

2010 -  
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# Community Threat Assessment Protocol



## Resource Guide

Hastings and Prince Edward  
District School Board

In collaboration with Hastings and  
Prince Edward community  
agencies and services

# Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviours

A Collaborative Response to Student Threat Making Behaviours

*This Community Threat Assessment Protocol (CTAP) 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.*

**Appreciation is expressed to the Limestone District School Board for sharing their expertise and resources in the development of this document.**

**2009**

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## **Assessing Violence Potential:**

### **Protocol for Dealing with High-Risk Student Behaviours**

#### Overall Rationale

Hastings and Prince Edward District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors.

Hastings and Prince Edward District School Board will respond to all student behaviours which pose a potential risk to other students, staff and members of the community. It is hoped that early intervention measures by the school board and community team members 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 who pose a risk for violence towards self and/or others will ensure that supportive and preventive plans are put in place.

The strength of this school board/community partnership lies in the multidisciplinary composition of the response team. Without delay the response team will share and review student information and the details of the threatening situation or evidence in order to collaborate effectively and make use of a broad range of expertise.

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

## Team Members

Hastings and Prince Edward District School Board is the lead team member in the Community Threat Assessment Protocol for our geographical area (Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west. Community team members include the following agencies and organizations:

Algonquin Lakeshore Catholic District School Board	Ontario Provincial Police –Bancroft Detachment
Belleville City Police Service	Ontario Provincial Police – Prince Edward County Detachment
Belleville Fire Department	Ontario Provincial Police – Quinte West Detachment
Belleville Youth Justice Diversions Committee	Prince Edward Corrections Advisory Board
Children’s Mental Health Services	Prince Edward County Children’s Aid Society
City of Belleville	Prince Edward County Fire Department
Community Oriented Sentencing Program	Quinte Health Care – Mental Health Services
Counselling Services of Belleville and District	Quinte United Immigration Services
First Nations Technical Institute	Quinte West Fire Department
Hastings Children’s Aid Society	The Arson Protection Program for Children (TAPP-C)
Limestone District School Board	Trent Community Correctional Committee
Ministry of Child and Youth Services - Youth Justice Services Division	Trenton Military Family Resource Centre
North Hastings Community Integration	Trenton Military Police
Ontario Provincial Police – Central Hastings Detachment	Youth Habilitation Quinte
Ontario Provincial Police - Napanee Detachment	
Ontario Provincial Police - Stirling-Rawdon Detachment	

## Vision

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

The team members 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 team members, we will work together for the benefit of children, youth, and their parents/guardians 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 much 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 protocol is designed to ensure that appropriate community team members communicate student information to school personnel who may then activate a risk/threat assessment process.

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

## **Key Approaches in Risk/Threat Assessment**

### **1. Sharing of Relevant Information**

The sharing of information is carried out, by any of the team members, on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.

See: Information Sharing, page 9.

### **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 scepticism 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**

Hastings and Prince Edward District School Board Community Threat Assessment Protocol will be reviewed annually.

### **5. Contact List**

As the lead agency, the Hastings and Prince Edward District School Board Superintendent/Assistant Superintendent of Safe Schools will maintain an up-to-date contact list of the lead team members and will ensure that all community team members also have a copy of the list. The Superintendent/Assistant Superintendent of Safe Schools will arrange for a designate to be the lead contact during July and August and will notify lead team member contacts.

## Activation of the HPEDSB/Community Threat Assessment Team (TAT)

To ensure the timely activation of a HPEDSB/Community Threat Assessment Team (TAT), lead team member(s) will be identified by each agency and names provided to the Superintendent/Assistant Superintendent of Safe Schools. The HPEDSB Superintendent/Assistant Superintendent of Safe Schools will activate the HPEDSB/Community TAT and will initiate the Safe School Team to call lead team members of agencies relevant to the specific threat situation.

**When a community staff member determines the need to activate the HPEDSB/Community TAT, they will notify their designated lead team member.** In the case of Section Care and Treatment Programs or any other community agency that provides school-based services (e.g., Youth Habilitation, Best Start, Health Unit), the agency staff in the class will contact the lead team member of their agency. The agency lead team member will contact the HPEDSB Superintendent/Assistant Superintendent of Safe Schools. Team members 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 team members.

Whenever possible, TAT meetings will occur on school premises. The lead team member 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 School 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*.

### The Community TAT may be assembled in the following situations: .

**Threat Assessment:** A process of determining if a threat maker (e.g. someone who utters, writes, emails etc. a threat to seriously harm or 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 team members 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.

