NANAIMO LADYSMITH
PUBLIC SCHOOLS

2015-2016 Community Threat Assessment Protocol (CTAP)

A multi-disciplinary community partnership committed to:

- Early intervention
- Violence prevention
- High-risk assessments
- Interventions and supports

Learning Together

Our shared goal is safer schools and communities

*This Community Threat Assessment Protocol (CTAP) reflects the work of **J. Kevin Cameron**, Executive Director of the Canadian Centre for Threat Assessment and Trauma Response, the Yukon Threat Assessment Program (Y - TAP), the Alberta Children and Youth Initiative and the Comox Valley School District 71 Community Threat Assessment Protocol (2011).*

The original NLPS Community Threat Assessment Protocol was signed on July 5, 2011.

CTAP partners have committed to reviewing and resigning this protocol on the following dates:

- June 13, 2016
- November 3, 2017
- November 2, 2018

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Definitions

High-Risk Behaviours

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

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

Immediate Threat

In the case of immediate threat, staff will **CALL 911** and take the appropriate emergency response measures for that specific organization.

Risk Assessment

A risk assessment is typically a more lengthy process that involves a number of standardized tests and measures that go beyond the scope of the school/campus-based multidisciplinary Threat Assessment Team's (TAT)/post-secondary advisory team assessment. After the "initial level of risk" is assessed and "immediate risk reducing intervention" has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some unknown period in time. The student may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and to use that data to guide longer term intervention and treatment goals.

Threat

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

Threat Assessment

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students and adults 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.

Worrisome Behaviour

Worrisome behaviour is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. (The majority of behaviours fall into this category.) Worrisome behaviours include but are not limited to violent content in drawings and stories/journals, making vague threatening statements, unusual interest in fire, significant change in anti-social behaviour and significant change in baseline behaviour. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. Worrisome behaviours are a "cry for help" and require a timely follow-up with the student, teachers, counsellors, other school staff and the student's parents/guardians/caregivers.

Violence

Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between **a person** who is inclined to violence; **a stimulus** that causes the violence; and **a setting** that allows for violence or does nothing to prevent a violent act from occurring. Violence is dynamic and multidimensional. It is a process that is developed over time.

Community Threat Assessment Protocol
A Collaborative Response to Assessing and Responding to Violence Potential

Rationale

Nanaimo Ladysmith Public Schools and community partners are committed to making our schools and communities safe. The school district will respond to student behaviours that may pose a potential risk of violence to students, staff and members of the community. The term *partner* in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

During 2015-16 the *Community Threat Assessment Protocol* (CTAP) has been expanded to include Vancouver Island University. Our new CTAP demonstrates our commitment to including post-secondary partners in creating safe learning and work environments in our community.

This protocol supports collaborative planning among educational entities and community partners to reduce violence and reflects safe, caring and restorative approaches. It fosters timely sharing of information about students who pose a risk of violence towards themselves or others. The protocol promotes the development of supportive and preventive plans.

The strength of this Nanaimo Ladysmith Public Schools (NLPS), post-secondary and community partnership lies in the multidisciplinary composition of the Community Threat Assessment and Support Team (CTAT). The CTAT will strive to share the details of the threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise.

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

This protocol was developed with input from community service providers. A sincere thank you is extended to the following persons for their guidance and input:

Bob Esliger	Assistant Superintendent, NLPS
Constable Sherry Wade	Nanaimo RCMP
Pamela Miller	Regional Manager, Ministry of Children and Family Development
Carrie Chassels	Executive Director, Student Affairs, Vancouver Island University
Laura Tait	Aboriginal Education Leadership Council, NLPS

Community Partners

NLPS worked together with partners in developing and implementing the Community Violence Threat/Risk Assessment Protocol. Lead partners in dealing with violence theatre / risk assessment include:

Vancouver Island University (VIU)

Government of British Columbia
> Ministry of Justice, Corrections and Policing
> - Youth Probation
>
> Ministry of Children and Family Development
> - Child and Youth Mental Health
> - Aboriginal Child and Youth Mental Health
> - Crisis Response Team
> - Child Protection
>
> Island Health

Royal Canadian Mounted RCMP (RCMP) representing:
- Nanaimo Detachment
- Ladysmith Detachment
- Gabriola Detachment

Nanaimo and District Teachers Association

CUPE Local 606

City of Nanaimo

Snuneymuxw First Nation

Snaw-Naw-As First Nation

Mid-Island Métis Nation

Tillicum Lelum Aboriginal Friendship Centre

Please note:

Additional community partners will be invited to join as training occurs. This will allow the protocol to expand and reflect a comprehensive community commitment to early intervention measures and responses to behaviour that pose a potential threat to students, staff, and members of our community.

Community Threat Assessment Protocol

A Collaborative Response to Student Threat Making Behaviours

Rationale

NLPS and community partners are committed to making our schools safe for students and staff.

