



Community Threat Assessment Protocol

*A Collaborative Response to
Student Threat Making Behaviours*

Limestone District School Board

Limestone District School Board / Community Threat Assessment Protocol

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A Collaborative Response to Student Threat Making Behaviours

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

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A Collaborative Response to Student Threat Making Behaviours

Overall Rationale

The Limestone District School Board and Community Partners are committed to making our schools safe for students and staff.

As a result the Limestone District School Board will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for early intervention measures by the school board and community partners will prevent school violence.

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

The strength of this school board / community partnership lies in the multi disciplinary composition of the response team. Without delay the response team will share and review student information and the details of the event in order to collaborate using a broad range of expertise.

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

Partners

The Limestone District School Board is the lead partner in the LDSB / Community Threat Assessment Protocol. Community members include the following agencies and organizations :

Algonquin and Lakeshore Catholic District School Board

City of Kingston

Frontenac Paramedic Services

County of Lennox and Addington EMS

Children's Aid Society of the City of Kingston and County of Frontenac

Greater Napanee Fire Department

HDH/ KGH - Department of Child and Adolescent Psychiatry

Dr. Margaret Joynt

Kingston Fire and Rescue

Kingston Police

Lennox and Addington Family and Children's Services

Ministry of Child and Youth Services - Youth Justice Services Division

Ontario Provincial Police - Frontenac Division

Ontario Provincial Police - Napanee Detachment

Pathways for Children and Youth

St. Lawrence Youth Association

Youth Diversion Program

Vision

All partners are accountable to the protocol purpose and have a shared obligation to actively take steps to prevent traumatic events in schools.

The partners agree to work together for the common goal of threat reduction and school community safety, by pro-actively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

As partners we will work together for the benefit of children, youth, and their families by:

- Building working relationships based on mutual respect and trust
- Involving children and youth and their families in planning for services and supports
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing a service plan to meet their needs
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient and trusting and working together we can help children and youth become happy, healthy, active, involved, and caring members of the community

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

The program is designed to ensure that appropriate community partners communicate student information to school personnel that may then activate a risk/ threat assessment process.

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

Activation of the LDSB/Community Threat Assessment Team

Whenever possible Threat Assessment Team (TAT) meetings will occur on school premises. The lead partner will be the school board/ school administration. In most cases the student behaviour that activates the community partnership will be observed in or affect the school. See Appendix A: *Responding to Student Threat Making Behaviour: A Staff Guide*; Appendix B: *Responding to Suicidal Risk in Students: A Staff Guide*; Appendix C: *Responding to Ensure Student and Staff Safety*; and, Appendix D: *Risk/Threat Assessment Report Form*.

To ensure the timely activation of a LDSB/Community TAT, lead contact(s) will be identified by each agency.

The LDSB Supervisor of Safe Schools will activate the LDSB/Community TAT and will call lead representatives of agencies relevant to the specific threat situation.

When a community partner determines the need to activate the LDSB/Community TAT the partner will contact the LDSB Supervisor of Safe Schools.

Partners will, at all times, take any actions seen as necessary to ensure immediate safety, without delay, regardless of the involvement or availability of other community partners.

The Community TAT may be assembled in the following situations

1. Risk Assessment: A process of determining if a student of concern may pose a risk to some unknown target or targets at some unknown period of time.

School/board/community partners will collaborate to determine whether risk exists and/or the extent of the risk and develop a supportive plan. See Appendix A: *Responding to Student Threat Making Behaviour: A Staff Guide* and Appendix D: *Risk/Threat Assessment Report Form*.

2. Threat Assessment: A 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) they have identified. See Appendix A: *Responding to Student Threat Making Behaviour: A Staff Guide* and Appendix D: *Risk/Threat Assessment Report Form*. Behaviours that might lead to a threat assessment include: possession of weapons (including replicas), bomb threats, fire setting or threatening violence.

School/board/community partners will respond after the immediate threat to student/staff safety has been contained. The Board/Community TAT will assess whether a risk to student/staff safety still exists and develop a comprehensive plan to support students involved, the greater student body, staff and the community.

3. Trauma Response: After a traumatic event has occurred the school board and community partners may be called upon to plan for and/or provide post trauma counselling and interventions for students and staff.

Key Approaches in Risk/Threat Assessment

1. Sharing of Relevant Information

The sharing of information is carried out, by any of the partners, on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person. See: Information Sharing, page 7.