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

## 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 must know what he/she is consenting to, and understand the consequences of the intended disclosure. Valid consent does not exist unless the individual understands the above. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.

At the beginning of each school year, the school board will send out the *Risk/Threat Assessment Notification and Process Form* (see Appendix F)

## When to Share Information

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:	In any of the following circumstances, obtain more information and receive direction from a supervisor:	Information can NEVER be shared under any of the following circumstance:
<ul style="list-style-type: none"> <li>▪ With written consent (see p.10 regarding Youth Criminal Justice Act (YCJA) exclusion);</li> <li>▪ To avert or minimize imminent danger to the health and safety of any person;</li> <li>▪ To report a child who might need protection under the Child and Family Services Act (see HPEDSB Duty to Report protocol);</li> <li>▪ By order of the Court;</li> <li>▪ To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (see p.10 regarding YCJA);</li> <li>▪ To ensure the safety of students and/or staff under the YCJA, (see p.10, regarding YCJA);</li> <li>▪ To cooperate with a police and/or a child protection investigation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s);</li> <li>▪ To report criminal activity to the police;</li> <li>• To share YCJA information from records, where there is a demand or request to produce information for a legal proceeding;</li> <li>▪ When a professional code of ethics may limit disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a legislative requirement barring disclosure;</li> <li>▪ No consent is given and there is no need to know or overriding health/ safety concerns;</li> <li>▪ Consent is given but there is no need to know nor overriding health/safety concerns.</li> </ul>

## Key Points Regarding Information-Sharing

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) as well as the Personal Health Information Protection Act (PHIPA) both provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA states “compelling circumstances affecting the health and safety of an individual...” (Part II, 32(h), MFIPPA).
- 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.**

## Communications

### 1. Media

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

### 2. Parent/Guardian/Staff/Student

Communication with parents/guardians, staff, and students will be developed by the school-based administration in collaboration with the School Superintendent/Assistant Superintendent who will consult with the Superintendent/Assistant Superintendent of Safe Schools.

At the beginning of each school year, the board will send the “Risk/Threat Assessment Notification and Process” form (see Appendix F) that outlines for parents/guardians 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**

Appendix D: Threat Assessment Report Form will be the written documentation of the meeting. The minutes taken in this meeting regarding the community threat assessment, and the resulting shared information are highly confidential and shared only in the strict confidence of the actual assessment with the community protocol. The collected information cannot be redistributed or exchanged except for the purposes of the assessment itself. A copy of the report will be distributed to each agency present at the meeting and will be stored as per their agency procedures. The official report will be stored in a confidential file in the office of the school group Superintendent/Assistant Superintendent.

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Please note: this protocol and its forms are available for download at [www.hpedsb.on.ca](http://www.hpedsb.on.ca) at Special Education Services.

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

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

<p><b>Worrisome Behaviours</b> Include but are not limited to: Violent content:</p> <ul style="list-style-type: none"> <li>• Drawing pictures</li> <li>• Writing stories/journals</li> <li>• Vague threatening statements</li> <li>• Unusual interest in fire</li> <li>• Significant change in anti-social behaviour</li> </ul>	<p><b>High Risk Behaviours</b> Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Possession of weapon/replica</li> <li>• Bomb threat plan</li> <li>• Verbal/written threat to kill/injure</li> <li>• Internet website threats to kill or injure self/others</li> <li>• Fire setting</li> <li>• Threatens violence</li> <li>• Hate motivated violence targeting a particular student</li> </ul>	<p><b>Immediate Threat Call 911</b> Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Weapon in possession that poses serious threat to others</li> <li>• Plan for serious assault</li> <li>• Homicidal/suicidal behaviour that threatens safety</li> <li>• Fire setting</li> </ul>
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**PRINCIPAL INFORMED**

**School TAT:** Principal, Vice principal, child and youth counsellor (CYC), guidance staff, others as designated

**HPEDSB/Community TAT Support**

Lead: School principal consult with school TAT, staff, and community TAT to develop a plan

- Use HPEDSB framework
- Contact school superintendent/assistant superintendent
- School superintendent/Assistant Superintendent will inform the director and superintendent of safe schools
- Discipline as per safe schools policy
- Contact CYC supervisor: to access board
- CYC team
- Access community team members

**In School TAT (Worrisome and high risk behaviours)**

Lead: School principal consult with school TAT, staff to develop a plan and consider the following:

- Determine level of threat: use HPEDSB framework
- Consult with safe schools superintendent/assistant superintendent who will inform the director
- Contact school superintendent/assistant superintendent
- Access TA community team members
- Refer media to communications officer

**School TAT:** Principal, Vice Principal, Child and Youth Counsellor (CYC), Guidance Staff, others as designated

**Community TAT:** School Principal, Superintendent/Assistant Superintendent of Safe Schools, CYC Safe Schools Coordinator, Child and Youth Counsellor (CYC) Supervisor, police, and community team members as per agreement

**Note:** When a community team member determines the need to activate the HPEDSB/Community TAT, they will notify their designated lead team member.