As a result, NLPS 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 the early intervention measures by the school district and our partners 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 at risk for violence towards self or others will ensure that supportive plans are put in place.

The strength of this school district and community partnership lies in the multi-disciplinary composition of the response team. Without delay, the response 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 respect the individual's right to privacy and the safety of all.

Vision

Violence prevention in our schools, our post-secondary campuses and our neighbourhoods is a community responsibility. All community partners work together to promote and maintain safety, and to strive to prevent violence.

Statement of Principles

All partners will undertake to follow the protocol. We have a shared obligation to take active steps to reduce violence in our schools, on our campuses and in our communities.

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school, campus and community safety. We will do so by proactively sharing information, advice, and supports that reduce violence.

As partners, we will work together for the benefit of our students, their parents/caregivers and the community by:

- Building working relationships based on mutual respect and trust;

- Working in ways that promote safe, caring and restorative school/campus environments and practices;

- Involving students and their families in planning for services and supports;

- Recognizing that each student has unique strengths and needs that should be considered when developing an appropriate support plan;

- Realizing that working together successfully is a process of learning, listening, and understanding one another; and

- Being patient, trusting and working together to help our students become happy, healthy, active, involved, and caring members of the community.

The overriding goal of the CTAP is risk reduction and violence prevention. We are committed to promoting the safety of students, staff, parents/caregivers and the school/campus community. We will work together to ensure that our schools/campus or other buildings/properties are safe places to learn and work.

This protocol is designed to facilitate communication so that when the Community Threat Assessment and Support Team (CTAT) is activated, appropriate community partners and school district/independent schools/post-secondary institutions may communicate relevant student information.

As part of the protocol design, school district/independent schools/post-secondary and community partners will commit to ongoing staff development in violence threat risk assessment training and program review.

Importance of Safe School Culture

Pro-social school programs and safe school culture are acknowledged to be the fundamental and only way to effectively reduce school violence. Healthy, safe school cultures provide students with clearly articulated, proactive and pro-social standards of conduct through which all parties are held accountable. Safe school culture establishes the environment where positive interactions and social responsibility are promoted and valued. Student and parent participation in developing of safe school initiatives and programming is essential.

Community Structure Supporting Threat Assessment and Intervention

The structure for implementing and sustaining procedures for NLPS' threat/risk assessment are established through the following three components:

District Threat Assessment Committee (DTAC)

This district committee oversees the development, implementation and communication of the Community Threat Assessment Protocol (TAP). The committee is comprised of representatives of the core agencies that are responsible for acting on the protocol (RCMP, MCFD, Principals/Vice-Principals and Senior Management, NLPS). This group meets several times a year to review and update the protocol and ensure that it sustains the imperative of open and effective inter-agency communication and support around the issue of threat/risk assessment in our schools and community.

Community Threat Assessment Protocol (TAP)

The Community Threat Assessment Protocol is the document that all community agencies recognize as the procedures for effectively sharing information and acting on situations that require threat/risk assessment procedures that involve students enrolled NLPS. Once developed the signing authorities agree to support, communicate and implement the protocol within their respective agencies with the purpose of maximizing our ability to respond and intervene in situations that involve student threat/risk making behaviours. It is important that this protocol (TAP) be effectively communicated to the public.

School Threat Assessment Teams (TAT)

The School Threat Assessment Teams are comprised of key personnel at each school site that have received the proper training in violence threat/risk assessment and are responsible for engaging and acting on the protocol (TAP). TAT is comprised of the school principal and/or vice-principal, counsellor, a designated school district officer, RCMP and any other personnel from the school or community that the team deem appropriate.

Overview of Violence Threat/Assessment Structures

District Threat Assessment Committee (DTAC)	• Steering committee to oversee development and implementation of the Community Threat Assessment Protocol (TAP), district policy, training and communications • Assistant Superintendent of Schools, secondary and elementary principals/vice-principals, RCMP, MCFD, VIHA, Mental Health and others as required
Community Threat Assessment Protocol (TAP)	• Systems for information sharing and the procedural platform for supporting school sites and the community in dealing with violence/threat risk assessment and intervention • DTAC and other community partners
School Threat Assessment Team (TAT)	• Site-based teams implementing the Threat Assessment Protocol when concern around a student(s) arises • School principal and/or vice-principal, counsellor, school/district personnel, RCMP and others as required

Key Approaches in Violence Threat Risk 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 sharing information. Information is shared on a confidential basis and is to be used solely for the purposes of the assessment, or for actions directly related to or flowing from the assessment.

