

2011 - 2012

Community Threat Assessment and Support Protocol



Saskatoon Public Schools
Inspiring Learning

August 2011

Resource Guide
Saskatoon Public Schools
in collaboration with
community partners

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

*This Community Threat Assessment and Support Protocol (CTASP)
reflects the work of J. Kevin Cameron,
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the Alberta Children and Youth Initiative.*

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

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

2011

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

Rationale

Saskatoon Public Schools and its community partners (see full list of partners, page 5) are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

Saskatoon Public Schools will respond to student behaviours that may pose a potential risk for violence to students, staff and members of the community. The goal in supporting intervention measures by Saskatoon Public Schools and community partners is to strive to prevent and reduce school violence and to promote the safety of all members of our community.

This protocol supports collaborative planning among community partners to reduce violence and reflects safe, caring and restorative approaches. It fosters timely sharing of information about students who pose a risk for violence towards themselves or others. The protocol promotes the development of supportive and preventive plans.

The strength of this School Division/Community Partnership lies in the multidisciplinary composition of the Community Threat Assessment and Support Team (Community TAST). The Community TAST members will strive to share and review relevant student information. The Community TAST will strive to share the details of the threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise.

This collaborative process will respect the individual’s rights to privacy and the safety of all, to the fullest extent possible.

Community Partners

Saskatoon Public Schools is the lead team member in the *Community Threat Assessment and Support Protocol*. Community partners include the following agencies and organizations:

Government of Saskatchewan:

Ministry of Corrections, Public Safety and Policing

- Kilburn Hall Youth Centre
- Yarrow Youth Farm
- Young Offender Programs

Ministry of Social Services

- Saskatoon, Central Service Area

Ministry of Education

M. D. Ambulance Care Ltd.

Royal Canadian Mounted Police (RCMP):

- Martensville Detachment
- Saskatoon Detachment
- Warman Detachment

Saskatoon Fire and Protective Services

Saskatoon Health Region:

Mental Health and Addiction Services

- Child and Youth Program

Saskatoon Police Service

Saskatoon Public Schools

Additional community partners will be invited to join as training occurs. This will allow the protocol to expand and reflect a comprehensive community commitment to early intervention measures and responses to behaviour that pose a potential threat to students, staff, and members of our community.

Vision

Violence prevention in our schools and neighbourhoods is a community responsibility. All community partners work together to promote and maintain safety, and to strive to prevent violence.

Statement of Principles

All partners will undertake to follow the protocol. We have a shared obligation to take active steps to reduce violence in our schools and community.

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. We will do so by proactively sharing information, advice, and supports that reduce violence.

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

- Building working relationships based on mutual respect and trust;
- Working in ways that promote safe, caring and restorative school environments and practices;
- Involving children, 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 an appropriate support plan;
- Realizing that working together successfully is a process of learning, listening, and understanding one another; and
- Being patient, trusting and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

The overriding goal is risk reduction and violence prevention to promote the safety of students, parents/caregivers, school staff, community members, the school or other buildings or property.

This protocol is designed to facilitate communication so that when the Community Threat Assessment and Support Team (Community TAST) is activated, appropriate community partners and Saskatoon Public Schools may communicate relevant student information.

As part of the protocol design, Saskatoon Public Schools and community partners will commit to ongoing staff development in threat assessment training 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 [Sharing Information](#), page 14.) Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment.

2. Investigative Mind-Set

This is central to the successful application of the risk/threat assessment process. Threat assessment requires thoughtful probing, viewing information with professional objectivity, 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.

Components of an investigative mind-set include:

- Open probing questions;
- Healthy skepticism;
- Attention to pre-attack behaviours;
- Verification of facts, actions corroborated;
- Common sense; and
- Ensuring that information makes sense.

When determining if a threat maker actually poses a risk to the person/target, consideration should be given to the following:

- Is the threat plausible?
- Is the threat an emotionally charged threat?
- What are the precipitating factors?

3. Unauthored Threats: Duty and Intervention

Unauthored threats are typically threats to commit a violent act against an individual(s), specific group, or site (i.e. the school). They may be found written on bathroom walls or stalls, spray painted on the side of schools, posted on the Internet or in letters left in a conspicuous place (teacher's desk) etc.

In the field of school-based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

- a. Assess the unauthored threat;
- b. Attempt to identify the threat maker; and
- c. Avoid or minimize the crisis/trauma response.

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

Language of Commitment

- Amount of detail (location where the violence is to occur, target(s), date and time the violence is to occur, justifications, etc.);
- Threatened to do what with what (“kill”, “murder”, “ruin your lives”, “shank”, “shoot”, etc.);
- Method of delivery of the threat (who found/received the threat, when did he/she receive it, where did he/she receive it, who else did he/she tell and who else knows about it?); and
- Is the threat clear, direct, plausible, and consistent?

