Saskatoon and Area Community Threat Assessment and Support Protocol

Conseil des écoles fransaskoises	Greater Saskatoon Catholic Schools	Prairie Spirit School Division	Saskatoon Public Schools	University of Saskatchewan
Ministry of Justice, Corrections and Policing Kilburn Hall Youth Centre				Saskatchewan Polytechnic
Ministry of Justice, Corrections and Policing Young Offender Program		**A multi-disciplinary partnership committed to:** • early intervention; • violence prevention; • high-risk assessments; and • interventions and supports. **OUR SHARED GOAL IS SAFER SCHOOLS AND COMMUNITIES.**		Ministry of Social Services, Child and Family Programs Saskatoon, Centre Service Area
Ministry of Education	M. D. Ambulance Care Ltd.	Restorative Action Program (RAP)	Royal Canadian Mounted Police (RCMP) Saskatoon Detachment	Royal Canadian Mounted Police (RCMP) Warman Detachment
Saskatoon Crisis Intervention Services Inc.	Saskatoon Fire Department	Saskatoon Health Region: Mental Health and Addiction Services	Saskatoon Police Service	Saskatoon Open Door Society Inc.

JANUARY 2016

A MULTI-DISCIPLINARY PARTNERSHIP COMMITTED TO:

- Early intervention;

- Violence prevention;

- High-risk assessments;

- Interventions and supports; and

- Creating and maintaining internal processes and practices consistent to the model, in accordance with other CTASP partners.

Our shared goal is safer schools and communities.

This Community Threat Assessment and Support Protocol (CTASP) 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) and, the Alberta Children and Youth Initiative.

Appreciation is expressed to the following school boards for sharing their expertise and resources in the initial development of this document:

- Limestone District School Board;
- Hastings and Prince Edward District School Board;
- Kawartha Pine Ridge District School Board; and
- Peterborough Victoria Northumberland and Clarington Catholic School Board.

The original Community Threat Assessment and Support Protocol was signed on August 30, 2011.

CTASP partners have recommitted to the partnership by resigning on the following dates:

- November 20, 2012
- November 27, 2013
- January 13, 2016

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

Rationale

Conseil des écoles fransaskoises, Greater Saskatoon Catholic Schools, Prairie Spirit School Division and Saskatoon Public Schools (referred to as "school divisions" in this guide) and their community partners (as listed on page 5) are committed to making our schools and communities safe. The school divisions will respond to student behaviors that may pose a potential risk for 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.

The *Community Threat Assessment and Support Protocol (CTASP)* has been expanded to include the University of Saskatchewan and Saskatchewan Polytechnic. The CTASP 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 school division, post-secondary and community partnership lies in the multidisciplinary composition of the Community Threat Assessment and Support Team (CTAST). The CTAST 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.

Community Partners

Educational entities are the lead team members in the *Community Threat Assessment and Support Protocol*. Community partners include the following agencies and organizations:

Conseil des écoles fransaskoises

Government of Saskatchewan:
  Ministry of Justice, Corrections and Policing
   • Kilburn Hall Youth Centre
   • Young Offender Program
  Ministry of Social Services, Child and Family Programs
   • Saskatoon, Centre Service Area
  Ministry of Education

Greater Saskatoon Catholic Schools

M. D. Ambulance Care Ltd.

Prairie Spirit School Division

Restorative Action Program (RAP)

Royal Canadian Mounted Police (RCMP):
  • Saskatoon Detachment
  • Warman Detachment

Saskatchewan Polytechnic*

Saskatoon Crisis Intervention Services Inc.

Saskatoon Fire Department

Saskatoon Health Region:
  Mental Health and Addiction Services

Saskatoon Police Service

Saskatoon Public Schools

Saskatoon Open Door Society Inc.

University of Saskatchewan

*New member of the Saskatoon and Area Community Threat Assessment and Support Protocol

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 community members.

Vision

Violence prevention in schools, post-secondary campuses and 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 schools, on campuses and in 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, best practice, and supports that reduce violence.