2. Investigative Mind-Set
This is central to the successful application of the violence threat risk assessment process. Threat assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviours. Personnel who carry out violence threat risk assessments must strive to be both accurate and fair. Components of an investigative mind-set include:
- Open probing questions;
- Healthy skepticism;
- Attention to pre-attack behaviours;
- Verification of facts, actions corroborated;
- Common sense; and
- 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/campus). They may be found written on bathroom walls or stalls, spray painted on the side of schools/campus buildings, posted on the Internet or in letters left in a conspicuous place etc.

In the field of school and campus-based 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:
a. Assess the unauthored threat;
b. Attempt to identify the threat maker; and
c. Avoid minimizing the crisis/trauma response.

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

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

Identifying the Threat Maker
In many cases the author is never found but steps that can be taken to identify the author(s) are:
- Handwriting analysis;
- Word usage (phrases and expressions that may be unique to a particular person or group of people [street gang, club, sport team, etc.]); and
- Spelling (unique errors or modifications).

Contra-indicators
- Some authors will switch gender and try to lead the reader to believe they are 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 unauthorized threat.
- Depending on the severity of the threat, some students may be asked to give their opinion regarding the origin and authorship of the threat.

4. Building Capacity
Threat Assessment Teams (TAT) and community partners will be invited to receive violence threat risk assessment training with the district. Along with Level I and Level II VTRA training school districts, post-secondary institutions and community partners may provide additional training opportunities to support the work of the Community Threat Assessment Protocol (i.e. genogram information, interviewing skills and refresher training).

5. Program Review
This protocol will be reviewed annually by the Community Threat Assessment and Support Advisory Group which is comprised of representatives from the school district, independent schools, post-secondary institutions and community partners.

6. Contact List
The chair, or designate, of the Community Threat Assessment Protocol, will maintain an up-to-date contact list of the lead team members and will distribute a copy of the list to all community partners. As well, school district summer contacts for July and August of each year will be determined and provided to community partners.

Implementing a Violence Threat/Risk Assessment Process

Definition of Threat Assessment

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, intimates 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 Stage 1 TAT engage in a data collection process through semi-structured interviews to determine initial levels or 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/evidence that indicates a more comprehensive risk assessment is required.

Definition of Risk Assessment

A risk assessment is typically a more lengthy process that may involve a number of standardized tests and measures that go beyond the scope of the school-based multidisciplinary TAT process. After the Stage 1 initial level of risk is assessed and the immediate risk reducing intervention has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some point in time. The student may provide evidence of increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and to use the data to guide longer term intervention and treatment goals.

Fair Notice

Prior to any violence threat/risk assessment protocol being implemented, all students, staff and parents should be provided with information about the protocol and procedures so that "fair notice" is given that violence and threats of violence will not be tolerated. Senior school district personnel should take the lead in presenting the protocol to ensure that students, parents and staff are all aware that the new protocol is a jurisdiction-wide policy and that a consistent message is given regarding the use of the protocol.

Fair notice can be given through school and district websites, letters to parents, brochures, media releases, parent meetings, staff meetings, school assemblies, student orientations or all of the above.

Violence Threat Risk Assessment Response

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to self and others in our community, the Threat Assessment Team (TAT) or Community Threat Assessment and Support Team (CTAT) will respond. For school district response, refer to:

• *Appendix A – Responding to Student Threat Making Behaviour – A School Staff Guide*

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

• Stage 1: Data collection and immediate risk reducing interventions;

• Stage 2: Comprehensive multidisciplinary risk evaluation; and

• Stage 3: Multidisciplinary interventions.

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

The three stages of the VTRA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a student. The three stage approach promotes understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence toward a particular target they consider justifiable.

Stage 1: Data collection and immediate risk reducing interventions are performed by the Threat Assessment Team (TAT). The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Stage 1 Violence Threat Risk Assessment Report Form (Appendix C), and implementing risk reducing interventions.

Stage 2: Comprehensive multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage 1 TAT. The Stage 2 Community Threat Assessment and Support Team (CTAT) may involve some or all of the following: additional law enforcement and/or protective services resources, psychology, psychiatry, mental health, child protection, young offender worker, human resources personnel, and others. At Stage 2, the CTAT members work in collaboration with the Stage 1 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 TAT and Stage 2 CTAT members following a formal threat risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

Activation of the NLPS Community Threat Assessment Team

To facilitate timely activation of the School TAT or Community Threat Assessment Team (CTAT), each community partner will identify its lead CTAT member(s), and provide contact information to the CTAT chair. The CTAT chair is responsible for sharing contact information with the lead CTAT members. The assistant superintendent, or designate, will activate the CTAT and will be responsible for calling lead CTAT members who may have information specific to that threat situation. When staff members of a partner agency determine the need to activate the CTAT, they will notify their designated lead CTAT member who will activate their CTAT. CTAT members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other CTAT members.

1. Activation of the School Threat Assessment Team (School TAT)

The School TAT will consist of the principal and/or vice principal, school counsellor, child youth and family support worker and either the assigned school liaison officer or another assigned RCMP having jurisdiction. 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 community.