2. Investigative Mind-Set

This is central to the successful application of the risk/threat assessment process.

Threat assessment requires thoughtful probing, viewing information with healthy skepticism and paying attention to key points about pre-attack behaviours.

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

3. Building Capacity

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

4. Program Review

The Limestone District School Board Community Threat Assessment Protocol will be reviewed regularly.

Information - Sharing

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, consent should be obtained. The individual should know what he/she is consenting to, and understand 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.

Green Light	Yellow Light	Red Light
<p>Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:</p>	<p>In any of the following circumstances obtain more information and/or get advice from a supervisor, or the board lawyer:</p>	<p>Information can NEVER be shared under any of the following circumstance</p>
<ul style="list-style-type: none"> • With written consent (See P. 8, regarding YCJA exclusion), • To avert or minimize imminent danger to the health and safety of any person, • To report a child who might need protection under the Child and Family Services Act (See LDSB Duty to Report protocol), • By order of the Court, • To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (See P. 8, regarding YCJA), • To ensure the safety of students and/or staff under the YCJA, (See P.8, regarding YCJA), or/ • To cooperate with a police and/or a child protection investigation. 	<ul style="list-style-type: none"> • Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s), • To report criminal activity to the police, • To share YCJA records, • Where there is a demand or request to produce information for a legal proceeding, or/ • When a professional code of ethics may limit disclosure. 	<ul style="list-style-type: none"> • There is a legislative requirement barring disclosure, • No consent is given and there is no need to know or overriding health/safety concerns, or/ • Consent is given but there is no need to know or overriding health/safety concerns.

Key Points Regarding Information Sharing

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

Communications

1. Media

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

2. Parent/Staff/Student

Communication with parents, staff, and students will be developed by the school-based administration in collaboration with the Supervisory Officer who will consult with the Supervisor of Safe Schools. The board will develop a “Fair Notice and Process” information pamphlet that outlines for parents and students the threat assessment process.

3. Intra-agency

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

4. Documentation

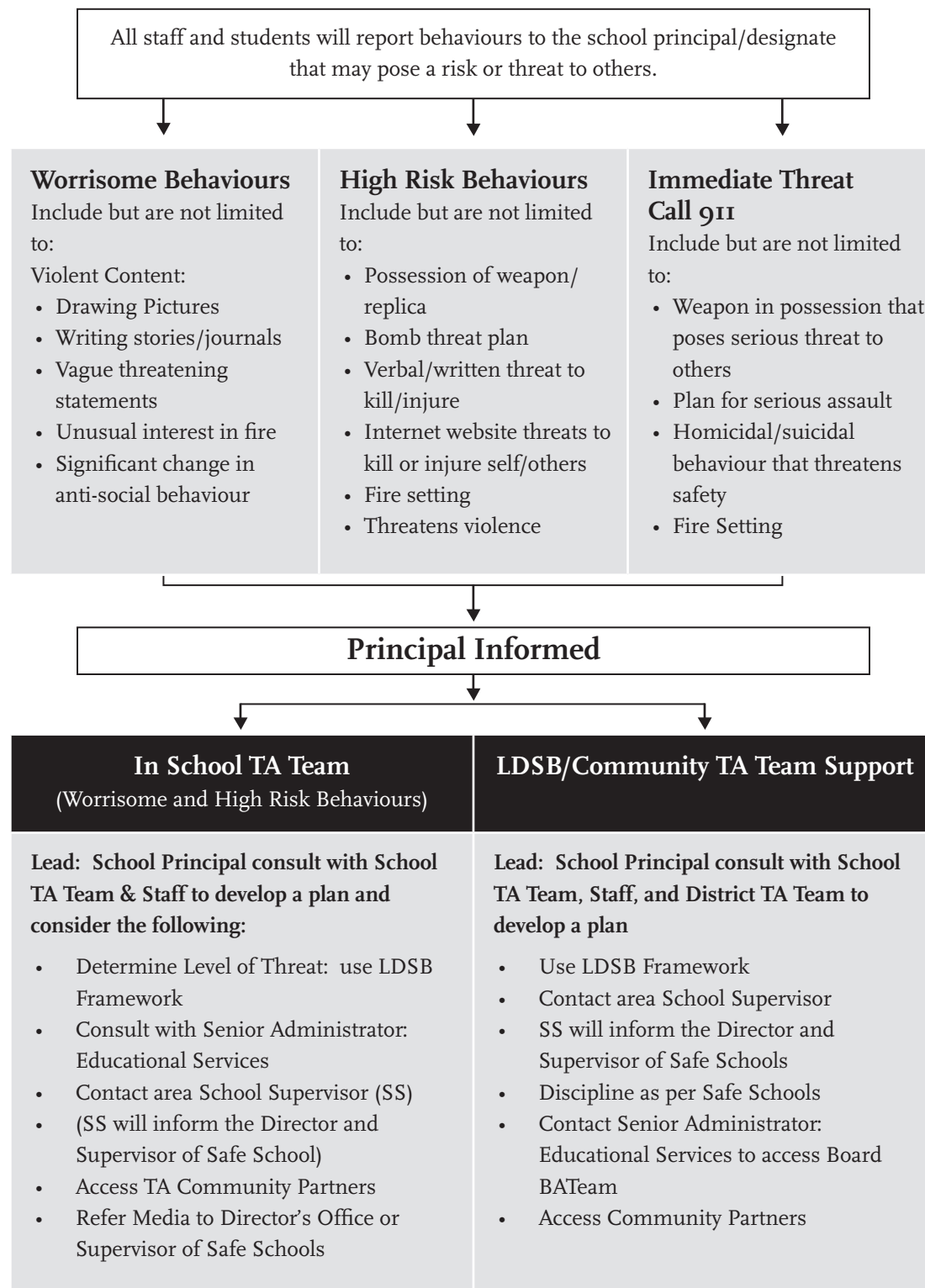
Each partner will be responsible for documenting and storing information as required by his/her agency.

