoring the Intervention Plan.

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

In most cases, the student behaviour that activates the Community Partnership will be observed in, or affect, the school. Therefore, whenever possible, Community TAT meetings will occur on ALCDSB premises. The lead Community TAT member will be the Superintendent of School Effectiveness - Safe Schools or designate. The superintendent responsible for that school, and school administration, may also be part of the Community TAT (*Please see Appendix A: Responding to Student Threat Making Behaviour: A Partner Guide*).

Trauma Response: After a threat, an act of violence, or a traumatic event has occurred, the Board and Community Partner staff may be called upon to plan or provide post trauma counseling and interventions for students and staff. Wherever possible, the Community Partners will provide intervention assistance when requested.

ALCDSB Community Threat Assessment Protocol

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. Valid consent does not exist unless the individual understands what he/she is consenting to, and understands the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.

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 students aware of the protocol to be followed in such cases, the Board will send the *Appendix F: Risk/Threat Assessment Notification and Process* home with all students at the beginning of every school year. This notification also will be posted permanently on the Board's websites.

When to Share Information

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 obtain advice from a supervisor, or the Board lawyer:	Information can NEVER be shared under any of the following circumstance:
<ul style="list-style-type: none"> • With written consent (see p.10 regarding Youth Criminal Justice Act (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 ALCDSB 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.10 regarding YCJA); • To ensure the safety of students and/or staff under the YCJA, (see p.10, regarding YCJA); • To cooperate with a police and/or a child protection investigation. 	<ul style="list-style-type: none"> • 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 information from records; • Where there is a demand or request to produce information for a legal proceeding; • When a professional code of ethics may limit disclosure. 	<ul style="list-style-type: none"> • There is a legislative requirement barring disclosure; • No consent is given and there is no need to know or overriding health/ safety concerns; • Consent is given but there is neither need to know nor overriding health/safety concerns.

Key Points Regarding Information-Sharing

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), as well as the Personal Health Information Protection Act (PHIPA), both provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA states, “compelling circumstances affecting the health and safety of an individual...” (Part II, 32(h), MFIPPA).
- Section 125(6), the 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, students or others, to facilitate rehabilitation 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.**

Communications

1. Media

As part of the threat assessment process, the school board and community team members involved in the assessment process may decide to develop a joint press release. In all other cases, the school board will take a lead role in managing media relations.

2. Parent/Guardian/Staff/Student

Communication with parents/guardians, staff, and students will be developed by the school-based administration in collaboration with the school's Superintendent of School Effectiveness who will consult with the Superintendent of School Effectiveness - Safe Schools.

At the beginning of each school year, the board will send *Appendix F: Risk/Threat Assessment Notification and Process* form that outlines for parents/guardians and students the threat assessment process.

3. Intra-agency

Internal school board and agency communication regarding the protocol will be the responsibility of each party to the protocol.

Documentation

Appendix D: Threat Assessment Report Form will be the written documentation of the meeting. The minutes taken in this meeting regarding the community threat assessment and the resulting shared information are highly confidential and shared only in the strict confidence of the actual assessment with the community protocol. The collected information cannot be redistributed or exchanged, except for the purposes of the assessment itself. A copy of the report will be distributed to each agency present at the meeting and will be stored as per their agency procedures. The official report will be stored in a confidential file in the office of the Superintendent of School Effectiveness – Safe Schools. **ONLY** the Intervention Plan from *Appendix D: Threat Assessment Report Form* will be filed in the threat maker’s OSR.

Appendices

Appendix A: Responding to Student Threat Making Behaviour: A Partner Guide.....	17
Appendix B: Responding to Suicidal Risk in Students: A Staff Guide.....	18
Appendix C: Responding to Ensure Student, Staff and Community Safety.....	19
Appendix D: Threat Assessment Report Form.....	20
Appendix E: Definitions.....	33
Appendix F: Risk/Threat Assessment Notification and Process.....	35

Please note: this protocol and its forms are available for download at www.alcdsb.on.ca.