An assistant superintendent will be consulted and will participate in the violence threat risk assessment process as required.

2. Activation of the Community Threat Assessment Team: School or Protocol Partner Initiated

Stage One
The school administrators and RCMP will:
- Take immediate action to reduce risk;
- Consult with designated school district staff;
- Complete the Stage 1 Violence Threat Risk Assessment Report Form and follow the Responding to Student Threat Making Behaviour: A School Staff Guide (Appendix A); and
- Arrange a six- week and six-month intervention plan follow up.

Stage Two
When it has been determined that a CTAT will be convened, the assistant superintendent in consultation with other appropriate school and district personnel will:
- Determine the appropriate community partners and contact the agencies' lead staff;
- In a timely manner, determine the date, time and location of the CTAT meeting;
- Collect data and use the CTAT report form format;
- Evaluate level of risk to the safety of students, staff, community; and
- Make recommendations that reduce risk and provide student/family support.

All CTAT members will share pertinent information, and review all data, including data obtained from other sources (i.e. students and parents/guardians).

Stage Three

As a result of the school district and community partner evaluation of risk, the school district and partners will develop a risk management/student intervention plan. The risk management/student intervention plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the CTAT.

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

Roles

School principal or designate will:
- Be the School TAT leader;
- Call and coordinate the School TAT and inform their assistant superintendent;
- Be responsible for the completion of the Stage 1 VTRA report form (Appendix C).
- Complete Stage 1: Data collection and immediate risk reducing intervention within hours;
- Complete Stage 1 VTRA report form (Appendix C) within 24 hours;
- Contact the assistant superintendent to discuss possible activation of the CTAT;
- Determine who contacts NDTA and CUPE executive to give heads up if the VTRA is a "high" and proceeding to level 2;
- Follow up and coordinate intervention plans developed by the team;
- Notify appropriate school personnel of the completion of the VTRA and send the completed document to district office;
- Complete the "VTRA Notification Form" for the student's file (Appendix D), and
- Share copies of the completed Stage 1 VTRA report form with the CTAT partners who were involved in the assessment and intervention plan.

School Threat Assessment Team (TAT) will:
- Assist in data gathering as assigned by the principal;
- Assist the principal in Steps 6 – 10 of the Stage 1 VTRA report form (Appendix C);
- Be available for consultation on general issues regarding violence threat risk assessment procedures relating to mental health;
- Assist in developing plans or other interventions (i.e. behaviour plans, safety plans), and in facilitating access to programs or resources to reduce the risk of violence and respond to the student's educational needs if consent has been obtained; and
- Help families obtain needed assistance.

District Administration Center (DAC) staff will:
- Be designated by the superintendent with responsibility for Violence Threat Risk Assessment as the CTAT lead;
- Consult with the principal, school TAT and assistant superintendents involved;
- Contact CTAT members to facilitate consultations, and conduct interviews as required, except in criminal investigations;
- Assist when asked in completing the Threat Assessment Report Form questions Steps 1-11 (Appendix C); and
- Follow-up on recommended intervention plans as outlined in Step 11 (Appendix C).

School Liaison Officer (SLO)/Investigating RCMP Officer will:
- Be involved in school TAT;
- Investigate and determine whether a crime has been committed and if charges are appropriate or warranted;
- Conduct an RCMP investigation;
- Generate an RCMP occurrence report; and
- Interview the threat maker and witnesses when a criminal offence has occurred.

Community Partner staff will:
- Have an appropriate staff member participate in the CTAT;
- Participate in completion of the Threat Assessment Report Form (Appendix C);
- Participate in a review of school TAT findings; and
- Participate in developing any recommended intervention plans as outlined in Step 11 (Appendix C).

In most cases, the student behaviour that activates the CTAT will be observed in, or affect, the school. Therefore, whenever possible, CTAT meetings will occur on school district premises. The lead CTAT member will be the assistant superintendent with responsibility for Violence Threat Risk Assessment or designate. The assistant superintendent responsible for that school, and school administration, may also be part of the CTAT.

Trauma Response teams will:
- After a threat or an act of violence has occurred, school districts' tragic event or crisis response teams and community partner staff may be called upon to plan or provide post trauma counselling and interventions for students and staff.

Sharing Information

The general intent of access to information and protection of privacy legislation is to regulate the collection storage, use and disclosure of personal information. (Note: When the term "personal information" is used in this document, this includes personal health information.) Wherever possible and reasonable, consent to disclose personal information should be obtained. Valid consent does not exist unless the individual knows what he/she is consenting to, and understands the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice. School district and community partners are committed to the sharing of relevant information to the extent authorized by law.

