ADMINISTRATIVE PROCEDURE	
Approval Date **2016**	*Replacing* **NEW**
Review Date **2021**	*Page* **1 of 28**
Contact Person/Department **Superintendent of Safe and Accepting Schools**	*Identification* **OP-6531**

THREAT AND RISK ASSESSMENT AND RESPONSE

1.0 PURPOSE

Trillium Lakelands District School Board believes all members of our community have the right to feel safe and protected. TLDSB will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. Threat and Risk Assessment and Response provides the framework for a systematic response to threatening behaviours in schools and the community.

The general purpose of a Threat Assessment Team (TAT) in school jurisdictions is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The strength of the school and community partnership lies in the cross-sector multi-disciplinary composition of the response team.

The primary purpose of Multi-disciplinary Threat Assessment Teams (M-TAT) is to identify indicators that suggest a student may be moving on a pathway of justification to use violence OR to respond to a student who has used violence and intervene with the appropriate support in such a way as to reduce the risk, prevent injury to self or others, and assist the student in receiving the help he or she needs to address the issues contributing to the high-risk student behaviour.

2.0 REFERENCES/RELATED DOCUMENTS

2.1 Education Act
2.2 Youth Criminal Justice Act
2.3 MFIPPA- Municipal Freedom of Information and Protection of Privacy Act
2.4 PHIPPA- Personal Health Information Protection of Privacy Act
2.5 Bill 157: Keeping Our Kids Safe at School Act
2.6 Bill 168: Violence and Harassment in the Workplace
2.7 Bill 13: Accepting Schools Act
2.8 OP-6021 TLDSB Code of Conduct
2.9 BD-2351 TLDSB Emergency Preparedness Procedure
2.10 OP-6520 TLDSB Emergency Preparedness Procedure: Schools and Worksites
2.11 HR-4520 TLDSB Responding to Student Violence Toward Staff
2.12 BU 3555 TLDSB Incident/ Accident/ Injury Reporting Procedure
2.13 OP-6540 TLDSB Lockdown Emergency Response Procedure
2.14 BD-2120 TLDSB Privacy and Information Management Procedure
2.15 BD-2031 TLDSB Freedom of Information Procedure
2.16 OP-6525 TLDSB Ontario Student Record Guidelines Procedure
2.17 OP-6215 TLDSB Bullying Prevention and Intervention Procedure
2.18 BD-2101 TLDSB Equity and Inclusive Education Procedure
2.19 BD-2038 TLDSB Religious Accommodations Procedure

3.0 TERMS AND DEFINITIONS

3.1 AGGRESSION

Aggression is characterized as hostile or violent behaviour or attitudes toward another with a readiness to attack or confront, often without provocation. Aggression often occurs as a forceful and sometimes overly assertive pursuit of one's aims and interests.

3.2 BEHAVIOURAL BASELINE

An indicator to assist in determining whether an individual's behaviour has changed. If a child throws tantrums as frequently as 6-8 times a week, then this frequency serves as a baseline. Changes in frequency of, intensity of, or recent worrisome or high-risk behaviour may indicate a need to conduct a risk or threat assessment.

3.3 BEHAVIOURS

Behaviours are the way in which one acts or conducts oneself, especially toward others.

3.4 COMMUNITY THREAT ASSESSMENT CATEGORIES

Information is gathered from stakeholders to determine a level of risk.

a) LOW categorization of risk does not imply "no risk", but indicates the individual is at little risk for violence, and monitoring of the matter may be appropriate.

b) MODERATE categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

c) HIGH categorization of risk indicates the individual is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

3.5 CRISIS

A reaction to, or perception of, a situation or event which causes psychological trauma to students and/or staff and requires immediate action because of its disruption or potential disruption to the educational process. A crisis may impact a small group of students in one classroom or an entire school community.

3.6 CCTATR

Canadian Centre for Threat Assessment and Trauma Response.

3.7 EMERGENCY PLAN

School Emergency Response Plan outlining school procedures for responding to specific incidents.

3.8 EMPTY VESSEL

The empty vessel concept suggests that it is crucial to explore what children are 'filling themselves with' if they are not engaging with positive, healthy adults.

3.9 HIGH RISK BEHAVIOURS

High risk behaviours express intent to do harm and/or to act out violently against someone or something. High risk behaviours include but are not limited to:

a) interest in violent content;
b) unusual interest in fire-setting;
c) escalation of physical aggression;
d) significant change in anti-social behaviour;
e) unusual interest in, or possession of, a weapon/replica of a weapon;
f) bomb threat, and,
g) online threat to kill or injure self or others.

3.10 HOLD AND SECURE/SHELTER IN PLACE

An enhanced level of safety and security requiring staff and students to remain indoors for a period of time due to *external* conditions.

3.11 IMMEDIATE RISKS OR THREATS

Any threats to any other person or property that places them in imminent danger by another person is considered an immediate threat and 911 should be contacted. Immediate threats may include, but are not limited to:

a) weapon in possession that poses a serious threat to others;
b) plan for a serious assault;
c) homicidal/suicidal behaviour that threatens safety;
d) fire-setting.

3.12 INTERVENTION PLAN

A plan that is developed as a result of the risk and threat assessment process which addresses all of the concerns identified and the next steps required.

3.13 LOCKDOWN

Lockdown is a term used when there is a major threatening incident or threat within the school, or in the vicinity of the school.

3.14 RISK ASSESSMENT

Risk assessment is the process of determining if an individual may pose a further risk to a known or unknown target(s) in an unknown period of time. A risk assessment is a comprehensive evaluation of all risk-reducing and risk-enhancing factors affecting the individual and recommends long term interventions and treatment goals.