As partners, we will work together for the benefit of students, and/or their parents/caregivers 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 students become happy, healthy, active, involved, and caring members of the community.

The overriding goal of the CTASP 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 schools/campuses or other buildings/properties are safe places to learn, work and live.

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

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

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 (See Sharing Information page 11 and 13). Information is shared on a confidential basis and is to be used solely for the purpose of 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 worrisome 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 worrisome behaviours;
   • Verification of facts, actions corroborated; and
   • Ensuring that information is accurate.

   When determining if a threat maker actually poses a risk to the person/target, consideration should be given to the following:
   • Is the threat clear, direct and plausible?
   • Is the threat emotionally charged?
   • What are the precipitating and contextual 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 social media/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 or minimize the crisis/trauma response.

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

   LANGUAGE OF COMMITMENT
   • Amount of detail (location where the violence is to occur, target(s), date and time the violence is to occur, justifications, etc.);
   • Threatened to do what with what ("kill", "murder", "ruin your lives", "shank", "shoot", etc.);
   • Method of delivery of the threat (who found/received the threat, when did he/she receive it, where did he/she receive it, who else did he/she tell and who else knows about it?); 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 receive violence threat risk assessment training. Along with Level I and Level II VTRA training, school divisions, post-secondary institutions and community partners may provide additional training opportunities to support the work of the Community Threat Assessment and Support Protocol.

5. **Program Review**
   This protocol will be reviewed on a regular basis by the Community Threat Assessment and Support Advisory Group which is comprised of representatives from school divisions, post-secondary institutions and community partners.

6. **Contact List**
   The chair, or designate, of the Community Threat Assessment and Support Protocol Team, 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 division summer contacts for July and August of each year will be determined and provided to community partners.

Violence Threat Risk Assessment Response

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

- *Appendix D – Responding to Student Threat Making Behaviour: A School Staff Guide*
- *Appendix E – Responding to Student Threat Making Behaviour: A Protocol Partner Guide.*

This *Community Threat Assessment and Support 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 and threat 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.

During data collection and risk reducing interventions VTRA team members should ensure attention to fluidity. Fluidity is the understanding that individuals may move between threats to harm others and a threat to harm themselves. Fluidity is an important consideration because the first hypothesis of VTRA is that a threat is a cry for help.

STAGE 1: Data collection and immediate risk reducing interventions are performed by the Threat Assessment Team (TAT). The initial data collection is completed in a timely and efficient manner. It focuses on gathering case specific data using the Stage I Violence Threat Risk Assessment Report Form (See Appendix F), 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 I TAT. The Stage 2 Community Threat Assessment and Support Team (CTAST) 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 CTAST 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 CTASP members.

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

Community partners are responsible to create and maintain internal processes and practices consistent to the model.

Sharing Information

Wherever possible and reasonable, consent to disclose personal information should be obtained.

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.)

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. Schools/campuses 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 that legislation allows the release of personal information if there is imminent threat to health and safety. To make parents/guardians/caregivers, students and staff aware of the protocol to be followed in such cases, schools/campuses will provide yearly Violence Threat Risk Assessment Notification to parents/guardians/caregivers, students and staff (See Appendix B). This notification will be posted on schools/campuses websites.

When to Share Information

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 circumstance:
• With written consent (use Youth Criminal Justice Act [YCJA]); • 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 Youth Criminal Justice ActTo ensure the safety of students and/or staff under the YCJA ; • To cooperate with a police 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 police; • 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 nor overriding health/safety concerns.

Sharing Information: Legislation and Case Law

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)).

Freedom of Information and Protection of Privacy Act (FOIP)

FOIP applies to all provincial government ministries and agencies in Saskatchewan including Child and Family Services and the Ministry of Justice. Its terms are similar to LAFOIPP and allow disclosure of information when the public interest in disclosure clearly outweighs any invasion of privacy or when disclosure would clearly benefit the individual to whom the information relates.