Identifying the Threat Maker

In many cases the author is never found but steps that can be taken to identify the author(s) are:

- Handwriting analysis;
- Word usage (phrases and expressions that may be unique to a particular person or group of people [street gang, club, sport team, etc.]); and
- Spelling (unique errors or modifications).

Contra-indicators:

Some authors will switch gender and try to lead the reader to believe they are a boy (or girl) when they are not or pretend to be someone else as a setup.

Some individuals who write unauthored “hit lists” embed their names in the list of identified targets.

Depending on the severity of the threat, some or all staff members may be asked to assist in analyzing the unauthorized threat.

Depending on the severity of the threat, some students may be asked to give their opinion regarding the origin and authorship of threat.

4. Building Capacity

Threat Assessment Teams (TAT) in each school will receive threat assessment training. Appropriate school division personnel will also be trained and spaces will be made available for community partners.

5. Program Review

This protocol will be reviewed annually by the Community Threat Assessment and Support Advisory Group which is comprised of representatives from Saskatoon Public Schools and community partners.

6. Contact List

As the lead agency, Saskatoon Public Schools’ Superintendent with responsibility for Safe and Caring Schools, or designate, will maintain an up-to-date contact list of the lead team members and will distribute a copy of the list to all community partners. As well, school division summer contacts for July and August of each year will be determined and provided to community partners.

Threat Assessment Response

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to self and others in our community, the School Threat Assessment Team (School TAT) or Community Threat Assessment and Support Team (Community TAST) will respond in the manner identified in *Appendix A – Responding to Student Threat Making Behaviour: A School Staff Guide* or *Appendix B – Responding to Student Threat Making Behaviour: A Protocol Partner Guide*.

This *Community Threat Assessment and Support Protocol* is based on The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat/Risk Assessment (VTRA). The VTRA follows a three-step process:

- Stage 1 Data collection and immediate risk reducing interventions;
- Stage 2 Comprehensive multidisciplinary risk evaluation; and
- Stage 3 Multidisciplinary intervention.

The VTRA is the combination of early Secret Service research around school-based threat assessment and general violence risk assessment. The work reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

The three stages of the VTRA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The three stage approach promotes understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence toward a particular target they consider justifiable.

Stage 1 Data collection and immediate risk reducing interventions are performed by the school-based team (School Threat Assessment Team or TAT), which must, at minimum, include the school principal or vice principal, school counsellor, and the police of jurisdiction. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Threat Assessment Report Form (See Appendix F).

Stage 2 Comprehensive multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage 1 School TAT. The Stage 2 Community Threat Assessment and Support Team (Community TAST) may involve some or all of the following: additional police-based resources, psychology, psychiatry, mental health, child protection, young offender worker, and others. At Stage 2, the Community TAST members work in collaboration with the Stage 1 School TAT to conduct the formal risk assessment and evaluation. Stage 2 includes the use of formal, structured professional instruments, concepts, tests, and measures by the appropriate Threat Assessment Unit.

Stage 3 Multidisciplinary intervention is the formal meeting of the Stage 1 School TAT and Stage 2 Community TAST members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

Activation of the School and Community Threat Assessment Teams

To facilitate timely activation of the School Threat Assessment Team (School TAT) or Community Threat Assessment and Support Team (Community TAST), each community partner will identify its lead TAST member(s), and provide contact information to Saskatoon Public Schools' Superintendent with responsibility for Safe and Caring Schools. The school superintendent, or designate, will activate the Community TAST and will be responsible for calling lead Community TAST members who may have information specific to that threat situation. (See Appendix B) When staff members of a partner agency determine the need to activate the Community TAST, they will notify their designated lead Community TAST member who will activate the Community TAST. Community TAST members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other Community TAST members.

1. Activation of the School Threat Assessment Team (School TAT)

The School TAT will consist of the principal and/or vice principal, school counsellor and either the assigned school resource officer or another assigned police investigator from the police agency having jurisdiction. School TAT members will respond after the immediate threat to student/staff safety has been contained. The School TAT will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community.

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

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

Stage One

The school administrators and police will:

- Take immediate action to reduce risk;
- Consult with school superintendent and, if necessary, the Coordinator: Student Behaviour Support;
- Complete the Threat Assessment Report and follow the Responding to Student Threat Making Behaviour: A School Staff Guide. (See Appendix A)

Stage Two

When it has been determined that a Community TAST will be convened, the school superintendent in consultation with the Coordinator: Student Behaviour Support and the

Superintendent with responsibilities for Safe and Caring Schools will:

- Determine the appropriate community partners and contact the agencies' lead staff;
- In a timely manner, determine the date, time and location of the Community TAST meeting;
- Collect data and use the Community TAST report form format;
- Evaluate level of risk to the safety of students, staff, community; and
- Make recommendations that reduce risk and provide student support.