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

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



School TA Team: Principal, VP, AVP, ACW, SST, LPS, Guidance Staff, appropriate involved classroom teachers, others as needed.

District TA Team: School Principal, Supervisor of Safe Schools, School Supervisor, Educational Services Administration and staff, Police, BATEam, and community partners as per agreement.

Please note these forms and charts are available for download at: www.limestone.on.ca

Appendix B: Responding to Suicidal Risk in Students: A Staff Guide

Please DO the following:

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|--|---|
| <ul style="list-style-type: none"> • Remain calm. • Take the situation seriously. • Use language that supports disclosure. • Reinforce the need to involve others who can help. • Seek support from supervisor. • Remain with student. | <ul style="list-style-type: none"> • Ensure the student is accompanied to the hospital by an adult. • If escort is not parent/guardian, ensure parent/guardian is informed student has gone to hospital. • Document the event afterwards. • Ensure student is with an adult at all times. |
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Steps to Take When

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

- call 911 or emergency number if 911 is unavailable
- notify principal/designate
- contact the parent/guardian immediately
- accompany the student to the hospital when it is safe to do so and when the parent or guardian is unavailable

Disclosure: A student discloses suicidal thoughts/recent self injury

- notify the principal/supervisor
- contact the parent/guardian immediately
- contact your Clinical Consultant or Student Support Counsellor (if elementary school) - 613-542-9871
- contact 911 and request on-site assistance, when the safety of the student indicates this is necessary accompany the student to hospital when safe to do so and parent/guardian is unavailable

Concern: A student's behaviour suggests suicidal risk, or concern is expressed for a student's safety

- contact the student and assess the situation
- consult with your principal/supervisor
- contact parent/guardian to discuss concern and develop plan for support
- contact your Clinical Consultant or Student Support Counsellor (if elementary school) IF NEEDED - 613-542-9871

When contacting Educational Services talk to personnel directly, do not leave a voice mail message.

If you feel the support of Educational Services Staff is required and they can't be reached directly, contact Educational Services on the **Crisis Line 613-542-4371** OR call a member of the Educational Services Leadership Team: Scot Gillam at **613-542-9871** ext. 140 or Jo Anne Payne at **613-542-9871** ext. 147.

Note: When Educational Services staff becomes involved, the school administration will receive a copy of the "Suicide Risk Assessment" follow-up document.

Appendix C: Responding to Ensure Student and Staff Safety

Planning a Supportive Response to Worrisome and High Risk Student Behaviours

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

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

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 they have threatened.

Risk Assessment is the process of determining if a student of concern may pose a risk to some unknown target or targets at some unknown period of time.