ALCDSB Community Threat Assessment Protocol

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

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

<p>Worrisome Behaviours Include but are not limited to:</p> <p>Violent content:</p> <ul style="list-style-type: none"> • Drawings and pictures • Stories and journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour 	<p>High Risk Behaviours Include but are not limited to:</p> <ul style="list-style-type: none"> • Possession of weapon/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 • Fire setting • Threatens violence 	<p>Immediate Threat Call 911 Include but are not limited to:</p> <ul style="list-style-type: none"> • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm • Internet website threats to kill or injure self/others with specifics, details
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PRINCIPAL INFORMED

School Principal/Community Partner will advise Superintendent-Safe Schools to discuss whether threat is clear, distinct, and plausible.

In School TAT (Worrisome and High Risk Behaviours)	ALCDSB Community TAT Support
<p>Lead: School Principal consult with School TAT & Staff to develop a plan and consider the following:</p> <ul style="list-style-type: none"> • Determine Level of Threat: use ALCDSB framework • Contact school's Superintendent of School Effectiveness • Consult with Superintendent of School Effectiveness - Safe Schools who will inform the Director • Superintendents of School Effectiveness - Safe Schools and the school will ensure appropriate team members are on the TAT and that documentation completion by the school team takes place • Refer Media to Communications Officer <p>School TAT: Principal, Vice Principal, Youth Worker, Guidance Staff, appropriate involved classroom teachers, others as needed</p>	<p>Lead: School Principal consult with School TAT, Staff, and Community TAT to develop a plan:</p> <ul style="list-style-type: none"> • Contact the school's Superintendent of School Effectiveness • Contact Superintendent of School Effectiveness – Safe Schools who will activate Board's Response Team and Community Team Members and organize a meeting date • Use ALCDSB Framework • Evaluate level of risk • Develop and implement an Intervention Plan • Discipline as per Safe Schools Policy only after dealing with the imminent threat <p>Community TAT: School Principal, Superintendent of School Effectiveness - Safe Schools, School Superintendent, Board Social Worker, police, and community team members as per agreement</p>

Note: When a community team member determines the need to activate the ALCDSB Community TAT, they will notify their designated lead team member who will contact the Superintendent of School Effectiveness- Safe Schools

Appendix B: Responding to Suicidal Risk 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.
- Remain with student.
- Ensure the student is accompanied to the hospital by a responsible adult
- If escort is not parent/guardian, ensure parent/guardian is informed student has gone to hospital.
- Document the event afterwards.
- Ensure student is with an adult at all times.

Steps to Take When There is

An Attempt: A student makes an attempt at school or returns to school having made an attempt.

- Call 911 in an emergency.
- Notify principal/designate.
- Contact the parent/guardian immediately.
- Accompany the ambulance and/or police to the hospital when the parent or guardian is unavailable.

Disclosure: A student discloses suicidal thoughts/recent self injury.

- Notify the principal/ supervisor.
- Contact the parent/guardian immediately.
- Notify the school Superintendent and Superintendent of School Effectiveness – Safe Schools.
- Contact the Board's Social Worker (613-354-6257 ext. 514).
- Accompany the ambulance and/or police to the hospital when the parent or guardian is unavailable.

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 your Principal/ Superintendent of School Effectiveness.
- Contact parent/guardian to discuss concern and develop plan for support.
- Contact your Youth Worker.
- Consult with Board Social Worker.

Appendix C: Responding to Ensure Student, Staff and Community Safety

Planning a Supportive Response to Worrisome and High Risk Student Behaviours

The ALCDSB expects that school administrators and district staff, having responsibility for or involved in a risk or threat assessment process, will be trained in Level One: Threat Assessment Training. It is expected that school based administrators will participate as outlined in the Threat Assessment Guide and the Threat Assessment Report Form. Plausible or not, every worrisome or high risk behaviour must be taken seriously, investigated, and responded to in a timely fashion.

Any person in a school having knowledge of worrisome behaviour or high risk behaviours should contact the administration/designate immediately. In situations of immediate risk, CALL 911 and staff will contact the administrator/designate immediately.

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

Communication with parents/guardians is an important aspect of determining student need. In most cases, as per the Safe Schools Protocol, parents would be contacted. There may be occasions where the administration should not contact parents, for example following direction from police, the child welfare agency and/or the school board supervisor.

Definition of Worrisome and High Risk Behaviours:

Worrisome Behaviours

The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, writing stories/journal writing 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. Worrisome behaviours should always be addressed.