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

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/caregivers and students aware of the protocol to be followed in such cases, the school district will provide yearly *Violence Threat Risk Assessment Notification* to students and their parents/guardians/caregivers (Appendix D). This notification will be posted on school and post-secondary institutions websites.

Green Light	Yellow Light	Red Light
Generally speaking, and subject to the guidelines of LAFOIP, **relevant personal information CAN be shared** under one or more of the following circumstances:	In any of the following circumstances, **obtain more information and receive direction from a supervisor**:	Information **can NEVER be shared** under any of the following circumstances:
- With written consent (see page 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; - By order of the Court; - To support the rehabilitation of a young person under the Young Criminal Justice Act (see page 10 regarding YCJA); - To ensure the safety of students and/or staff under the YCJA (see page 10) - To cooperate with a RCMP and/or a child protection investigation.	- Where consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s); - When asked about a report of criminal activity given to the RCMP; - When asked to share YCJA information from records, where there is a demand or request to produce information for a legal proceeding; - When a professional code of ethics may limit disclosure.	- There is a legislative requirement barring disclosure; - No consent is given and there is no need to know or overriding health/safety concerns; - Consent is given but there is no need to know or overriding health/safety concerns.

Sharing Information: Legislation and Case Law

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 sharing information. Each partner involved in an assessment will be responsible for determining the threshold for sharing information with other partners. Each partner will be responsible for ensuring compliance with applicable legislation.

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

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

Mental Health Act
Guide to the Mental Health Act – Appendix 13 - Freedom of Information and Protection of Privacy: Fact Sheet
> *Releasing Personal Health Information to Third Parties*

> *"Public bodies may release personal information to third parties if the client consents to the release. Public bodies may release necessary personal information to third parties without the consent of the client where disclosure is required for continuity of care or for compelling reasons if someone's health or safety is at risk."*

Freedom of Information and Protection of Privacy Act (FIPPA)
FOIPPA covers all provincial government public bodies, including government ministries and most government agencies, boards, commissions and Crown corporations. FOIPPA also covers what is referred to as local public bodies such as municipalities, universities, colleges and school boards, hospitals and health boards as well as designated self-governing bodies of professional organizations such as the College of Physicians and Surgeons, the Law Society of British Columbia, etc.

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

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use, storage and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

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

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

Documentation

The Stage 1 Violence Threat Risk Assessment Report Form (Appendix C) is completed by the school principal and serves as the official written record of the school/community meeting called to discuss student behaviour and to determine follow up plans or interventions. The written report and/or information from the meeting may be shared with others at the discretion of the assistant superintendent when it is deemed to be in the best interests of the student or others. **The completed Stage 1 VTRA form is to be sent to district office where it will be maintained on file. A one page "VTRA Notification Form" for the student will be completed by the principal and placed in the student's file (**Appendix D**).**

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

- At the minimum, partner organizations should ensure their personnel follow all requirements of any privacy legislation which may pertain to their agency;

- Information written and reported must be kept confidential and is intended to be shared with others on a "need to know" basis only;

- Information is shared only for the purpose for which it was created; and

- The written report is stored securely and retained only for the length of time required for the purpose for which it was created.

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

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

Fair Notice

Prior to any violence threat/risk assessment protocol being implemented, all students are provided with information about the protocol and procedures so that "fair notice" is given that violence and threats of violence will not be tolerated. Fair notice ensures that students, parents and staff are all aware that the VTRA protocol is a district-wide procedure. Consistent messaging is given regarding the activation of the protocol.

The district's Fair Notice brochure can be located here:
- Background information: http://bit.ly/1kRWE0J
- Brochure: http://bit.ly/20alIAy

Community Agency Reports of Information of Students Posing Significant Risk of Harm

If community agency personnel - such as fire, RCMP, health or others - believe they have knowledge of worrisome behaviour of a student which could pose a risk of harm to the public or others, they are advised to directly contact the student's school principal. Upon receipt of this information and further investigation, the principal may determine to take this information further than the school or to address the matter internally. If the behaviour is deemed to be of a medium or high risk, the principal will immediately call his/her school superintendent and activate the VTRA process. Following this review, a decision will be made whether to initiate the *Community Threat Assessment Protocol*.

If the agency does not have knowledge of the student's home school, contact may be made directly with the superintendent with responsibility for Violence Threat Risk Assessment to share the information and to determine the appropriate course of action. If the student is attending Vancouver Island University, the community partner should contact the Executive Director, Student Affairs.

External Communication

Safe schools/campuses operate as open systems and promote the appropriate sharing of information. To keep school/campus communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal/vice principal or TAT member.

As part of the threat assessment process, school districts and post-secondary institutions' communications personnel and local RCMP will consult with one another to coordinate any public messages via the media.

Internal Communication

It is always necessary for administrators, from sending and receiving schools, to communicate with one another but it is even more important when there has been a violent or threat-making incident and a VTRA document has been completed. However, it is never appropriate to place completed VTRA documents in student files as many staff have access to these files for various reasons.