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 division, 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)

Child and Family Services Act

In Child and Family Services, information is gathered under the mandate of *The Child and Family Services Act* and *The Adoption Act*. Ÿ Section 74 of *The Child and Family Services Act* provides the parameters for sharing information gathered for the purposes of the Act. This includes information that the Ministry is given that had been gathered through other legislative mandates such as Health Information, Criminal Code investigations, etc. 74(1) Notwithstanding Section 18 of *The Department of Social Services Act*, members of the board, members of family review panels, mediators, officers and employees of the department, members of boards of directors of agencies, officers and employees of agencies, foster parents and all other persons who are employed in or assist with the administration of this Act: (a) shall preserve confidentiality with respect to: (i) the name and any other information that may identify a person that comes to their attention pursuant to: (A) this Act; (B) The Family Services Act, not including Part III; or (C) The Child Welfare Act, not including Part II; and (ii) any files, documents, papers or other records dealing with the personal history or record of a person that have come into existence through anything done pursuant to: (A) this Act; (B) *The Family Services Act*, not including Part III; or (C) *The Child Welfare Act*, not including Part II; and (b) shall not disclose or communicate the information mentioned in clause (a) to any other person except as required to carry out the intent of this Act or as otherwise provided in this section. (2) The minister, a director or an officer may disclose or communicate information mentioned in subsection (1) relating to a child to: (a) the guardian, parent or foster parent of that child; or (b) the child to whom the information relates. (3) On request of a person, the minister or a director may: (a) disclose; or (b) authorize an officer to disclose; Information mentioned in subsection (1) relating to that person in any form that the minister of director considers appropriate. (4) Notwithstanding subsection (2) or (3), no person shall, except while giving evidence in a protection hearing, disclose to anyone who is not an officer or a peace officer the name of a person who: (a) makes a report pursuant to section 12; and (b) requests that his or her name not be disclosed. (5) Any information that may be disclosed to the person to whom it relates may, with the written consent of the person to whom it relates, be disclosed to any other person. (5.1) Information mentioned in subsection (1) may be released where, in the opinion of the minister, the benefit of the release of information clearly outweighs any invasion of privacy that could result from the release. (5.2) The information mentioned in subsection (5.1) may be released in any form that the minister considers appropriate. (6) Any disclosure of information pursuant to this section does not constitute a waiver of Crown privilege, solicitor-client privilege or any other privilege recognized in law.

Documentation

The Stage I Violence Threat Risk Assessment Report Form (See Appendix F) is completed by the CTASP member lead and serves as the official written record of the school/community meeting called to discuss identified behaviour and to determine follow up plans or interventions. The written report and/or information from the meeting may be shared with community partners.

If the plan requires further action outside of the school/campus, 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.

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

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

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

If community partner's personnel believe they have knowledge of worrisome behaviour which could pose a risk of harm to the public or others, they are advised to directly contact the CTASP lead. Upon receipt of information and further investigation, the CTASP lead may take information further than the school/campus, or address the matter internally. If the behaviour is deemed to be of medium or high risk, the CTASP lead will activate the VTRA process.

External Communication

Safe schools/campuses operate as open systems and promote the appropriate sharing of information. To keep schools/campuses safe, staff, parents/guardians/caregivers, students and community members must report all threat related behaviours to the appropriate CTASP lead.

As part of the threat assessment process, CTASP members will consult with one another to coordinate any public messages via the media.
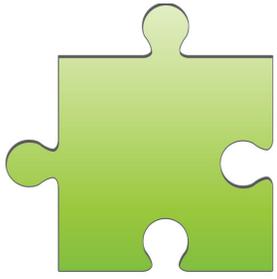
Saskatoon and Area Community Threat Assessment and Support Protocol

COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL SIGNING MEMBERS

We are committed to making our schools/campuses and communities safe for students, staff, volunteers and visitors.