3.15 MULTIDISCIPLINARY LEVEL THREAT ASSESSMENT TEAM (M-TAT)

A team comprised of the School Level Threat Assessment Team (S-TAT) and the TLDSB Threat and Assessment Team; may also include community partners.

3.16 SCHOOL LEVEL THREAT ASSESSMENT TEAM (S-TAT)

A team comprised of school/board staff; may include community partners.

3.17 THREAT

A threat may be verbal, written, drawn, posted online, in social media or made by gesture. Threats may be direct, indirect, conditional or veiled. A threat is an expression of intent to do harm or act out violently against something/someone.

3.18 THREAT ASSESSMENT

The process of determining if an individual poses a risk to the target(s). In this context, it is possible that no known threat has been made. The concern may come from worrisome behaviours such as increased violent ideation or behaviours that suggest the frequency and intensity of violence potential may be increasing.

3.19 TRAUMA OR CRISIS RESPONSE

A process during or after a traumatic event where school board and/or community agencies plan for and/or provide post-trauma counselling and interventions for students and staff.

3.20 TRAUMATIC EVENTS

A traumatic event is an experience that causes physical, emotional and/or psychological distress or harm. It is an event that is perceived and experienced as a threat to one’s safety or to the stability of one’s world.

3.21 VIOLENCE

Violence is aggression with much greater intensity and destruction and includes behaviour by individuals that intentionally threaten, attempt or inflict physical harm on others. Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between:

a) a person who is inclined to violence;
b) a stimulus that causes the violence; and,
c) a setting that allows for violence or does nothing to prevent a violent act from occurring.

Violence is a dynamic and multidimensional process that is developed over time.

3.22 VTRA

Violence Threat Risk Assessment is a data collection process that begins generally within 24 hours after the worrisome or high risk behaviour is identified and helps determine the level of threat.

3.23 WORRISOME BEHAVIOURS

Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. For example: drawing violent pictures, writing violent stories or making vague or generalized statements about violence.

4.0 ADMINISTRATIVE PROCEDURE

4.1 GOALS OF THREAT AND RISK ASSESSMENT AND RESPONSE

4.1.1 The procedure will indicate the process to follow when a threat or risk is identified and the role of the Threat Assessment Team(s) in doing follow-up assessments and outlining safety measures to be put in place for staff or others working with students who pose a risk to themselves or others.

4.1.2 The goals of the Threat and Risk Assessment and Response include:

a) assessing potential risks;
b) understanding how to safely respond to high-risk and threatening behaviours;
c) sharing information with relevant stakeholders and ensuring they have a clear understanding of potential risks;
d) developing a plan for response in effort to maintain safety of all stakeholders;
e) determining the safest and most appropriate course of action for the educational program of the student considering the circumstances;
f) building capacity within the Board and community for responding to risk, threat and crisis situations;
g) sharing the intervention plan with relevant stakeholders.

4.2 FAIR NOTICE

At the beginning of each school year, TLDSB shall provide all students, staff, parents and guardians with the information about the TLDSB risk and threat assessment process, ensuring that fair notice is given that worrisome behaviour will be investigated (see Appendix 5.1).

4.3 THREAT AND RISK ASSESSMENT RESPONSE VERSUS CODE OF CONDUCT

The Threat and Risk Assessment and Response and The TLDSB Code of Conduct are separate procedures. While they may overlap, they are not causal (see Appendix 5.2).

4.4 ROLES OF THE SCHOOL THREAT ASSESSMENT TEAM (S-TAT)

4.4.1 The School Threat Assessment Team (S-TAT)

a) The team must be led by an administrator.
b) The team must include one individual trained in VTRA who will complete the VTRA Stage 1 Report Form with the S-TAT.
c) The S-TAT may include:
- Guidance Counsellors;
- Psychoeducational Consultants;
- Behaviour Consultant;
- Student Services/Attendance Counsellors (SSACs);
- School Resource Officer or another community police officer, if available, and,
- A staff member who knows the student well.

A team of 3-4 individuals is preferable.

4.4.2 The roles of the School Threat Assessment Team (S-TAT) include:

a) Regarding Worrisome Behaviour:

i. work with principals in determining whether a threat has occurred (threat assessment);
ii. assist in determining whether a risk assessment is necessary;
iii. assist in determining the best placement and educational program for the student considering the circumstances;
iv. assist in providing access to community supports for the student and parent/guardians(s);
v. assist in putting plans in place for the safety and security of other students, staff and the general school community;
vi. communication of intervention plan to relevant stakeholders.

b) Regarding High Risk or Immediate Risk Behaviour:

i. assist with crisis response;
ii. assist with investigation;
iii. assist with required follow-up plans depending on the circumstances (suspension/expulsion if required, assessment, re-entry, safety measures etc.);
iv. communicate intervention plan to relevant stakeholders.

4.5 DUTY TO REPORT

4.5.1 OP-6021 Trillium Lakelands District School Board Code of Conduct Procedure outlines the school board staff's duty to respond and report under the code of conduct.

4.5.2 Bill 168: Ontario's Workplace Violence and Harassment Legislation, requires school boards to include:

a) measures to control risks of workplace violence;
b) reasonable precautions to be taken to protect workers;
c) information to be shared with employees when risks or threat of violence is present (see OP 6021 TLDSB Code of Conduct Procedure).

4.5.3 Bill 157: Keeping our Kids Safe at School Act requires:

a) all school staff to report to principals when they become aware that students may have engaged in incidents for which they could be suspended or expelled;
b) the principal to inform the parents of students harmed as a result of an incident for which a student could be suspended or expelled;
c) that school staff respond if they observe student behaviour likely to have a negative impact on the school climate (see OP 6021 TLDSB Code of Conduct Procedure).

4.6 RESPONDING TO STUDENT BEHAVIOUR

4.6.1 Any person in a school having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour shall promptly report the information to the school principal and/or their designate.