Nanaimo Ladysmith Public Schools has created a VTRA notification form that the administrator completes and places in the student's file (Appendix D). This notification form doesn't provide details of the incident except for the notification that a VTRA document has been completed and to contact the administrator listed for further information.

Please note: this protocol and its forms are available for download on our website.

Appendices

Responding to Student Threat Making Behaviour: A School Guide

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

Worrisome Behaviours	High-Risk Behaviours	Immediate Threat – Call 911
Include but are not limited to: • Violent content • Drawings and pictures • Stories, journals, vague threatening statements • Unusual interest in fire • Significant change in anti-social behavior • Significant change in baseline behavior	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 or others • Fire setting • Threatens violence • Hate motivated violence targeting a particular student or group	Include but are not limited to: • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal or suicidal behaviour that threatens safety • Fire setting resulting in harm
Does not typically lead to activating the protocol but because it is a cry for help it does involve timely follow-up with the student, his/her teachers, the school counsellor and the student's parents/guardians/caregivers.	Activate protocol when safe to do so. Complete Stage 1.	Activate protocol when safe to do so. Complete Stage 1.
Principal informed and school-based intervention plan implemented.	**Principal of school student is registered at, informed and decision made to activate the protocol.**	
	Stage 1 – Data collection immediate risk reducing intervention is completed within hours.	
	School TAT – Principal (lead), vice-principal, counsellor and RCMP.	
	Public and independent school districts and post-secondary institutions activate protocol following their internal guidelines	
	If activated by TAT, the assistant superintendent with responsibility for VTRA, proceed to Stage 2.	
	Stage 2 – Comprehensive multidisciplinary risk evaluation is completed as soon as possible CTAT – School TAT, Assistant Superintendent (lead), RCMP and community partners. • **Conduct interviews as required** • **Meet with appropriate protocol partners and complete Stage 2 School/Family/Community Intervention Plan Form.**	

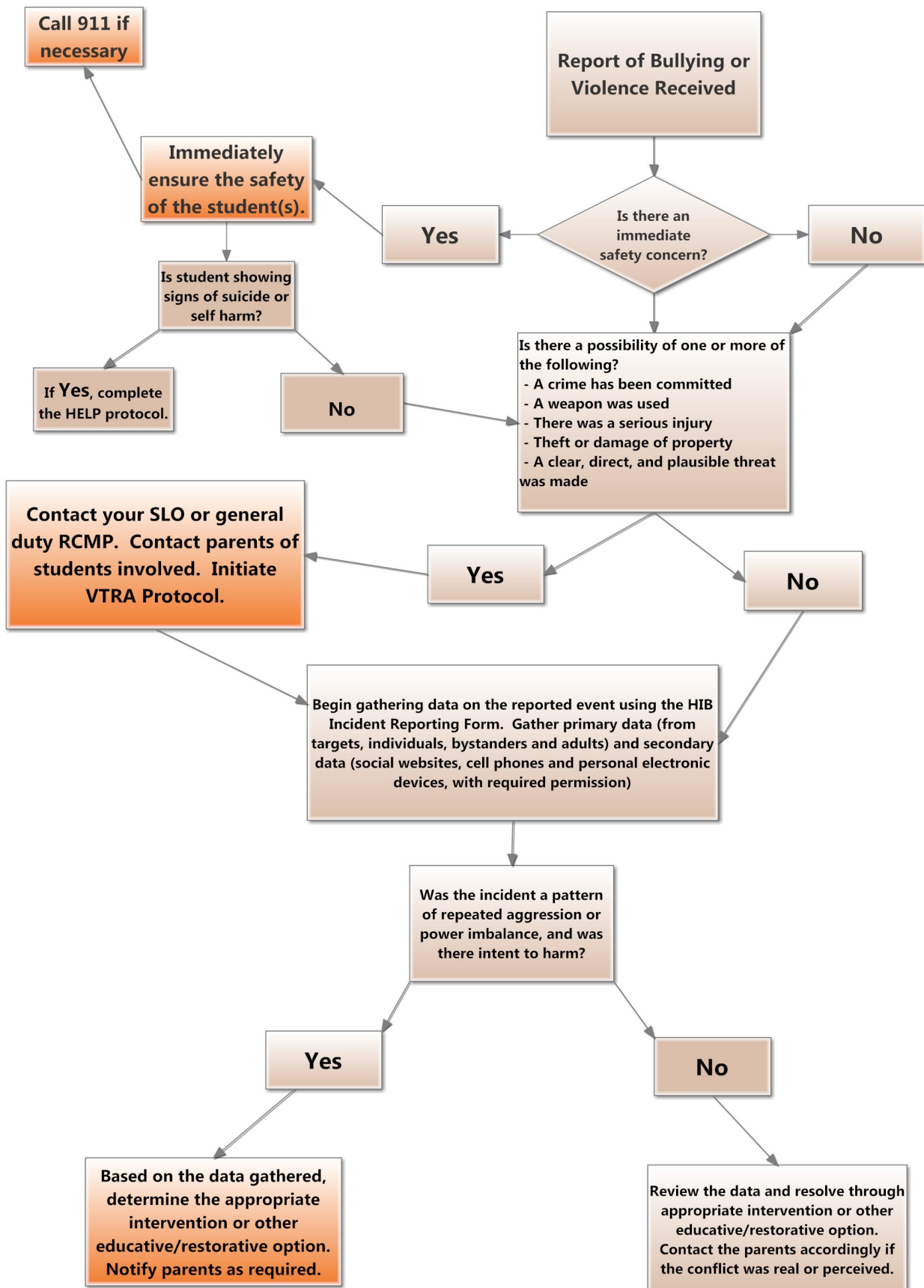| If activated by the assistant superintendent with responsibility for VTRA, proceed to Stage 3. |
|---|
| **Stage 3 – Multidisciplinary Intervention**