Signed on: <u>January 13, 2016</u>

_____
WAYNE STUS
Vice Chair
Greater Saskatoon Catholic Schools

_____
GREG CHATLAIN
Director of Education
Greater Saskatoon Catholic Schools

_____
RAY MORRISON
Board Chair
Saskatoon Public Schools

_____
BARRY MACDOUGALL
Director of Education
Saskatoon Public Schools
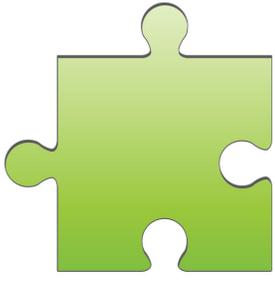
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Signed on: January 13, 2016

LARRY PAVLOFF
Board Chair
Prairie Spirit School Division

JOHN KUZBIK
Director of Education
Prairie Spirit School Division

LUC HANDFIELD
Directeur général désigné à l'éducation
Conseil des écoles fransaskoises
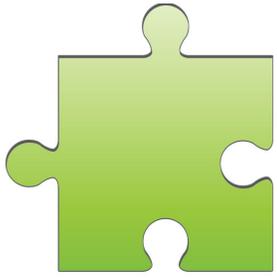
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Signed on: January 13, 2016

TRACY HOPKINS
Acting Director of Operations, Urban
Community Corrections, Saskatoon
Ministry of Justice, Corrections and Policing

HEATHER MILLER
Manager Service Delivery
Child and Family Programs
Ministry of Social Services, Centre Service Area

WINSTON BLAKE
Executive Director
Restorative Action Program

DR. LARRY ROSIA
President CEO
Saskatchewan Polytechnic
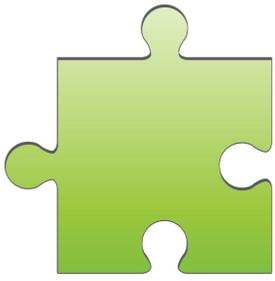
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Signed on: <u>January 13, 2016</u>

ARTHUR BAALIM
President
Saskatoon Crisis Intervention Service Inc.

MORGAN HACKL
Chief
Saskatoon Fire Department

KARYN KAWULA
Director
Saskatoon Health Region
Mental Health and Addiction Services

HAIDAH AMIRZADEH
Board of Directors Co-chair
Saskatoon Open Door Society
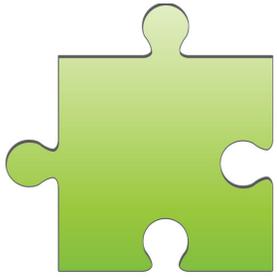
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Signed on: <u>January 13, 2016</u>

GREG FOWLER
Vice-President Finance & Resources
University of Saskatchewan

GERRY SCHRIEMER
Chief Operating Officer
M.D. Ambulance Care Ltd.

KEVIN T. GABEL
Executive Director
Programs Branch
Ministry of Education

DAVE WENINGER
Director of Operations
Kilburn Hall Youth Centre
Ministry of Justice, Corrections and Policing
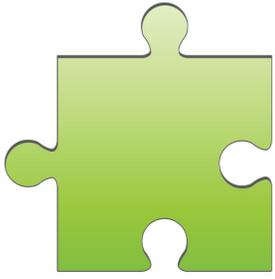
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COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL SIGNING MEMBERS

We are committed to making our schools/campuses and communities safe for students, staff, volunteers and visitors.

Signed on: <u>January 13, 2016</u>

CLIVE WEIGHILL
Chief
Saskatoon Police Service

BONNIE FERGUSON
Operations Officer, Central District
Royal Canadian Mounted Police
Saskatoon Detachment
Warman Detachment

Appendices

Please note: this protocol and its forms are available for download at

http://www.cefsk.ca

http://www.gscs.sk.ca

https://www.spiritsd.ca/

http://www.saskatoonpublicschools.ca

http://www.usask.ca/protectiveservices/

Appendix A: 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.