4.6.2 Responses to student behaviour will vary dependant on whether an action has occurred (which may require a Code of Conduct Response) or a threat has been made (which may require a VTRA response). A Code of Conduct and VTRA Response may also occur simultaneously (see Appendix 5.2 TLDSB Code of Conduct and VTRA Flow Chart).

4.6.3 Behaviour should be assessed as either:

a) Immediate Threat and Risk – **Call 911** – initiate lockdown and/or hold and secure if applicable;
b) Worrisome Behaviour or High Risk Behaviour – continue with procedure (see Appendix 5.4 Responding to Student Threat Making Behaviour).

4.6.4 Behaviour should be assessed by the principal (or designate) in conjunction with other school staff on a case-by-case basis through the following questioning process:

a) is it clear, direct and plausible?
b) does it represent worrisome behaviours, high risk concerns or an imminent risk of safety?
c) is it increasing in frequency or severity for the student's baseline behaviour?

4.6.5 Principals may choose to use Keeping Safe with High Risk or Threatening Behaviours (see Appendix 5.3) as a reference.

4.7 STAGE ONE: DATA COLLECTION

4.7.1 If a student is exhibiting worrisome or high risk behaviours the following steps should be taken:

a) the principal or vice principal will inform the school superintendent or designate;
b) the school superintendent will consult with the Superintendent of Safe Schools to determine if the student potentially poses a risk to self or others;
c) based on this consultation, a determination will be made regarding steps to be taken in gathering relevant information (i.e. photos, writings, other printed materials) to assist in determining whether a formal threat or risk assessment shall be conducted;
d) if the information collected suggests that the student has also uttered a threat to harm/kill themselves or others, and the possibility of *intent to act* on the threat is evident, a formal threat or risk assessment will be activated;
e) the school administrator will assemble the S-TAT.

4.7.2 Investigating the Threat

Use the Threat Assessment Planning Checklist (see Appendix 5.5) as a guide for this process:

a) the S-TAT develops an investigative plan that outlines who will be collecting what information and from whom;

b) the VTRA trained staff member will provide copies of the CCTATR Violence Threat/Risk Assessment VTRA Stage 1 Report Form to guide data collection;
c) if community partners are unable to attend, refer to the suggested Data Gathering Script for S-TAT Members (see Appendix 5.7) when community partners are to be contacted for information;
d) determine the best time and person to notify the parent/guardian(s);
e) set a specific time and place, within the same day if possible, to reconvene and share data collected in order to proceed to next step.

4.7.3 Pre-Interview Considerations for Students of Concern

a) Interview the threat maker(s) or students of concern after initial data has been collected such as locker and/or backpack 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 a 'one-dimensional assessment' and will provide the interviewer(s) with data to develop case specific hypotheses and questions.

b) There should always be two people (but no more than two) in the room interviewing the student of concern. One person should be responsible for primarily conducting the interview, while the second person takes verbatim notes and offers any additional questions if needed at the end of the interview.

.

c) While you are not conducting a psychological evaluation of the threat-maker, you are considering individual factors related to the threat-maker. At this phase, the team's main goal is to assess the level of concern regarding the threat.

4.7.4 S-TAT Determination of the Level of Concern

a) S-TAT members collate the data and discuss all relevant information regarding the student.
b) The VTRA trained member completes the final Information Gathering Form (which is part of the VTRA Stage 1 Report Form) to clearly document the team process and the decision about level of concern.

4.7.5 Levels of Concern

a) Low Level of Concern: Risk to the students, staff and school safety is minimal:

i. threat is vague and indirect;
ii. information contained within the threat is inconsistent, implausible or lacks details; threat lacks realism;

iii. available information suggests that the person is unlikely to carry out the threat or become violent.

b) Medium Level of Concern: The threat could be carried out, although it may not appear realistic and violent action is possible. Concerns include:

i. threat is more plausible and concrete than a low-level threat. Wording in the threat and information gathered suggested that some thought has been given to how the threat could be carried out (possible place and time);
ii. no clear indication that the student of concern has taken preparatory steps (i.e. weapon seeking), although there may be an inconclusive or ambiguous reference pointing to that possibility (e.g. statement to convey threat is not empty: “I am serious!”);
iii. moderate and lingering concerns about the student’s ability to act violently;
iv. increase in baseline behaviour.

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

Concerns include:

i. threat is specific and plausible. There is an identified target. The student has the capacity to act on the threat;
ii. information suggests concrete steps have been taken toward action in the threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance;
iii. there is information that suggests strong concern about a student’s capacity to act violently;
iv. significant increase in baseline behaviour.

4.7.6 Post-Interview Considerations

Consider the following:

a) to what extent does the student pose a plausible threat to school/student safety?
b) does the student pose a threat to themselves or someone outside the school like family members or peers?
c) do we have adequate information to make this determination?

4.7.7 Course of Action based on S-TAT Concern

Actions:

a) if danger is imminent, call 911;

b) low to medium level of concern should be managed at the school level with the support of the S-TAT;
c) medium to high level of concern should be managed by the M-TAT with police involvement (where applicable).

4.7.8 Developing an Intervention Plan.

Use the Intervention Plan (see Appendix 5.8) to address all concerns identified through the Threat Assessment process.

a) Low to Medium Levels of Concern:

i. implement the in-school intervention plan;
ii. share plan with school staff on a need to know basis;
iii. make appropriate community referrals;
iv. notify your school superintendent.

b) Medium to High Levels of Concern :

i. implement the in-school intervention plan;
ii. share plan with school staff on a need to know basis;
iii. identify relevant community partners and determine the plan for collaboration;
iv. complete Risk and Threat Assessment: Preliminary Stage 2 (see Appendix 5.9) and send to the school superintendent and determine if proceeding to Stages 2 & 3.