High Risk Behaviours

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

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

Appendix D: Threat Assessment Report Form:

Stage 1- Data Collection and Immediate Risk Reducing Interventions

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

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

Student: _____ School: _____

DOB: _____ Student Number: _____

Grade: _____ Age: _____

Parent/Guardian(s) Name: _____

Date of incident: _____

Step 1: Make Sure All Students Are Safe and Call Police Member of the Threat Assessment Team

- Appropriately monitor and/or detain the student(s) or concern until the police member of the team is present.
- Do not allow access to coats, backpacks or lockers.
- If there is imminent danger call the police/911
-

Step 2: Determine if the threat maker has access to the means (knife, gun, etc.)

Step 3: Interview witnesses including all participants directly and indirectly involved.

Step 4: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and this assessment.
- OR** Parents/guardians have NOT been notified because: _____

ALCDSB Community Threat Assessment Protocol

Step 5: Initiate the Stage 1 Threat Assessment.

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether 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 (Threats – Weapon Possession)	Notes
Where did the incident happen and when?	
How did it come to the team's attention?	
What was the specific language of the threat, detail of the weapon brandished, or gesture made?	
Was the threat direct, indirect, conditional, or veiled?	
Who was present and under what circumstance was the threat made?	
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 threat?	
(Violence)	Notes
Where did the incident happen and when?	
How did it come to the team's attention?	
What was the specific language used during the violent incident?	
Who was present and under what circumstance did the violence occur?	
What was the response of the target and/or others who were present at the time of the incident?	
Was the violence provoked or unprovoked?	
Was the intent to harm present?	
Were illegal weapons (knives, guns, replicas, machetes, etc.) brandished or used in the commission of the offence?	
Was there intent to seriously injure the target(s)?	

ALCDSB Community Threat Assessment Protocol

Series II Questions (Attack-Related Behaviours)	Notes
Has the threat maker sought out information consistent with their threat making or threat-related behaviour? (I.e. Has the student who threatened to “bomb the school” been downloading bomb making instructions off the internet?)	
Has the threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?	
Has the threat maker developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?	
Has the threat maker been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?	
Have they 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 card board tubes cut & taped to look like a pipe bomb, etc.)?	
Is there any evidence of attack related behaviours in their locker (back pack, car trunk, 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 threat maker (subject) have a history of violence or threats of violence?	
If yes, what is the frequency, intensity & recency (FIR) of the violence?	
Does the frequency, intensity, recency (FIR) of the violence denote a significant increase in behavioural baseline of the perpetrators?	
What has been their past human target selection?	
What has been their past site selection?	
Have they primarily engaged in instrumental violence or affective violence?	

ALCDSB Community Threat Assessment Protocol

Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity?	
Are they open and honest about the incident or dishonest?	
Is the current incident an increase in the behavioural baseline?	
Does the threat maker feel justified in attacking the target and have they also dehumanized the target?	

Series IV – Empty Vessel	Notes:
Does the threat maker or student of concern have a healthy relationship with a mature adult?	
If they do not have a healthy connection what (or who) are they filling themselves with?	
Have there been any communications suggesting ideas or intentions to attack a target?	
Have other been forewarned of a pending attack or told not to come to school prior school-based attacks?	
How have they responded to prior violent incidents (local, national, etc.)?	
Do they identify with aggressors and justify their actions?	
Do they critique the aggressor's behaviours and talk about how they would or could do it better?	
What type of violent games, movies, books, music, internet searches, does the threat maker fill themselves with?	
Is there evidence that what they are filling themselves with is influencing their behaviour?	

ALCDSB Community Threat Assessment Protocol

Series V Questions (Target Typology)	Notes:
Does the target have a history of violence or threats of violence?	
If yes, what s the frequency, intensity, and recency of the violence?	
What has been their past human target selection?	
What has been their past site selection?	
Have they primarily engaged in instrumental violence or affective violence?	
Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity?	
Are they open and honest about the incident or dishonest?	
Is there evidence of an increase in their baseline behaviour?	
Do they feel justified in attacking the threat maker and have they also dehumanized the threat maker?	

Series VI Questions (Peer Dynamics and Structure)	Notes:
Was there a clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.)?	
Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
Is the target more at risk for perpetrating violence than the threat maker?	
Who is in the threat maker's (subject) peer structure & where does the threat maker (subject) fit (i.e.: leader, co-leader, and follower)?	
Are there others in the threat maker's peer structure that may be directly or indirectly influencing the threat maker and is their baseline behaviour higher or lower than the threat makers?	
Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?	