Appendix B: Saskatoon Public Schools' Violence Threat Risk Assessment Notification and Process

Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7
Tel: (306) 683.8200 Fax: (306) 657.3900
saskatoonpublicschools.ca
Barry MacDougall, Director of Education

August 28, 2015

Dear Parents/Guardians/Caregivers:

Saskatoon Public Schools is committed to providing school environments that are safe, caring and accepting 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, Caring and Accepting 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 progressive discipline 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 Saskatoon and Area Community Threat Assessment and Support Protocol, which we launched in August, 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 Saskatoon Public School has a team that includes the principal/vice principal, school counsellor, and school police resource officer to work with the protocol. For information on the protocol, please visit our public website at www.saskatoonpublicschools.ca (look under Division Information/Safe, Caring and Accepting Schools).

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. 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 excellence in learning is a priority and everyone feels included.

Sincerely,

Shane Skjerven
Deputy Director of Education

Note: This is an example of a Fair Notice letter that was issued by Saskatoon Public Schools in 2015.

Appendix C: Activation of School and Community Threat Assessment and Support Teams

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

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

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

STAGE ONE
The school administrators and police will:
- Take immediate action to reduce risk;
- Consult with designated school division;
- Complete the Stage I Violence Threat Risk Assessment Report Form and follow the Responding to Student Threat Making Behaviour: A School Guide (See Appendix D); and
- Arrange 6 week and 6 month intervention plan follow up.

STAGE TWO
When it has been determined that a CTAST will be convened, the school superintendent in consultation with other appropriate school 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 CTAST meeting;
- Collect data and use the CTAST 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 CTAST 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 division and community partner evaluation of risk, the school division 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 CTAST.

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.

# Appendix D: Responding to Student Threat Making Behaviour: A School Guide

Any person who is concerned will report behaviours to the school principal/designate that may pose a risk or threat to others.		
WORRISOME BEHAVIOURS Include but are not limited to: ☐ Violent content ☐ Drawings and pictures ☐ Stories/journals ☐ Vague threatening statements ☐ Unusual interest in fire (Contact Saskatoon Fire and Protective Services Fire Stop Program at 306-975-2574) ☐ Significant change in anti-social behaviour ☐ Significant change in baseline behaviour ****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.****	**HIGH RISK BEHAVIOURS** Include but are not limited to: ☐ Possession of weapon/replica ☐ Bomb threat plan ☐ Verbal/written threat to kill/injure ☐ Internet website threats to kill or injure self/others ☐ Fire setting (Contact Saskatoon Fire and Protective Services Fire Stop Program at 306-975-2574) ☐ Threatens violence ☐ Hate motivated violence targeting a particular student/group ****Activate protocol when safe to do so. Complete Stage 1.****	**IMMEDIATE THREAT-CALL 911** Include but are not limited to: ☐ Weapon in possession that poses serious threat to others ☐ Plan for serious assault ☐ Homicidal/suicidal behaviour that threatens safety ☐ Fire setting resulting in harm (Contact Saskatoon Fire and Protective Services Fire Stop Program at 306-975-2574) ****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 I - Data collection immediate risk reducing intervention is completed within hours	
	School TAT – Principal (lead), Vice Principal, Counsellor and Police	
	School divisions activate protocol following their internal guidelines. Conseil des écoles franksaskoises Greater Saskatoon Catholic Schools Prairie Spirit School Division Saskatoon Public Schools **If activated by TAT, Superintendent of Education with responsibility for VTRA, proceed to Stage 2**	
	Stage 2 - Comprehensive multidisciplinary risk evaluation is completed as soon as possible	
	CTAST – School TAT, Superintendents (lead), Police and Community Partners	
	☐ Conduct interviews as required. ☐ Meet with appropriate protocol partners and complete Stage II School/ Family/Community Intervention Plan Form. **If activated by the Superintendent with responsibility for Safe and Caring Schools, proceed to Stage 3**	
	Stage 3 – Multidisciplinary Intervention	
	CTAST – School TAT, Superintendent with responsibility for VTRA (lead), Police and Community Partners	

Note: When a community partner determines the need to activate the CTASP, that person will notify his/ her designated lead team member who will follow the procedure as outlined in Responding to Student Threat Making Behaviour: A Protocol Partner Guide." (see Appendix E).