4.7.9 Implementing and Monitoring the Plan

Implementation/monitoring process includes:

a) the S-TAT determines who will be responsible for ensuring that the various aspects of the intervention plan are implemented;
b) the principal schedules a follow-up S-TAT meeting to review and revise the plan as needed;
c) sharing the Intervention Plan with parent(s)/guardian(s) and the student; this will be facilitated by the principal or vice-principal;
d) medium to high levels of concern may proceed to Stage 2 or 3 once the Risk and Threat Assessment: Preliminary Stage 2 (see appendix 5.9) has been sent to the school superintendent.

4.8 STAGE TWO AND THREE (FOR MEDIUM TO HIGH LEVELS OF CONCERN): ACTIVATING THE MULTIDISCIPLINARY THREAT/RISK ASSESSMENT TEAM

4.8.1 The principal will contact the Superintendent of Safe and Accepting Schools to request a Stage 2 Multidisciplinary Risk Assessment, when the S-TAT assesses a threat as a medium or high level of concern.

4.8.2 Multidisciplinary Level Threat/Risk Assessment Team (M-TAT)

The following staff comprises the TLDSB M-TAT:

a) Superintendent of Safe and Accepting Schools (or designate);
b) Psychoeducational Consultant;
c) Principal (or designate);
d) Student Services/ Attendance Counsellor.

Additionally, the TLDSB M-TAT may include but is not limited to:

a) School Superintendent;
b) District Principal of Specialized Services;
c) Manager of Mental Health and Student Well-Being;
d) Behaviour Consultant;
e) Police;
f) Community partners;
g) Other representatives as determined by the team.

4.8.3 It is the role of the Superintendent of Safe and Accepting Schools or designate to:

a) guide the process;
b) outline steps required for the school, students and others;
c) set up the assessment; and,
d) work with the student and others they are connected with to develop a plan for return.

4.8.4 The purpose of conducting a Multidisciplinary Risk Assessment is:

a) to ensure the overall wellness and physical safety of students, staff, parents and others;
b) to ensure full understanding of the context of the threat or behaviours;
c) to begin to understand the factors that contribute to the threat-makers' behaviour;
d) to be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat-maker.

4.8.5 Prior to conducting an assessment all information available will be reviewed and a plan developed by the M-TAT. Information will include but may not be limited to:

a) student educational, social and emotional history (where available);
b) student age;
c) special needs;
d) mitigating factors;

e) incident details, including Threat Assessment Form (see Appendix 5.10), VTRA Stage 1 Information Gathering Form, reports, interview notes, photographs etc. (if there was police involvement in the incident, the Threat Assessment Team will work with the police);
f) information provided by the parent;
g) information provided by community partners.

4.8.6 The Superintendent of Safe and Accepting Schools in consultation with the school superintendent and principal shall determine what discipline, if any, is warranted if there was an incident (rather than a worrisome behaviour) leading to the assessment.

Consideration should be given to the following:

a) timing and location of disciplinary action;
b) implications and supports for the student (* It is important to note that the isolation and disconnection that high-risk students feel during a suspension/expulsion may be exacerbated if steps aren't taken to keep them connected to healthy supports).

4.8.7 Stages 2 and 3 may or may not be conducted with student and parent/guardian knowledge and may or may not be conducted in concert by some or all of the following professionals:

a) a board psychoeducational consultant and/or psychologist or an agent of the Board hired to perform such assessments;
b) supporting staff such as a superintendent, district principal, principal or consultant;
c) a member of the TLDSB M-TAT;
d) community or agency support persons if applicable;
e) others as deemed necessary to support the emotional and physical well-being of staff, students and parents involved;
f) appropriate law enforcement professionals.

4.9 DOCUMENTATION GUIDELINES

4.9.1 The school principal is responsible for gathering and collating the final VTRA Stage 1 Report Form and any other relevant information collected during the stage one threat assessment process.

4.9.2 The VTRA materials and additional information are sent to the Superintendent of Safe and Accepting Schools and will be kept until the conclusion of the student's graduating year in a secure file.

4.9.3 The principal will also place the Completion of Threat Assessment Form for OSR in the student's Ontario School Record (see Appendix 5.10).

4.9.4 The psychoeducational consultant will retain and store Stage 2 and 3 threat assessment information in the clinical record in compliance with board policy and professional college standards.

4.9.5 Community partners involved in this process will document/store information as required by their agency and by professional regulations/by law.

4.9.6 All notes taken by other team members must be shredded at the conclusion of the assessment.

4.10 CONSENT AND SHARING INFORMATION

4.10.1 The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without consent of the person.

The general premise of threat and risk assessment when considering personal privacy according to *Ontario's Freedom of Information and Protection of Privacy Act (Ontario FIPPA)* and *Municipal Freedom of Information and Protection of Privacy Act (Ontario MFIPPA*) permit the disclosure of personal information *"in compelling circumstances affecting the health or safety of an individual."* In other words 'life trumps privacy.'

Exceptions to legislation regarding the protection of personal and/or health privacy do occur in emergency and urgent situations.

a) Whenever possible and reasonable, consent should be obtained and the individual (and/or his/her parent/guardian) must know what he/she is consenting to the importance of honest disclosure.

b) Information already collected by the Board about the student (for example, information in an OSR) will only be used for a consistent purpose (the principal will only disclose information relevant to the risk); it must be used or disclosed only for the purpose for which it was collected and/or for which the individual might reasonably expect it to be disclosed.

c) Any use of personal information outside of the intended or consistent purposes requires individual consent before it is further shared.