CTAT – School TAT, assistant superintendent with responsibility for VTRA (lead), RCMP and community partners |

Note: When a community partner determines the need to activate the CTAT, that person will notify his/her designated lead team member who will follow their procedure and contact their community partners as determined necessary.

Reporting Process and Protocol

NANAIMO
LADYSMITH
PUBLIC
SCHOOLS

Report of Bullying or Violence Received

Is there an immediate safety concern?

Yes

No

Immediately ensure the safety of the student(s).

Call 911 if necessary

Is student showing signs of suicide or self harm?

If Yes, complete the HELP protocol.

No

Is there a possibility of one or more of the following?
- A crime has been committed
- A weapon was used
- There was a serious injury
- Theft or damage of property
- A clear, direct, and plausible threat was made

Yes

No

Contact your SLO or general duty RCMP. Contact parents of students involved. Initiate VTRA Protocol.

Begin gathering data on the reported event using the HIB Incident Reporting Form. Gather primary data (from targets, individuals, bystanders and adults) and secondary data (social websites, cell phones and personal electronic devices, with required permission)

Was the incident a pattern of repeated aggression or power imbalance, and was there intent to harm?

Yes

No

Based on the data gathered, determine the appropriate intervention or other educative/restorative option. Notify parents as required.

Review the data and resolve through appropriate intervention or other educative/restorative option. Contact the parents accordingly if the conflict was real or perceived.

Violence Threat/

Risk Assessment

VTRA

Stage I Report Form

Second Edition 2011

Canadian Centre for Threat Assessment and Trauma Response

© Copyright 2011

*It is **_not_** a Stage I VTRA if there is imminent danger or the threat is time sensitive (e.g. "they said they were coming back to get her with a knife").

In these types of cases,

Call 911

Note:

The following Stage I Report Form is only for the use of Level I and Level II trained professionals in the Canadian Centre for Threat Assessment and Trauma Response Violence _Threat/Risk Assessment_ (VTRA) Model.

STAGE IVTRA REPORT FORM

(Data Collection and Immediate Risk Reducing Interventions)

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

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

Student:_____School:_____ DOB:__ __

Student Number:_____ Grade:_____Age:_____ _

Parents/Guardians Name:_____ Date of incident:_____ __

Three Primary Hypotheses in VTRA:

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

Pre-interview Considerations

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

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

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

Step 1:

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

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

Step 2:

School Administrators: If appropriate, check the locker, backpack, desk, etc.

Step 3:

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

Step 4:

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

Step 5:

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

Immediate Data may be obtained from multiple sources including:

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

Step 6:

The Semi-Structured Interview Format

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

Series II Questions (Attack-Related Behaviours)

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

Notes

Series III Questions (Threat Maker Typology)

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

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

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

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

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

Notes

Last Revised on May 6, 2011

Series IV Questions (The Target Typology)

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

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

Notes

Series V Questions (Peer Dynamics)

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

Notes

Series VI Questions (Empty Vessels)

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

Notes

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

Series VIII Questions (Family Dynamics)

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

Notes

Genogram

<u>Step 7:</u>
Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.
Parents/guardians have been notified of the situation and this Stage I data collection phase.
➢ Parents/guardians have NOT been notified because: _____

<u>Step 8</u>:

Other Agencies:

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

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

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

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

Note:

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

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Step 9:

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

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

   - Threat is vague and indirect.
   - Categorization of low risk does not imply "no risk" but indicates *the individual* is at little risk for violence.
   - Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
   - Available information suggests that the person is unlikely to carry out the threat or become violent.
   - Within the general range for typical baseline behaviour for the student in question.
   - Monitoring of the matter may be appropriate

> *Medium Level of* **Concern**
   The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

   - Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
   - No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
   - A moderate or lingering concern about the student's potential to act violently.
   - Increase in baseline behaviour.
   - Categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

> *High Level of Concern*
   The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

   - Threat is specific and *plausible.* There is an identified target. Student has the *capacity* to act on the threat.
   - Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
   - Information suggests strong concern about the student's potential to act violently.
   - Significant increase in baseline behaviour.
   - Categorization of risk indicates the individual is at a high or imminent risk for violence.
   - Immediate intervention is required to prevent an act of violence from occurring.