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

Note: When a community partner determines the need to activate the CTASP, that person will notify his/her designated lead team member who will follow the procedure outlined below.

All protocol partners will report behaviours that may pose a risk or threat to others.

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 behaviour ☐ Significant change in baseline behaviour ****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.****	Include but are not limited to: ☐ Possession of weapon/replica ☐ Bomb threat plan ☐ Verbal/written threat to kill/injure ☐ Internet website threats to kill or injure self/others ☐ Fire setting ☐ Threatens violence ☐ Hate motivated violence targeting a particular student/group ****Activate protocol when safe to do so. Complete Stage1.****	Include but are not limited to: ☐ Weapon in possession that poses serious threat to others ☐ Plan for serious assault ☐ Homicidal/suicidal behaviour that threatens safety ☐ Fire setting resulting in harm ****Activate protocol when safe to do so. Complete Stage1.****

CTASP lead is contacted

School Threat Assessment Team (TAT)/ Post-Secondary Advisory Team	Community Threat Assessment and Support Team	Community Threat Assessment and Support Team
Stage 1: **Data collection and immediate risk reducing interventions** are performed by the Threat Assessment Team or TAT. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Stage I Violence Threat Risk Assessment Report Form (See Appendix F), 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 I TAT. The Stage 2 Community Threat Assessment and Support Team (CTAST) 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 CTAST 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 CTAST members following a formal threat risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

Appendix F: Threat Assessment 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: _____

Parent/Guardian Name(s): _____

Date of Incident: _____

TAT Members: _____

Principal: _____ Superintendent: _____

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 Superintendent of Education 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 and 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:
   • Justification for the threat?
   • Means to carry out the threat?
   • Consequences weighed out (I don't care if I live or die!)?
   • 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 and 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?**

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 and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)?

5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, 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 and 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?"

Series III Questions (Threat Maker Typology)

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

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

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

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

Series IV Questions (The Target Typology)

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

1. Does the target have a history of violence or threats of violence? If yes, what is his/her past:

2. If yes, what is the frequency, intensity and recency (FIR) of the violence?

3. What has been his/her past human target selection?

4. What has been his/her past site selection?

5. Is there evidence the target has instigated the current situation?

Series V Questions (Peer Dynamics)

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

2. Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (i.e. leader, co-leader, and follower)?

3. Is there a difference between the threat maker's individual baseline and his/her peer group baseline behaviour?

4. Who is in the target's peer structure and where does the target fit (i.e.: leader, co-leader, and follower)?

5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

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?

Series VII Questions (Contextual Factors)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc?

2. Have his/her parents just divorced or separated?

3. Is he/she the victim of child abuse and has the abuse been dormant but resurfaced at this time?

4. Is he/she being initiated into a gang and is it voluntary or forced recruitment?

5. Has he/she recently had an argument or "fight" with a parent/caregiver or someone close to him/her?

6. Has he/she recently been charged with an offence or suspended or expelled from school?

7. Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?

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 who may be influencing level of risk?

4. Who seems to be in charge of the family and how often is he/she around?

5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?

6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?

7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?

8. Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times his/her father travels away from home for work)?

9. Does the student have a history of trauma? Including car accidents, falls, exposure to violence, abuse, etc.

10. Has the student been diagnosed with a DSM IV diagnoses?

11. Is there a history of mental health disorders in the family?

12. Is there a history of drug or alcohol abuse in the family?

STEP 7: Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.

☐ Parents/guardians have been notified of the situation and this Stage I data collection phase.

☐ Parents/guardians have NOT been notified because:

STEP 8: Other Agencies:

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

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:

☐ **School Administrator calls School Resource Officer**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Counsellor calls Child and Family Services 306-933-6077 and request information relevant to the Stage I VTRA data collection.**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Counsellor calls Saskatoon Crisis and Intervention Services Inc. 306-933-6200 and request information relevant to the Stage I VTRA data collection.**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Counsellor calls Child and Youth Services, Mental Health and Addiction Services 306-655-7777 and request information relevant to the Stage I VTRA data collection.**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **School Administrator calls Saskatoon Fire and Protective Services, Fire Stop Program 306-975-2574 (when there is an unusual interest in fire starting, or fire starting behaviour).**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Others**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.