4.10.2 Information about students generally CAN be shared pursuant to the freedom of information and privacy acts in the following circumstances:

a) with written consent (with the exception of the Youth Criminal Justice Act (YCJA) exclusion, below);
b) to avert or minimize imminent danger to the health and safety of the person;
c) to report a child that might need protection under the Child and Family Services Act;
d) by order of the Court;
e) to facilitate the rehabilitation of a young person under the YCJA;
f) to ensure the safety of staff and/or students under the YCJA;
g) to cooperate with police and/or a child protection investigation.

4.10.3 Information about students MAY be shared in certain circumstances. More information or consultation with a supervisor, consultant or lawyer may be necessary:

a) when consent is not provided or is refused but where there may be a health and safety issue for an individual or group(s);
b) to report criminal activity to the police;
c) to share YCJA records;
d) where there is a demand or request to produce information for a legal proceeding;
e) when a professional code of ethics may limit disclosure.

4.10.4 Information about students WILL NOT be shared in the following circumstances:

a) when there is a legislative requirement barring disclosure;
b) when no consent is given by a parent/guardian (or student if over the age of 18) and there is no need to know and there are no overriding health and safety concerns;
c) when consent is given by a parent/guardian (or a student if over the age of 18) but there is no need to know and there are no overriding health and safety concerns.

4.11 COMMUNICATIONS

4.11.1 Dealing with the media

a) Administrators will consult with the communications manager, school superintendent, and the Superintendent of Safe and Accepting Schools before engaging with the media.

b) A press release, written by the communications manager or designate, may be considered if a threat becomes public knowledge.

4.11.2 Communication with parent(s)/guardian(s) of the threat-maker

a) Parent(s)/guardian(s) of the threat maker should be notified at the earliest appropriate opportunity.

b) If a threat assessment response is being activated, a police member of the S-TAT/M-TAT may have valuable input to offer in making a determination of timely notification.

c) When a threat assessment response is activated, the parent(s)/guardian(s) are a part of the assessment process as they are necessary sources of insight, data and other contextual factors that may be either risk-reducing or risk-enhancing. As such, notification of parent(s)/guardian(s) is meant to activate a

collaborative process between home and school to more fully assess the student and collaboratively plan for appropriate intervention where necessary.

d) Special consideration must be given if the student discloses child abuse during the initial phase of the threat assessment process. The person or persons who were privy to the disclosure of abuse must follow their Duty to Report and contact the local Children's Aid Society (CAS). The CAS can collaborate with the S-TAT or the M-TAT about the appropriate timing for notifying parent(s)/guardian(s) of the threat-making behaviour. The CAS representative may want to notify the parent(s)/guardian(s) as part of their child protection investigation or complete the notification jointly with school personnel.

4.11.3 Communication with the threatened individual (where applicable)

When threat-making behaviour occurs at the school toward specific individual(s), the principal, in consultation with the Superintendent of Safe and Accepting Schools, will develop a communication plan to advise the parent(s) of the threat made (unless the victim is 18 years of age or older or is 16 or 17 years of age and has withdrawn from parental control, in which case the student may be notified directly) unless, in the opinion of the principal, doing so would put the victim at risk of harm from the parent.

4.11.4 Communication with students, staff and families

When threat-making behaviour occurs in a school, the principal, in consultation with the Superintendent of Safe and Accepting Schools and the communications manager will develop a communication plan for students, staff and parents.

4.12 MAINTAINING COMMUNITY THREAT ASSESSMENT PARTNERSHIPS

Under the direction of the Superintendent of Safe and Accepting Schools, an annual partnership meeting with community partners will be arranged to review operational issues and practices related to threat assessment response, to determine training needs, and to recommend any revisions to protocol(s).

5.0 APPENDICES

5.1 Threat Risk Assessment Fair Notice and Process
5.2 TLDSB Code of Conduct and VTRA Flow Chart
5.3 Keeping Safe with High Risk or Threatening Behaviours
5.4 Responding to Student Threat Making Behaviour: A School Staff Guide
5.5 Threat Assessment Planning Checklist
5.6 Risk and Threat Assessment: Stage 1
5.7 Data Collection Script for S-TAT Members
5.8 Intervention Plan
5.9 Risk and Threat Assessment: Preliminary Stage 2
5.10 Completion of Threat Assessment Form- for OSR

THREAT RISK ASSESSMENT FAIR NOTICE AND PROCESS

Trillium Lakelands District School Board recognizes all members of the school community have the right to be safe and feel safe in the school community.

Under certain conditions, students may undergo a "Threat Risk Assessment". This assessment determines the level of risk to others and themselves.

**All Trillium Lakelands District School Board policies and procedures align with the Safe Schools Act.*

**The model presented in this document reflects the work of Kevin Cameron, Director for the Canadian Centre for Threat and Risk Assessment.*

What behaviours initiate a Threat Risk Assessment?
A student threat risk assessment will be initiated when behaviours include, but are not limited to:

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

Initiation of a Threat Risk Assessment may occur depending on the context of the incident or worrisome behaviour.

Duty to Report
To keep our school communities safe, all stakeholders must report all threat related behaviours. In Trillium Lakelands District School Board, we have an expectation that staff will report any acts of violence or threats that they are privy to, to their school administrator.

What is a Threat Assessment Team? (TAT)
Each school has a multi-disciplinary team. The team consists of an administrator, a police officer, a school support person (psychologist, student services/attendance counsellor, guidance counsellor) and additional people that may include community resources.