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Who is in the target's peer structure & where does the target fit (i.e.: leader, co-leader, and follower)?	
Are there others in the target's peer structure who may be directing or influencing the target and is their baseline behaviour higher or lower than the targets?	
Is there a difference between the target's individual baseline and their peer group baseline behaviour?	

History of behaviour patterns (personal and familial)

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Step 6: Initiate the Stage 2 Threat Assessment (Community Threat Assessment)

Series VII Questions (Contextual Factors/Triggers)	Notes:
Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent breakup; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military, etc?	
Have the parents just divorced or separated?	
Is the threat maker a victim of child abuse and has the abuse been dormant but resurfaced at this time?	
Is the threat maker being initiated into a gang and is it voluntary or forced recruitment?	
Has the threat maker recently had an argument or "fight" with a parent/guardian or someone close to them?	
Has the threat maker been recently charged with an offence or suspended or expelled from school?	
Is the place where they have been suspended to likely to increase or decrease their level of risk?	

Series VIII – School Dynamics and Structure	Notes:
What is the history of trauma in the school/community?	
Is the current incident occurring in a defined international, national or local critical period?	
Is the flow of information typically open between all levels of the system (i.e. naturally open, naturally closed, traumatically open, traumatically closed?)	

ALCDSB Community Threat Assessment Protocol

Is the flow of information in this case open or is some other dynamic influencing this particular case (i.e. the threat/violence occurred in the back of the school while the witnesses and threat maker were smoking pot and no one wants to implicate themselves?)	
Could a parent or caregiver be adding to or maintaining the justification process?	
Could a staff member (s) be adding to or maintaining the justification process?	
If several parents or staff members seem to be overreacting or under reacting is there an underlying “human systems dynamic” driving the behaviour?	

Series IX Questions (Family Dynamics)	Notes:
How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to Grandparents’ home)?	
Is the student (subject) connected to a healthy/mature adult in the home?	
Do the parents or guardians know what the contents of the bedroom are or is the bedroom off limits?	
If they do not know the contents of the bedroom, is it due to a “rule the roost” dynamic or a parental attitude about privacy?	
Who all lives in the family home (full-time and part-time)?	
What is the family structure (patriarchal, matriarchal, chaotic, etc)?	
Has the student engaged in violence or threats of violence towards their siblings or parents/guardians? If so, what form of violence and to whom including frequency, intensity, and recency (FIR)?	
What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
Who seems to be in charge of the family and how often are they around?	
Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)?	

ALCDSB Community Threat Assessment Protocol

If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?	
Are parent(s) or caregiver(s) concerned for their safety Or the safety of their children or others?	
Does the student level or risk (at home, school, or the Community) cycle according to who is in the home (i.e.: the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.	
Has the student been diagnosed with a DSM IV diagnoses?	
Is there a history of mental health disorders in the family?	
Is there a history of drug or alcohol abuse in the family?	
Does the threat maker have access to weapons in the home(s)?	

ALCDSB Community Threat Assessment Protocol

Step7: 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)?*”

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.

Medium Level of Concern

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

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing 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 student’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. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student’s potential to act violently.
- Significant increase in baseline behaviour.

ALCDSB Community Threat Assessment Protocol

Step 8: 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, but increased, supervision.

Low to Medium Level of Concern

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

Medium to High Level of Concern

- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.
- *Board Social Worker will notify Superintendent of School Effectiveness – Safe Schools.*
- *If there is imminent danger, call the Community Policing/Liaison Officer or 911 (e.g., a gun is found)*

ALCDSB Community Threat Assessment Protocol

Step 9: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Stage I Assessment.