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

Worrisome and High Risk Behaviours are defined as:

Worrisome Behaviours

The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, writing stories/journal writing that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. Worrisome behaviours should always be addressed.

High Risk Behaviours

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

Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or check list for the high risk student. Some students who actually pose a threat display very few traits of the traditional high risk student.

Identify when homicidal and suicidal domains exist together. This is critical to the development of a response to the incident including the development of a student support plan.

Appendix D: Risk/Threat Assessment Report Form

Sources of data may be obtained from multiple sources including former administration/support staff, teachers and other school staff. As well as Educational Services staff, students, targets, threat makers, parents/caregivers and others.

<ul style="list-style-type: none"> • OSR • Current and previous school/discipline records • Law Enforcement, Probation, Diversion, etc. • Parent interview: offer support, seek their help in understanding, clarifying interest in/access to weapons 	<ul style="list-style-type: none"> • Searches of the student(s) lockers, and cars • Searches of the student(s) bedroom, etc. • Other agencies: mental health, social services, etc. • Activities: internet histories, diaries, notebooks
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Student: _____ School: _____

DOB: _____ Student Number: _____ Grade: _____ Age: _____

Parents Name: _____ Date of Incident: _____

Step 1: Make sure all students are safe

- Appropriately detain the student(s)
- If there is imminent danger, call police/911
- Do not allow access to coats, backpacks, or lockers

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

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

Step 4: Notify the student's parent(s) or guardian(s)

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

Step 5: Initiate a Risk/Threat Assessment?

The following warning signs are offered to guide the risk/threat assessment process. The purpose of this process is to determine whether a student *poses* a risk/threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Series I Questions (The Incident)	Notes:
Where did the incident happen and when?	
How did it come to the interviewee's attention?	
What was the specific language of the threat, detail of the weapon brandished, or gesture made?	
Who was present and under what circumstance did the incident occur?	
What was the motivation or perceived cause of the incident?	
What was the response of the target (if present) at the time of the incident?	
What was the response of others who were present at the time of the incident?	

Series II Questions (Attack-Related Behaviours)	Notes:
Has the student (subject) sought out information consistent with their threat making or threat-related behaviour?	
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
Has the student (subject) attempted to gain access to weapons they have threatened to use?	
Has the student (subject) developed a plan and how general or specific is it (time, date, identified target selection, sit selection, journal or justifications, maps and floor plans)?	
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?	

Has the student 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 cardboard tubes cut and taped to look like a pipe bomb, etc.)?	
Is there any evidence of attack related behaviours in their locker, backpack, car, truck, etc. at school or bedroom, shed, garage, etc. at home?	
Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen”?	
Series III Questions (The Threat Maker/ Subject)	Notes:
Does the threat maker (subject) have a history of violence or threats of violence?	
If yes, what is the frequency, intensity and recency (FIR) of the violence?	
What has been their past human target selection?	
Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity?	
Does the threat maker (subject) use drugs or alcohol?	
Series IV Questions (The Target)	Notes:
Does the target have a history of violence or threats of violence?	
If yes, what is the frequency, intensity and recency of the violence?	
What has been their past human target selection?	
What has been their past site selection?	
Is there evidence the target has instigated the current situation?	

Series V Questions (Peer Dynamics)	Notes:
Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
Who is in the threat makers (subjects) peer structure and where does the threat maker (subject) fit (i.e. leader, co-leader, follower)?	
Is there a difference between the threat maker's individual baseline and their peer group baseline behaviour?	
Who is in the targets peer structure and where does the target fit (i.e. leader, co-leader, follower)?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	
Series VI Questions (Empty Vessel)	Notes:
Does the student of concern (subject) have a healthy relationship with a mature adult?	
Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?	
How have they responded to prior violent incidents (local, national, etc.)?	
What type of violent games, movies, books, music, internet searches does the student fill themselves with?	
Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators)	
What related themes are present in their writings, drawings, etc.?	
Is there evidence of fluidity and/or religiosity?	
History of behaviour patterns (personal and familial)	

Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: “To what extent does the student pose a threat to school/student safety?” “Do they pose a threat to themselves or someone outside the school (i.e., family)?”

Low Level of Concern

Risk to the target(s), students, staff and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

Medium Level of Concern

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

- Threat is more plausible and concrete than 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 (i.e., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (i.e., weapon seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- Moderate or lingering concerns about the student’s potential to act violently.
- Increase in baseline behaviour.