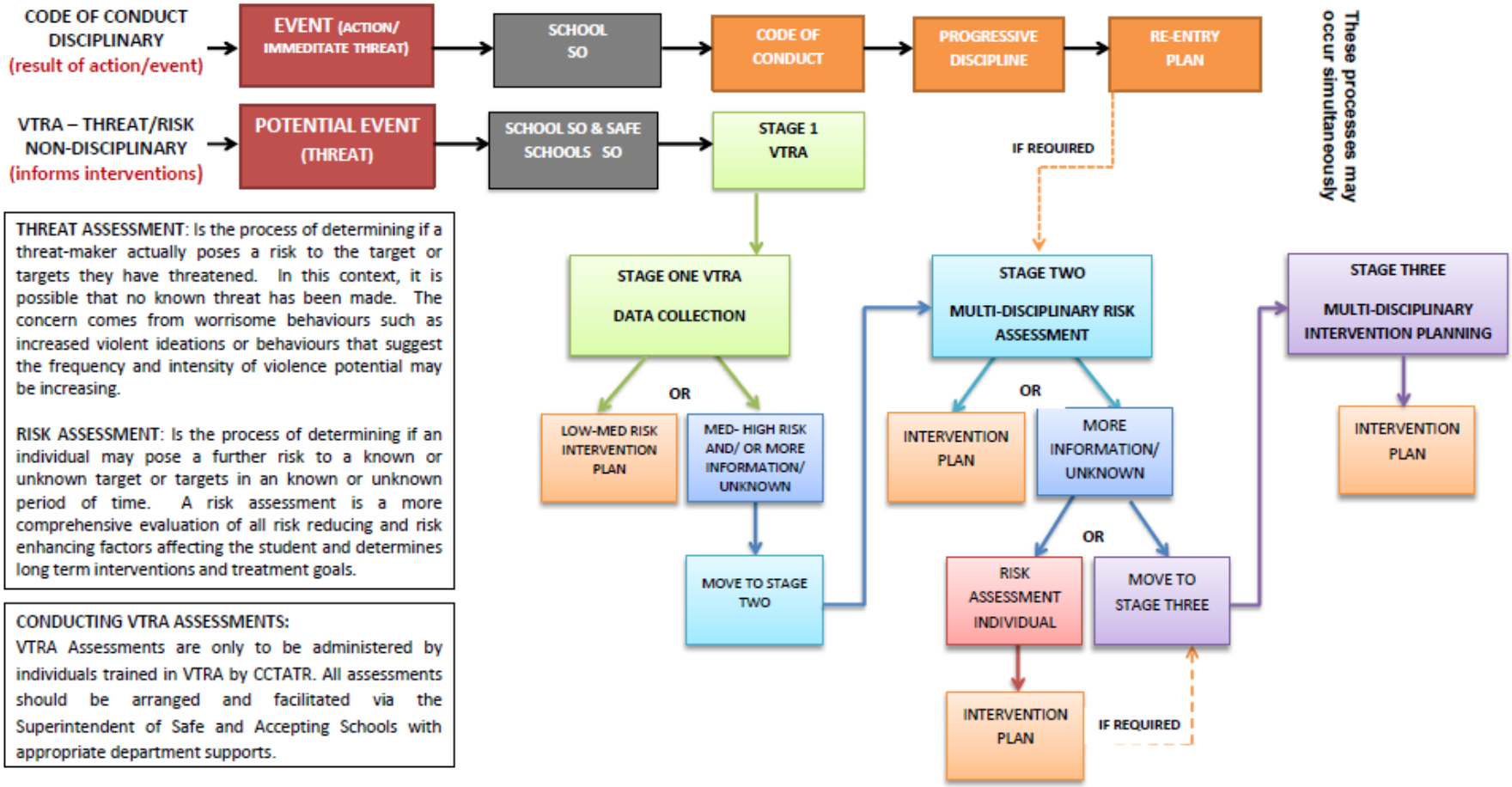
What is the purpose of a Threat Risk Assessment?

- To ensure the safety of students, staff and parents, and school community
- To understand, based on the data gathered, the factors which contribute to the threat maker's behaviour
- To develop an Intervention Plan that addresses the emotional and physical safety of the threat maker and others

What is the process?

- All threat making behaviours are reported to a school administrator who may activate the protocol
- A team is formed and team members will gather relevant data
- Information will be obtained from multiple sources which may include:
  - Teachers, students, targets, threat makers
  - Parent/caregivers
  - Current and previous school records
  - Law enforcement
  - Support groups/agencies
  - Online sites-Facebook, Twitter, Instagram, etc.
  - Locker and backpack search, home search
- The team will share data and determine a current level of risk
- A comprehensive intervention plan will be developed

RESPONDING TO STUDENT INCIDENTS: CODE OF CONDUCT VS. VIOLENT RISK THREAT ASSESSMENT (VTRA)



THREAT ASSESSMENT: Is the process of determining if a threat-maker actually poses a risk to the target or targets they have threatened. In this context, it is possible that no known threat has been made. The concern comes from worrisome behaviours such as increased violent ideations or behaviours that suggest the frequency and intensity of violence potential may be increasing.

RISK ASSESSMENT: Is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an known or unknown period of time. A risk assessment is a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student and determines long term interventions and treatment goals.

CONDUCTING VTRA ASSESSMENTS:
VTRA Assessments are only to be administered by individuals trained in VTRA by CCTATR. All assessments should be arranged and facilitated via the Superintendent of Safe and Accepting Schools with appropriate department supports.

KEEPING SAFE WITH HIGH RISK OR THREATENING BEHAVIOURS

For any interaction that occurs with the student who is demonstrating threat-making behaviours during or after an incident, the following should be considered:

1) Do not meet with a violent or potentially violent person alone;

2) Keep the door of your meeting place open and position yourself in an area that gives you an easy exit;

3) Move away any object that can be used as a weapon;

4) Terminate the session immediately if your “sixth sense” tells you something is wrong;

5) Avoid body language that appears challenging such as placing your hands on your hips, moving into the other person’s territory, or using aggressive facial expressions;

6) Slow your speaking rate down and use a low pitch and volume to reduce the momentum of the situation;

7) Ask to include a supervisor or administrator to help satisfy the agitated person’s need to feel heard;

8) Listen carefully by really paying attention to what is said. Let the person know you will help within your ability to do so;

9) Ask questions to help regain control of the conversation and to understand the situation;

10) Neither agree with distorted statements nor attempt to argue. Avoid defensiveness;

11) Terminate the conference if the person remains belligerent and does not respond to your efforts to quiet the confrontation;

12) Never physically touch an outraged person or try to force them to leave;

13) If a weapon becomes evident, try to leave. If that is not possible, calmly ask the person to leave any weapon in a neutral position as you continue talking calmly (Notify police as soon as you are able);

14) Let the person know the consequences of any violent behaviour; never agree to go to an unmonitored location with a potentially violent person.

