



<b>ADMINISTRATIVE PROCEDURE</b>	
<i>Approval Date</i> <b>2017</b>	<i>Replacing</i> <b>NEW</b>
<i>Review Date</i> <b>2022</b>	<i>Page</i> <b>1 of 21</b>
<i>Contact Person/Department</i> <b>Superintendent Responsible for Safe and Accepting Schools</b>	<i>Identification</i> <b>OP-6531</b>

## **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 School Threat Assessment Team (S-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 Relevant Legislation, Regulations, Guidelines, and Agencies include:

- Education Act
- Youth Criminal Justice Act
- MFIPPA- Municipal Freedom of Information and Protection of Privacy Act
- PHIPPA- Personal Health Information Protection of Privacy Act
- Bill 157: Keeping Our Kids Safe at School Act
- Bill 168: Violence and Harassment in the Workplace
- Bill 13: Accepting Schools Act

2.2 Related Board Policies and Procedures are:

- OP-6021 Code of Conduct Procedure
- BD-2351 Emergency Preparedness Procedure
- OP-6520 Emergency Preparedness Procedure: Schools/Worksites
- HR-4520 Responding to Student Violence Toward Staff
- HR-4028 Incident / Accident / Injury Reporting Procedure

- OP-6540 Lockdown Emergency Response Procedure
- BD-2120 Privacy and Information Management Procedure
- BD-2031 Freedom of Information Procedure
- OP-6525 Ontario Student Record Guidelines Procedure
- OP-6215 Bullying Prevention and Intervention Procedure
- BD-2101 Equity and Inclusive Education Procedure
- BD-2038 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, intensity, or recency of 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 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 / 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)

VTRA 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 an effort to maintain safety of all stakeholders;
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- 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 high risk and threatening 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 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 should be a team of 3-4 individuals and may include:
  - Guidance Counsellor(s);
  - Psychoeducational Consultant(s);
  - Behaviour Consultant;
  - Student Services/ Attendance Counsellor(s) (SSACs);
  - School Resource Officer or another community police officer, if available, and,
  - A staff member who knows the student well.

#### 4.5 STAGE ONE - STEP ONE: RESPONDING TO STUDENT BEHAVIOUR (SCHOOL SCREENING)

4.5.1 Any person in a school having knowledge of high-risk or potential high-risk student behaviour must report the information to the school principal and/or their designate.

- a) If there is immediate threat or risk: **Call 911**
- b) initiate lockdown and/or hold and secure if applicable;
- c) proceed with VTRA procedure when safe to do so.

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4.5.2 The threat should be assessed by the principal or designate through the following questions:

- a) Is the threat 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?

4.5.3 If the answer is yes to all three questions, move to Step 2 in the VTRA procedure.

#### 4.6 STAGE ONE - STEP TWO: SITE-SPECIFIC DATA COLLECTION

4.6.1 The principal or designate will consult with the Superintendent Responsible for Safe Schools or designate to determine if the student potentially poses a risk to self or others.

4.6.2 The Superintendent Responsible for Safe Schools or designate will provide information to the School Superintendent or designate.

4.6.3 The school administrator will assemble the S-TAT within hours.

4.6.4 The school administrator will notify the Community Services Officer and will invite them to participate.

4.6.5 S-TAT will determine steps to be taken in gathering relevant information.

4.6.6 The Principal will provide copies of the CCTATR VTRA Stage One Report to S-TAT Members form to guide data collection. The S-TAT will:

- a) determine who will be collecting what information and from whom;
- b) consider sources of data to include:
  - 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)
- c) determine the best time and S-TAT Team Member to notify the parents/guardians.

4.6.7 S-TAT will 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.

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- 4.6.8 If community partners are unable to attend the set time, and information must be gathered via phone, refer to the Data Gathering Script for S-TAT Members resource.
- 4.6.9 Interviewing student(s) of concern should be scheduled after:
- a) the initial data has been collected such as locker and/or backpack check;
  - b) interviewing the individual who reported the threat;
  - c) a police occurrence check has been initiated.
- 4.6.10 There should always be two interviewers (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.
- 4.6.11 S-TAT members collect the data and discuss all relevant information regarding the student.
- 4.6.12 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.
- 4.6.13 Using information gathered, the S-TAT will determine the levels of concern of the student's actions:
- 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 students ability to act violently;
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- 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.