High Level of Concern

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student’s potential to act violently.
- Significant increase in baseline behaviour.

Step 7: Decide on a Course of Action

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

Low to Medium Level of Concern

- Implement the Intervention Plan (Most students can be managed at school or district program alternatives with supportive intervention.)

Medium to High Level of Concern

- The Threat Assessment Team has determined that further assessment is required.
- School principal will notify the school supervisor and the Superintendent of Safe Schools to discuss next steps. Educational Services will be consulted.
- If there is imminent danger, call 911 (i.e., a gun is found)

Step 8: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during a Risk/Threat Assessment.

Stage I Intervention Plan (attach additional pages as needed)

- Disciplinary action taken:
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ by: _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or Weekly check-in with (title/name):
- Backpack, coat and other belongings check-in and check-out by:
- Late Arrival and/or Early Dismissal:
- Modify daily schedule by:
- Behaviour Management/Safety Plan (attach a copy to this Threat Assessment) - increased supervision in these settings.
- Intervention by Educational Services Administration Staff.
- Identify precipitating/aggravating circumstances and develop Intervention Plan.
- Drug and/or alcohol intervention with:
- If Special Education student, review IEP goals and placement options.
- Review community-based resources and interventions with parents/guardians.
- Obtain consent to share information with community partners such as counsellors and therapists.
- Other action:

Parent/Guardians (attach additional pages as needed)

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

- Parents will:

Monitor this Intervention Plan regularly and modify it as appropriate.	
Threat Assessment Team Members	Date: Signature:
Principal or Vice Principal	Date: Signature:
Educational Services Staff	Date: Signature:
Agency, i.e., Police	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

Review Date: _____

Appendix E: Definitions

High Risk Behaviours

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

Immediate Threat

In the case of immediate threat, staff will CALL 911 and then contact the school administration/designate. The school will contact the School Supervisor who will contact the Director and the Supervisor of Safe Schools who will then activate the LDSB/Community TAT.

In-School Threat Assessment Team

Is a team of school based professionals (e.g. principals, vice principals, ACW) trained to assess a threat to student safety by a student or group of students. District staff IE. School Supervisor and Educational Services Administration will be consulted and will participate in the school based risk/threat assessment process.

LDSB/Community Threat Assessment Team

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

Risk Assessment

Is the process of determining if a student of concern may pose a risk to some unknown target or targets at some unknown period in time.

Threat

Defined as any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted on the internet (MSN, Facebook) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

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 they have threatened.

Threat Making Behaviours

Defined as any action that an individual, who in any manner knowingly utters, conveys, or causes any person to receive a threat.

Worrisome Behaviour

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

Community Threat Assessment Protocol Signing Partners



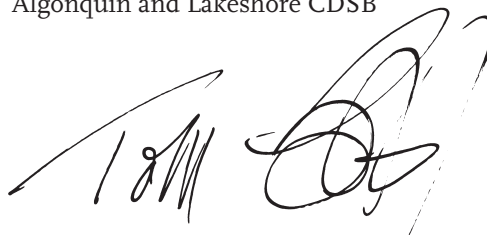
Director of Education
Algonquin and Lakeshore CDSB




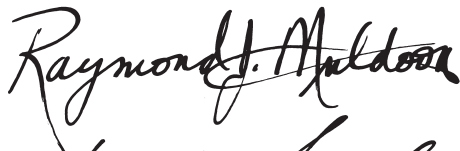
Board Chair
Algonquin and Lakeshore CDSB



City of Kingston



County of Lennox and Addington EMS



Children's Aid Society of the City of
Kingston and County of Frontenac




Greater Napanee Fire Department



HDH/KGH - Child & Adolescent Psychiatry



Dr. Margaret Joynt



Kingston Police Services Board



Kingston Police




Frontenac Paramedic Services



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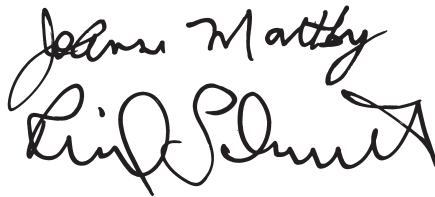
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Pathways for Children and Youth



St. Lawrence Youth Association



Youth Diversion Program



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