Trillium Lakelands DISTRICT SCHOOL BOARD

THREAT AND RISK ASSESSMENT AND RESPONSE
OP-6531 Appendix 5.4

RESPONDING TO STUDENT THREAT MAKING BEHAVIOUR: A SCHOOL STAFF GUIDE

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

Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 911
Violent content including but not limited to: **Drawings and pictures** **Stories/journals** **Vague threatening statements** **Unusual interest in fires** **Significant change in anti-social behavior** **Significant change in baseline behaviour** **Harming animals**	**Including but 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**	**Including but not limited to:** **Weapon possession that poses serious threat to others** **Plan for serious assault** **Homicidal/suicidal behavior that threatens safety** **Fire setting resulting in harm**

Principal Informed

Stage 1 Data collection and immediate risk reducing intervention **Within hours**	Step 1: Make sure all students are safe and know whereabouts of threat-maker and targets. Step 2: Check locker and backpack as appropriate. Step 3: Call police contact and share initial data. Step 4: Notify superintendent of schools. Step 5: With police and school superintendent or designate determine who will strategically interview sources of data and initiate Stage 1 Threat Assessment Report Form. Step 6: Review findings with the S-TAT. Step 7: Decide course of action. Step 8: Develop an intervention plan.	**School TAT** **Principal (lead)** **Vice-principal** **SS/AC/ Guidance/ Teacher/ Counsellor/ Police**
IF NEEDED AND ACTIVATED BY SUPERINTENDENT, PROCEED TO STAGE 2 & 3		
Stage 2 Multidisciplinary risk assessment **Within hours if Stage 1 is high concern** **Within days if Stage 1 is medium concern**	Conduct interviews as required. M- TAT meets and complete Report Form questions Series 1-8. M-TAT reviews findings. M-TAT decides on course of action. M-TAT continues the development of an intervention plan.	**M-TAT** **District School Boards' central staff designated by superintendent (lead)** **Police** **Community Partners** **School TAT(as appropriate)**
Stage 3 Multidisciplinary Intervention Planning **Within days**	Meet with expanded M-TAT. M-TAT develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.	**M-TAT** **District School Boards' Central staff designated by superintendent (lead)** **Police** **Community Partners** **School TAT (as appropriate)**

NOTE: When a community team member determines the need to activate the M-TAT, that person will notify his/her designated lead team member

THREAT ASSESSMENT PLANNING CHECKLIST

□ Timeline

How specific is the threat? When a threat is clear, detailed and denotes a specific time, police should be contacted.

When threat is not imminent, the Threat Assessment Response Team needs to develop the information gathering plan.

□ Sources of Data

- Reporter(s), target(s) and witnesses
- Locker, desk, backpack
- Records, Police Check, OSR, Assessments, Positive Behaviour Support Plans; student database
- Activities, school assignments, notebooks, binders
- School Personnel: teacher(s); support staff; secretaries, custodians, bus driver; former schools' Principal
- Other friends and classmates
- Parent(s)/Guardian(s)
- Student
- Computer (internet, S drive)

□ Order of the Interviews

The Team will determine the order of the interviews, and when to inform the parent(s)/guardian(s) of the concern. It may be important to leave the interview with the threat maker as the last step in the data gathering stage in order to gather pertinent facts and identify baseline behaviours.

□ Determining the Interviewers

Select the best person to conduct specific interviews depending on availability and the existing relationships between team members and those to be interviewed. When interviewing the threat maker, two team members conduct the interview. One will manage the conversation; the second will take notes and add additional questions.

THREAT AND RISK ASSESSMENT (STAGE ONE) POSSIBLE CONSIDERATIONS FOR PRINCIPALS, ADMINISTRATORS AND STAFF

If the threat is imminent call 911; (Board/Police Protocols will come into effect with police involvement). A copy of the form below, as completed by the school, should be shared with the Multidisciplinary Threat Assessment Team. Consider the following when you are concerned about a student:

□ **Superintendent of Schools HAS been contacted regarding this incident**

Date:	
Regarding (Student):	
Brief Incident Summary (including date):	
Form completed by:	

Think Beyond The Incident

To be completed in relation to all situations				
	Low/ No Concern	Medium Concern	High Concern	**COMMENT**
History				
Response to Progressive Discipline				
Mitigating Factors				
Neurological				
Mental Health				
Other				
Access & Means				
Access to Weapons				
Ability to Follow Through				
Social Context				
Peer Group				
Parental/Guardian Support				
Connection to the Community				
Social Media				
Individual				
Substance abuse issues				
Buy in or commitment to school (academic)				
Engaged in school community				
Ability to manage emotions				
Empathize versus bullying				
Student's response to authority figures				
Sudden Interest in weapons or violence				
Situation Stressors (Why now?)				
Loss of Parent				
Victim of bullying				
Breakdown in personal relationship				
Was there a recent disciplinary action?				
Legal Issues				
Other relevant information				

DATA COLLECTION VTRA STAGE 1 - PHONE CALLS BETWEEN SCHOOL AND COMMUNITY PARTNERS

A suggested script for Principals & Vice Principals and for Community Partners

A. Identify yourself

Hi my name is _____, principal of _____school.