#### 4.6.14 Developing an Intervention Plan

Use the Intervention Plan (see Appendix 5.4) to address all concerns identified through the Threat Assessment process.

a) Low to Medium Levels of Concern:

- i. create and implement an 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. create and implement an 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 5.5)
- v. notify the Superintendent Responsible for Safe Schools to determine if proceeding to Stage 2.

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

4.7.1 The principal will contact the Superintendent of Safe and Accepting Schools to request a Stage Two Multidisciplinary Risk Assessment within 24 hours.,

4.7.2 Multidisciplinary Level Threat / Risk Assessment Team (M-TAT) is comprised of the following:

- a) Superintendent of Safe and Accepting Schools (or designate);
- b) Psychoeducational Consultant or Psychologist;

- 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 Responsible for Specialized Services;
- c) Manager of Mental Health Services;
- d) Behaviour Consultant;
- e) Police;
- f) Community partners;
- g) Other representatives as determined by the team.

4.7.3 It is the role of the Superintendent Responsible for 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.

4.7.4 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 5.6), 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.

4.7.5 Stage Two data collection 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.

#### 4.8 STAGE THREE: INTERVENTION PLAN

- 4.8.1 The M-TAT will develop and implement a comprehensive intervention plan to support the individual.
- 4.8.2 The plan will include requirements and recommendations that the team determines will increase safety for all involved.
- 4.8.3 The intervention plan will be monitored by members of the M-TAT.

#### 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 Responsible for Safe and Accepting Schools and will be stored until the student turns 21 years old.
- 4.9.3 The principal will place the Completion of Threat Assessment Form for OSR in the student's Ontario School Record (see Appendix 5.6).
- 4.9.4 The psychoeducational consultant or psychologist will retain and store Stage Two 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 other notes taken by other team members must be shredded at the conclusion of the assessment.

#### 4.10 CONSENT AND SHARING INFORMATION

- 4.10.1 Where ever possible and reasonable, consent should be obtained prior to sharing personal information. The individual should know what he/she is consenting to and understand the consequences of the intended disclosure.
- 4.10.2 An individual who gives consent must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.
- 4.10.3 Sharing of information will only occur without consent *in compelling circumstances affecting the health or safety of an individual* (MFIPPA) and when the threshold as outlined in 4.5.2 is reached.

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 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) A police member of the S-TAT/M-TAT may have valuable input to offer in making a determination of timely notification.
- c) 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.
- d) Special consideration must be given if the student discloses child abuse during 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/guardian as part of their child protection investigation or complete the notification jointly with school personnel.

4.11.2 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 Responsible for 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.

#### 4.11.3 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.

## **5.0 APPENDICES**

- 5.1 Threat Risk Assessment Fair Notice and Process
- 5.2 TLDSB Code of Conduct and VTRA Flow Chart
- 5.3 Risk and Threat Assessment: Stage 1
- 5.4 Intervention Plan
- 5.5 Risk and Threat Assessment: Preliminary Stage 2
- 5.6 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?