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

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

Steps to Take When		
Attempt: A student makes an attempt at school or returns to school having made an attempt	Disclosure: A student discloses suicidal thoughts/recent self injury	Concern: A student's behaviour suggests suicidal risk, or concern is expressed for a student's safety
<ul style="list-style-type: none"> <li>• Call 911 in an emergency.</li> <li>• Notify principal/designate.</li> <li>• Contact the parent/guardian immediately.</li> <li>• Accompany the student to the hospital when it is safe to do so and when the parent or guardian is unavailable.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the principal/supervisor.</li> <li>• Contact the parent/guardian immediately.</li> <li>• Contact your Child and Youth Counsellor.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact the student and assess the situation.</li> <li>• Consult with your principal/superintendent/assistant superintendent.</li> <li>• Contact parent/guardian to discuss concern and develop plan for support.</li> <li>• Contact your Child and Youth Counsellor.</li> </ul>

## **Appendix C: Responding to Ensure Student, Staff and Community Safety**

### **Planning a Supportive Response to Worrisome and High Risk Student Behaviours**

The HPEDSB 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 in a timely fashion.

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

**Threat Assessment** is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to seriously harm or 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/guardians 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.

### **Definition of Worrisome and High Risk Behaviours:**

#### ***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, and escalation of physical aggression, significant change in anti-social behaviour, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, and 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 creation of a student support plan.*

**STEPS 7 - 9 COMPLETED BY THE IN-SCHOOL THREAT ASSESSMENT TEAM AND THE COMMUNITY THREAT ASSESSMENT TEAM:****Step 7: Review findings with the In-School Threat Assessment Team or the Community 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 any 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 8: 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 school-based Threat Assessment Team has determined that further assessment is required.
- School principal will notify the school superintendent and the Superintendent of Safe Schools to discuss next steps.
- *If there is imminent danger, call 911.*

#### SHARING INFORMATION WITH STAFF

In the case of a medium or high level of concern, either during the in-school threat assessment or community threat assessment, the principal has an obligation to provide staff with information under the *Occupational Health and Safety Act*.

The *Occupational Health and Safety Act* clarifies that employers and supervisors must provide workers with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour [Section 32.0.5(3)].

However, this duty is limited and applies only when the:

- (a) worker can be expected to encounter the violent person in the course of his or her work; and the
- (b) risk of workplace violence is likely to expose the worker to physical injury.

Employers and supervisors must also not disclose more information than is reasonable necessary for the protection of a worker from physical injury.

There may be other laws that govern the release of personal or medical information such as the

- *Youth Criminal Justice Act (Canada)*
- *Personal Information Protection and Electronic Documents Act (Canada); and*
- *Personal Health Information Protection Act*

The employer will have to take into account a person's right to privacy under those laws in addition to a worker's right to be informed of workplace violence risks under the *Occupational Health and Safety Act*.

In such cases, the principal may wish to seek advice from the superintendent/assistant superintendent.

The principal will also notify the superintendent/assistant superintendent and the safe workplace coordinator each time this occurs.

**Step 9: Develop an Intervention Plan**

Use the following Intervention Plan to address all concerns identified during a Stage I 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 as appropriate – see page 24.
- 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 Special Education Services support staff (Psychologist, Special Education Support Staff, Counsellor).
- 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: \_\_\_\_\_

**Parents/Guardians (attach additional pages as needed)**

Parents will provide the following supervision and/or intervention:

Parents will:

**Modify this Intervention plan regularly and modify it as appropriate.**

**Threat Assessment Team Members:**

Principal or Vice Principal	Date: Signature:
Board Staff	Date: Signature:
Board Staff	Date: Signature:
Agency, i.e., Police	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

Review Date: \_\_\_\_\_

## **Appendix E: Definitions**

### **High risk behaviours**

Defined as behaviours that express 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 Superintendent and Superintendent of Safe Schools may lead to the activation of the HPEDSB/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 Superintendent who will contact the Director and the Superintendent of Safe Schools who will then activate the HPEDSB/Community TAT.