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

Step 10:

Decide on a Course of Action

Are there risk reducing interventions that need to be put in place immediately?

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

> **Low to Medium Level of Concern**
> - Implement the Intervention Plan _(Most students can be managed at school with interventions.)_

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

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

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
> Contract not to harm self or others created (please attach).	
> Alert staff and teachers on a need-to-know basis.	
> Daily or Weekly check-in with (Title/Name):	
> Travel card to hold accountable for whereabouts and on-time arrival to destinations.	
> Backpack, coat, and other belongings check-in and check-out by:	
> Late Arrival and/or Early Dismissal.	
> Increased supervision in these settings:	
> Modify daily schedule by:	

• Behaviour plan (attach a copy to this Threat Assessment)
• Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:
• Drug and/or alcohol intervention with:
• *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)
> Parents will provide the following supervision and/or intervention:
Parents will:

Monitor this Intervention Plan regularly and modify it as appropriate.

V-TRA Team Members	Date: Signature:
Principal or Vice-Principal	Date: Signature:
Clinician	Date: Signature:
School Liaison Officer (Police)	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

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Violence Threat Assessment (VTRA) Notification Form

VIOLENCE THREAT RISK ASSESSMENT (VTRA) NOTIFICATION

To be placed in Student File

Student's Name: _____

Date of Birth: _____

School: _____

Date of incident: _____

A formal threat assessment was completed on: _____

Please contact an assistant superintendent at the Department of Learning Services for further information at 250-741-5521.

_____   _____

Signature of Principal   Date

Nanaimo Ladysmith Public Schools' Violence Threat Risk Assessment Notification

October 30, 2015

Dear Parents/Guardians/Caregivers:

Nanaimo Ladysmith Public Schools is committed to providing school environments that are safe and caring places for students, staff, school visitors, and community members. We also work with families and community partners to provide the kinds of supports the young people in our schools require to be healthy and happy at school.

On a daily basis we model appropriate behaviour and reinforce positive choices. Students are encouraged to take responsibility for their behaviours and to accept the consequences of their actions. As part of our **Safe Schools Strategy** it is important for you to know that we will respond to student behaviours that pose a potential risk to the health and well-being of other students, staff, and members of the community. When students behave inappropriately, principals use restorative practices to help students take responsibility for their actions, change their behaviour, and learn from their mistakes.

We are very proud to say that we have worked with a number of community organizations to develop the *Community Threat Assessment Protocol*, which we launched initially in July, 2011. This document enables community partners to proactively share information and advice and to use their broad range of expertise to provide the appropriate supports to our youth and their families. Every Nanaimo Ladysmith Public School has a team that includes the principal/vice principal, school counsellor, and school RCMP liaison officer to work with the protocol. For information on the protocol, please visit our public website at www.sd68.bc.ca.

You will also find a brochure on the same page of our website that outlines the steps we will take when working with this protocol. If for some reason there is a reluctance to support or participate in the protocol, the appropriate steps may continue in order to ensure a safe and caring learning environment for all. Your school principal will be happy to answer any questions you may have about this process.

We look forward to working with you, and with our community partners, to provide safe and caring schools where "Success for All" in learning is a priority and everyone feels included.

Sincerely,

Bob Esliger
Assistant Superintendent, Learning Supports, Diversity & Equity

Copy to: NDTA; CUPE; DPAC

Community Threat Assessment Protocol

Nanaimo Ladysmith Public Schools and Community Threat Assessment Protocol signing members are committed to making our schools, campuses and communities safe for students, staff, volunteers and visitors.

Date signed _____

Nanaimo Ladysmith Public Schools

Vancouver Island University (VIU)

Ministry of Children and Family Development

Island Health

Royal Canadian Mounted RCMP (RCMP):
- Nanaimo Detachment

Royal Canadian Mounted RCMP (RCMP):
- Ladysmith Detachment

Royal Canadian Mounted RCMP (RCMP):
- Gabriola Detachment

Nanaimo District Teachers Association (NDTA)

CUPE Local 606

Tillicum Lelum Aboriginal Friendship Centre

Mid Island Métis Nation

Snuneymuxw First Nation

Snaw-Naw-As First Nation

City of Nanaimo

District Threat Assessment Team