Stage I Intervention Plan (attach additional pages as needed)

- Disciplinary action taken:
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ by: _____
Name of Authorized Professional who completed the assessment _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
 - Daily or ___ Weekly check-in with (Title/Name):
 - Travel card to hold accountable for whereabouts and on-time arrival to destinations.
 - Backpack, coat, and other belongings check-in and check-out by:
 - Late arrival and/or Early Dismissal.
 - Increased supervision in these settings:
 - Modify daily schedule by:
 - Behaviour Management/Safety Plan (attach a copy to this Threat Assessment).
- Intervention by support staff (Psychologist, Social Worker, Counsellor).
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:
- Drug and /or alcohol intervention with:
- Referral to IEP team to consider possible Special Education Assessment.
- If Special Education student, review IEP goals and placement options.
- Review community-based resources and interventions with parents or caretakers.
- Obtain permission to share information with community partners such as counselors and therapists (See District Release of information Form)
- Other action:

PARENT/GUARDIANS (attach additional pages as needed)

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

COMMUNITY PARTNER

- _____ (partner) will provide the following supervision and/or intervention:
- Partner will:

ALCDSB Community Threat Assessment Protocol

COMMUNITY PARTNER

- _____(partner) will provide the following supervision and/or intervention:
- Partner will:

COMMUNITY PARTNER

- _____(partner) will provide the following supervision and/or intervention:
- Partner will:

PLAN REVIEW DATE: _____

**NOTE: BOARD SOCIAL WORKER IS RESPONSIBLE FOR REVIEW AND MONITORING OF PLAN
PRINCIPAL IS RESPONSIBLE FOR IMPLEMENTATION OF THE PLAN ON SCHOOL SITE.**

Board Social Worker	Date: Signature:
Principal	Date: Signature:
Police	Date: Signature:
Other:	Date: Signature:

Appendix E: Definitions

High Risk Behaviours

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

Immediate Threat

In the case of immediate threat, staff will CALL 911 and then contact the school administration/designate. The school will contact the school's Superintendent of School Effectiveness who will contact the Director and the Superintendent of School Effectiveness - Safe Schools who will then activate the ALCDSB Community TAT.

In-School Threat Assessment Team

Is a team of school based professionals (e.g. principals, vice principals, youth worker) trained to assess a threat to student safety by a student or group of students. Board staff i.e. school's Superintendent of School Effectiveness and Special Education Services Staff will be consulted and will participate in the school based threat assessment process.

ALCDSB Community Threat Assessment Team

When a school based team has assessed that a student(s) poses a threat to student/staff safety the principal will call the school's Superintendent of School Effectiveness who will then contact the Superintendent of School Effectiveness-Safe Schools to request that the ALCDSB Community Threat Assessment Team be activated.

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 (MSN, Facebook) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

Imminent

Defined as likely to occur soon.

Threat Assessment

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

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.

Worrisome Behaviour

Defined as; those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of the In-School TAT and consultation with Board Student Services.

Appendix F: Algonquin and Lakeshore Catholic District School Board: Risk/Threat Assessment Notification and Process

Dear Parents/Guardians:

The Algonquin and Lakeshore District School Board (ALCDSB) and community partners are committed to providing safe and caring learning environments for students, staff, school visitors and community members. Principals consider a range of progressive discipline options to address inappropriate student behaviour and help students learn from their choices.

A risk/threat assessment will be initiated by the school administration/community partners when a student displays behaviours that pose a potential threat to safety to self and/or others.

The ALCDSB Community Threat Assessment Protocol (CTAP) provides an additional method to support Principals. Examples of behaviours that the ALCDSB CTAP can be used to investigate include but are not limited to:

- Possession of a weapon/replica;
- Bomb threat/plan;
- A verbal, written or electronic (internet, text) threat to kill or injure self/others;
- Fire setting;
- Other threats of violence.

The ALCDSB CTAP is a two-tiered response to student threat making behaviour. Principals may initially activate the In-School Threat Assessment Team, which consists of the school administrator, school based counsellor and support staff. If necessary, this may then lead to consultation with the school Superintendent of School Effectiveness, and the activation of the ALCDSB Community Threat Assessment Team.

Parents/guardians will be notified in advance if their child will be discussed through the ALCDSB Community Threat Assessment Protocol. Personal information shared throughout this process will respect and balance each individual's right to privacy while ensuring the safety of all. It is important for all parties to engage in the Threat Assessment process. However, if for some reason there is reluctance by the threat maker or parent/guardian to participate in the process, the threat assessment will continue in order to ensure a safe and caring environment for all. Intervention plans will be shared with parents, staff and students as required.

If you have any questions regarding the ALCDSB CTAP, please contact the Superintendent of School Effectiveness – Safe Schools at 613-354-2255 or 1-800-581-1116.

Sincerely,

Director of Education