### **In-School Threat Assessment Team**

Is a team of school based professionals (e.g. principals, vice principals, CYC) trained to assess a threat to student safety by a student or group of students. District staff i.e. School Superintendent and Special Education Services Staff will be consulted and will participate in the school based risk/threat assessment process.

### **HPEDSB/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 Superintendent who will then contact the Superintendent of Safe Schools to request that the HPEDSB/Community Threat Assessment Team be activated.

### **Risk assessment**

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

## **Threat**

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**

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students, and others, engage in threat-making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Threat Assessment Teams (TATs) engage in a data collection process, through semi-structured interviews, to determine “initial levels of risk” that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk there may be data that indicates a more comprehensive risk assessment is required.

## **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. Worrisome 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. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of the In-School TAT and consultation with Special Educational Services.

## **Appendix F: Hastings and Prince Edward District School Board: Risk/Threat Assessment Notification and Process**

Dear Parents/Guardians:

Hastings and Prince Edward District School Board (HPEDSB) is committed to providing safe learning environments for students, staff, school visitors and community members. Principals consider a range of progressive discipline options to address inappropriate student behaviour and help students learn from their choices.

When student behaviours pose a potential threat to safety, the HPEDSB/Community Threat Assessment Protocol (CTAP) provides an additional method to support Principals. Examples of behaviours that the HPEDSB/CTAP can be used to investigate include but are not limited to:

- Possession of a weapon/replica
- Bomb threat/plan
- A verbal, written or electronic (internet, text) threat to kill or injure self/others or other threats of violence
- Fire setting

The HPEDSB/CTAP is a two-tiered response to student threat making behaviour. Principals may initially activate the In-School Threat Assessment Team, which consists of the school administrator, school based counsellor and support staff. If necessary, this may then lead to consultation with the Assistant Superintendent of Safe Schools, the school Superintendent, and the activation of the HPEDSB Community Threat Assessment Team.

Parents/guardians will be notified in advance if their child will be discussed through the HPEDSB/Community Threat Assessment Protocol. Personal information shared throughout this process will respect and balance each individual's right to privacy while ensuring the safety of all.

If you have any questions regarding the HPEDSB/CTAP, please contact Mandy Savery-Whiteway, Assistant Superintendent of Education – Safe Schools at 613-966-1170 or 1-800-267-4350, extension 2103.

Sincerely,

Kathy Soule

Director of Education

## **Community Threat Assessment Protocol Signing Team Members**

*The Hastings and Prince Edward District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors*

*Signed on April 27, 2009*

Director of Education Hastings and Prince Edward DSB  Original signed	Board Chair Hastings and Prince Edward DSB  Original signed
Belleville City Police Service  Original signed	Belleville Fire Department  Original signed
City of Belleville  Original signed	Children's Mental Health Services  Original signed
Counselling Services of Belleville and District  Original signed	Community Organized Support and Prevention  Original signed
Hastings Children's Aid Society  Original signed	Ontario Provincial Police – Central Hastings Detachment  Original signed
Ontario Provincial Police – Prince Edward County Detachment  Original signed	Ontario Provincial Police – Quinte West Detachment  Original signed
Quinte United Immigration Services  Original signed	Quinte Health Care – Mental Health Services  Original signed
Trenton Military Family Resource Centre  Original signed	Trent Community Correctional Committee  Original signed
Youth Habilitation Quinte  Original signed	Ontario Provincial Police – Bancroft Detachment

**Community Threat Assessment Protocol Signing Team Members**

*The Hastings and Prince Edward District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors*

*Signed on September 30, 2010*

Ministry of Child and Youth Services – Youth Justice Services Division	
Kawartha Pine Ridge District School Board	
PVNC Catholic District School Board	

**Community Threat Assessment Protocol Signing Team Members**

*The Hastings and Prince Edward District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors*

*Signed on November 11, 2010*

Loyalist College – President, Maureen Piercy  _____	Director of Education, Kathy Soule  _____

**Community Threat Assessment Protocol Signing Team Members**

*The Hastings and Prince Edward District School Board and community partners are committed to making our schools safe for students and staff, volunteers and visitors*

*Signed on December , 2010*

John Howard Society, Belleville Chapter	
Canadian Mental Health Association Hastings and Prince Edward Branch	