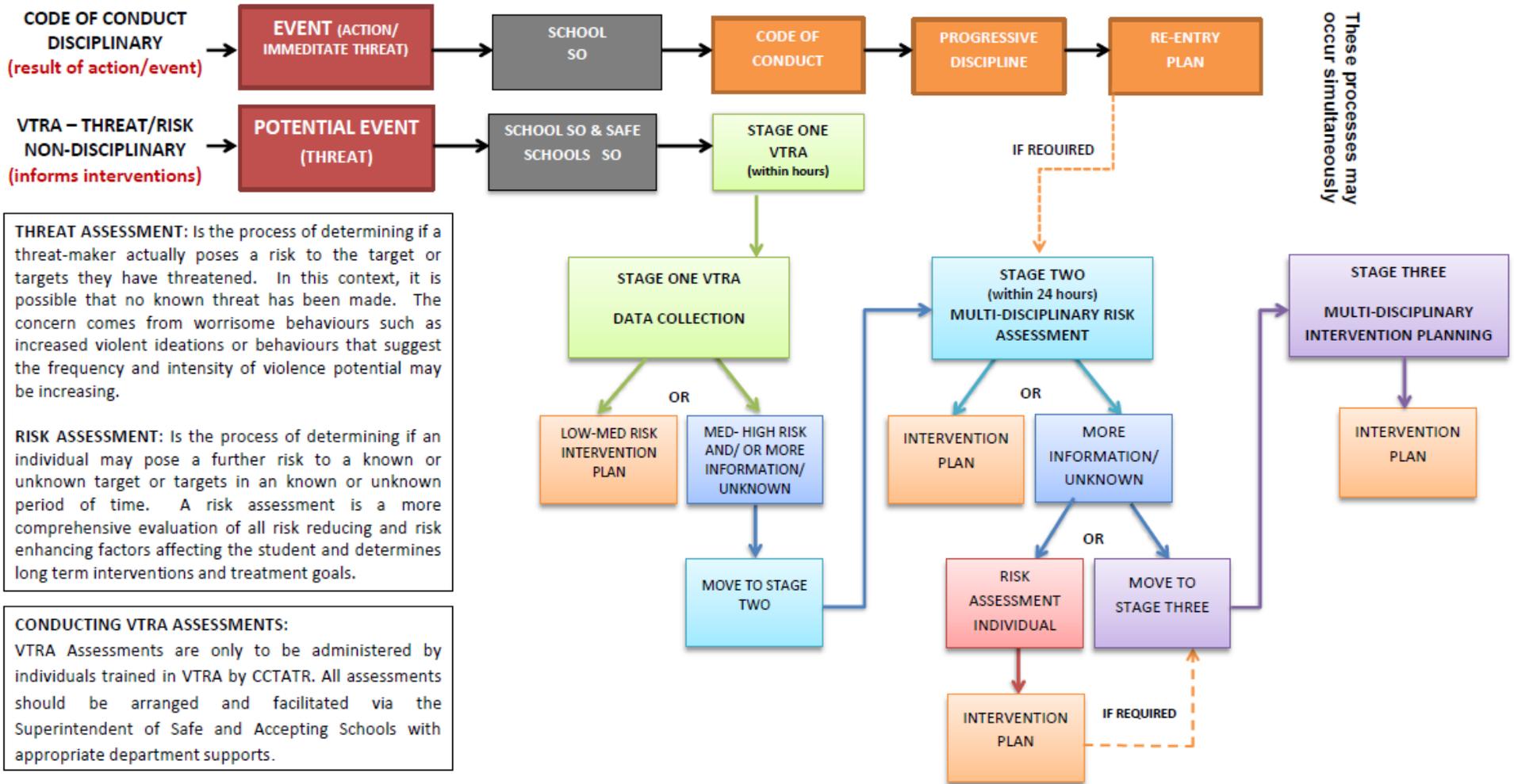
- To ensure the safety of students, staff and parents, and school community
- To understand, based on the data gathered, the factors which contribute to the threat maker's behaviour
- To develop an Intervention Plan that addresses the emotional and physical safety of the threat maker and others

### 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 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

<b>Date:</b>	
<b>Regarding (Student):</b>	
<b>Brief Incident Summary (including date):</b>	
<b>Form completed by:</b>	

**Think Beyond The Incident**

<b>To be completed in relation to all situations</b>				
	Low/ No Concern	Medium Concern	High Concern	COMMENT
<b>History</b>				
Response to Progressive Discipline				
Mitigating Factors				
Neurological				
Mental Health				
Other				
<b>Access &amp; Means</b>				
Access to Weapons				
Ability to Follow Through				
<b>Social Context</b>				
Peer Group				
Parental / Guardian Support				
Connection to the Community				
Social Media				
<b>Individual</b>				
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				
<b>Situation Stressors (Why now?)</b>				
Loss of Parent				
Victim of bullying				
Breakdown in personal relationship				
Was there a recent disciplinary action?				
Legal Issues				
<b>Other relevant information</b>				

## 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 Responsible for Safe Schools for storage.

## RISK AND THREAT ASSESSMENT: PRELIMINARY 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.

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

Items or issues to be considered throughout the process to ensure safety of all:	
ISSUE	PLAN / COMMENT
Do any <b>safety measures</b> need to be considered and established for:	
<input type="checkbox"/> Assessment?	
<input type="checkbox"/> Feedback session?	
<input type="checkbox"/> Communication with family / student?	
<b>Consider:</b>	
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 Responsible for Safe Schools**