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

STEP 9: VTRA Team members collate the data and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" "Does the student pose a threat to himself/herself or someone outside the school (i.e. family)?" The Stage I Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage II Risk Evaluation.

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

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

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

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

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

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

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

STEP 10: Decide on a Course of Action

Are there risk reducing interventions that need to be put in place immediately?
With the input of all Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

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

☐ **Medium to High Level of Concern**
    • The Threat Assessment Team will consult with the Superintendent of Education and Coordinator of Student Behaviour Support to determine if a Stage II VTRA is needed.

STEP 11: Develop a Stage I Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is Required

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

Stage I Intervention Plan (attach additional pages as needed)

☐ Identify risk reducers and risk enhancers, and intervene to alleviate tension. Describe:
☐ Disciplinary action taken:
☐ Intended victim warned and/or parents or guardians notified:
☐ Suicide assessment initiated on:
☐ Suicide assessment initiated 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).
☐ Drug and/or alcohol intervention with:
☐ Referral to school resource team to consider possible Special Education Assessment.
☐ If Special Education student, review PPP goals and placement options.
☐ Review community-based resources and intervention with parents/guardians.
☐ Obtain permission to share information with community partners such as counselors and therapist (See District Release of Information Form)
☐ Other action:

Monitor this intervention plan regularly and modify it as appropriate with a formal review no later than six weeks and six months.

☐ School Administrator to diarize review dates to occur on _____ (6 week) and _____ (6 month).

PARENT/GUARDIANS (attach additional pages as needed)

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

Parents/guardians will:

VTRA TEAM MEMBERS

Principal or Vice-Principal: _____

Signature: _____   Date: _____

School Counsellor: _____

Signature: _____   Date: _____

School Resource Officer: _____

Signature: _____   Date: _____

☐ Stage I report form forwarded by _____

Other:
Name: _____

Organization: _____   Role: _____

Signature: _____   Date: _____

☐ Stage I report form forwarded by _____

Other:
Name: _____

Organization: _____   Role: _____

Signature: _____   Date: _____

☐ Stage I report form forwarded by _____

Other:
Name: _____

Organization: _____   Role: _____

Signature: _____   Date: _____

☐ Stage I report form forwarded by _____

Comments:

Appendix G: Community Safety Protocol—Saskatchewan Polytechnic

Saskatchewan Polytechnic is committed to ensuring the safety of all members of our Saskatoon campuses and administrative offices. Promoting the development of an environment free of violence requires commitment from everyone at Saskatchewan Polytechnic Saskatoon locations.

Saskatchewan Polytechnic supports and commits to the responsibilities of a Community Threat Assessment and Support Protocol (CTASP) community partner. All internal procedures have been developed to ensure continuity with the CTASP and the *Violence Threat Risk Assessment Level 1 and 2—Post-Secondary Edition* training provided by the Canadian Centre for Threat Assessment & Trauma Response.

Our goal is to respond to threats and worrisome behaviours quickly and in a professional manner. Threats will be taken seriously, investigated and responded to appropriately.

What happens in a threat assessment?

- ☐ All threats and worrisome behaviours are reported to the Health, Safety and Security manager at Saskatoon campus, who activates the Saskatchewan Polytechnic threat assessment procedures.
- ☐ Interviews are held with the student(s), the threat maker, and staff.
- ☐ An investigation determines the level of risk and directs an appropriate response to the incident.
- ☐ Intervention plans are developed, implemented and monitored.

The health, safety and security of students and employees is of utmost importance for Saskatchewan Polytechnic. Inquiries regarding the threat assessment process may be directed to the Health, Safety and Security manager at Saskatoon campus.

The health, safety and security of students and employees is of utmost importance for Saskatchewan Polytechnic. Inquiries regarding the threat assessment process may be directed to the Manager of Health, Safety and Security at the Saskatoon Campus.