B. Identify the purpose of your call

I am contacting you with serious concerns regarding this individual's potential imminent risk to harm self or others and I am activating a Stage 1 School Threat Assessment. I am collecting data to determine if the individual is engaging in behaviour consistent with the threat. What we've done so far (e.g. interviews with ____, record checks, police notification, locker & backpack check, parent contact, computer check, etc.).

C. Explain the incident and make the case for information sharing

The individual's name is _____ Date of Birth_____

Describe the incident along with the Violence/Threat Making Behaviours
- o Serious violence or violence with intent to harm or kill
- o Verbal/written threats to kill others ("clear, direct, and plausible")
- o Internet website/online/social media threats to kill others
- o Possession of weapons (including replicas)
- o Bomb threats (making and/or detonating explosive devices)
- o Fire setting
- o Sexual intimidation or assault
- o Gang related intimidation and violence
- o Other

D. Ask

Is there anything that you could share at this time as we feel that there is an imminent risk of harm to self or others?
Could you please check and see whether the student is known to you?
Is there anything relevant and concerning about this student that I should know about?
Can you call me back today at this number _____?

Suggested script for Community Partners when calling back a principal or vice-principal

Hi my name is _____ from _____ (community partner)

1. We have done a check of our files and we have nothing to report back to you.
2. We have done a check of our files and this is the information we think is relevant to the situation and person you described and/or_____
3. Based on the information you shared with us earlier, we think that this is an escalation towards violence because _____
4. I would request that you send a Release of Information immediately so that I may fully share the contents of the file.

INTERVENTION PLAN

Use the following Intervention Plan to address all concerns identified through the Violence Threat Risk Assessment process.

Check all that apply – attach additional sheets if necessary.

- ☐ Disciplinary Action (Describe):
- ☐ Intended victim warned and/or parent(s)/guardian(s) notified by _____Date_____
- ☐ Suicide Assessment initiated on _____by _____
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff on a need-to-know basis.
- ☐ Daily or weekly check in with (Name/Title)_____
- ☐ Travel card created to hold student accountable for whereabouts and on time arrival to destinations.
- ☐ Backpack, coat and other belongings checked in and out by (Name/Title)_____
- ☐ Late arrival and/or early dismissal.
- ☐ Increased supervision in these settings:
- ☐ Modify daily schedule by:
- ☐ Drug and/or alcohol intervention with:
- ☐ Develop/revise Safety Plan (Identify precipitating/aggravating circumstances and ways to address them)

If applicable, review and update IEP goals

- ☐ Referral to support staff for school-based intervention (Psychology, Social Work, Guidance) when appropriate. Referral made on _____(date)
- ☐ Review school and community-based resources and intervention with parents.
- ☐ Obtain the release of information with community partners.
- ☐ Other actions:

Parent(s)/Guardian(s) will provide the following supervision and/or intervention:

Monitor this Intervention Plan regularly and modify it as appropriate.

Name and Title	**Signature**
Principal or Vice-Principal	
School Resource Officer/Police	
Guidance Counsellor	
Psycho-Educational Consultant	
Student Services/ Attendance Counsellor	
Other	
Other	

Date completed: _____ Review Date: _____

Person responsible to arrange review meeting: _____

Upon completion of the VTRA and determination of outcome, Principal is to ensure that the master signed Threat Assessment and Information gathering form, intervention plan, consent forms, and copies of the safety plan are forwarded to the Superintendent of Safe Schools for storage.

RISK AND THREAT ASSESSMENT: STAGE 2

Considerations for Conducting a Formal Assessment
To be completed/considered by M-TAT (with school input) prior to a formal Risk Assessment being completed.

Date:	
Regarding (student):	
Brief Incident Summary (including date):	
Form Completed by:	
Assessment Scheduled for:	

Items or issues to be considered throughout the process to ensure safety of all:	
ISSUE	**PLAN/ COMMENT**
Do any safety measures need to be considered and established for:	
☐ Assessment?	
☐ Feedback session?	
☐ Communication with family/student?	
Consider:	
Location of meetings	
Who will be in attendance (safety must be considered)?	
Is the school aware of the timing of the feedback session?	
Is there potential for the feedback session to escalate the response of the student or family?	
If the outcome of the feedback session is that the student is too high risk to attend school, what educational program will the student receive?	
How will we ensure the safety of the staff providing the educational program?	
Does the school have a safety plan in place should the student be on school property?	
Are all staff aware of the safety plan and potential for an incident? (Photo of student shared?)	
If a report states that a student poses a risk to others, a reassessment must occur prior to re-entry to a school within the Board	

COMPLETION OF THREAT ASSESSMENT FORM FOR OSR

(Confidential – DO NOT COPY)

Student _____ School _____

DOB _____ Student Number _____ Age _____ Grade _____

Name of Parent(s)/Guardian(s) _____ Date of Incident _____

The purpose of the threat assessment process was to determine whether or not a student *posed* a threat to the safety of others. As a result a Threat Assessment Response Team was convened to examine and discuss all relevant information regarding the student. With the input of all Team members, a decision was made on a course of action.

Based upon this assessment it was determined that there existed a:

- ☐ **Low Level of Concern**
- ☐ **Medium Level of Concern**
- ☐ **High Level of Concern**

The attached Intervention Plan was developed and will be monitored by the School Board Threat Assessment Team Members.

School Based Threat Assessment Response Team Members

Name and Title	**Signature**
Principal or Vice-Principal	
School Resource Officer/Police	
Guidance Counsellor	
Psycho-Educational Consultant	
Student Services/Attendance Counsellor	
Other	
Other	

***The Threat Assessment Report is stored with the Superintendent of Schools**