All Community TAST members will share pertinent information, review all data, including data obtained from other sources (i.e. students and parents/guardians).

Stage Three

As a result of the school division and community partner evaluation of risk, the school division and partners will develop a risk management/student intervention plan. The risk management/student intervention plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the Community TAST.

A follow up meeting date will be determined by the partners in order to assess the implementation and effectiveness of the risk management/student intervention and support plan.

Roles

School principal or designate

The school principal or designate will:

- Be the School TAT leader;
- Call and coordinate the School TAT;
- Be responsible for the completion of the Threat Assessment Report Form (See Appendix F)
- Complete Steps 1 – 5 of the Responding to Student Threat Making Behaviour: A School Staff Guide (See Appendix A) within hours;
- Complete Steps 6-10 within 24 hours if at all possible;
- Contact the school superintendent to discuss possible activation of the Community TAST;
- Follow up and coordinate intervention plans developed by the team;
- Forward copies of the School TAT documentation and intervention plan to the school superintendent and the Superintendent with responsibility for Safe and Caring Schools (Step 11); and
- Store the intervention plan securely.

School counsellor and other staff involved at the Principal's request

The school staff will:

- Assist in data gathering as assigned by the principal;
- Assist the principal in Steps 6 – 10 of the Threat Assessment Report Form (See Appendix F)
- Be available for consultation on general issues regarding threat assessment procedures relating to mental health;
- Assist in developing plans or other interventions (i.e., behaviour plans, safety plans), and in facilitating access to programs or resources to reduce the risk of violence and respond to the student's educational needs if consent has been obtained; and
- Help families obtain needed assistance.

Central Office staff

Central Office staff will:

- Be designated by the Superintendent with responsibility for Safe and Caring Schools as the Community TAST lead;
- Consult with the principal, School TAT and superintendents involved;
- Contact Community TAST members to facilitate consultations, and conduct interviews as required, except in criminal investigations;
- Assist when asked in completing the Threat Assessment Report Form questions Steps 1-11 (See Appendix F); and
- Follow up on recommended intervention plans as outlined in Step 11 (See Appendix F).

Community Partner staff

The community partner staff may:

- Have an appropriate staff member participate in the Community TAST;
- Participate in completion of the Threat Assessment Report Form Steps 1-10 (See Appendix F);
- Participate in a review of School TAT findings; and
- Participate in developing any recommended intervention plans as outlined in Step 11 (See

Appendix F).

School Resource Officer (SRO) / Investigating Police Officer

The Police Officer may:

- Be involved in School TATs or Community TASTs;
- Investigate and determine whether a crime has been committed, and if charges are appropriate or warranted;
- Conduct a police investigation;
- Generate a police occurrence report; and
- Interview the threat maker and witnesses when a criminal offence has occurred.

In most cases, the student behaviour that activates the Community TAST will be observed in, or affect, the school. Therefore, whenever possible, Community TAST meetings will occur on Saskatoon Public Schools' premises. The lead Community TAST member will be the Superintendent with responsibility for Safe and Caring Schools or designate. The superintendent responsible for that school, and school administration, may also be part of the Community TAST. (See Appendix B)

Trauma Response: After a threat or an act of violence has occurred, Saskatoon Public Schools' Tragic Events Response Team (TERT) and community partner staff may be called upon to plan or provide post trauma counselling and interventions for students and staff.

Sharing Information

The general intent of access to information and protection of privacy legislation is to regulate the collection storage, use and disclosure of personal information. (Note: When the term “personal information” is used in this document, this includes personal health information.)

Wherever possible and reasonable, consent to disclose personal information should be obtained. Valid consent does not exist unless the individual knows what he/she is consenting to, and understands the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice. Saskatoon Public Schools and community partners are committed to the sharing of relevant information to the extent authorized by law.

The presumption is that all information shared by partners about individual students and families is personal information and should be treated with a high level of confidentiality. Once sharing of information has occurred each partner who receives the information will be responsible for ensuring appropriate storage, use and disclosure of such information in accordance with the laws, regulations, policies and procedures applying to that partner. Each partner will be responsible for the education of their staff in this regard.

It is vital to note, however, that legislation allows the release of personal information if there is imminent threat to health and safety. To make parents/guardians/caregivers and students aware of the protocol to be followed in such cases, Saskatoon Public Schools will provide *Risk/Threat Assessment Notification* to students and their parents/guardians/caregivers at the beginning of every school year. (See Appendix D) This notification will be posted permanently on Saskatoon Public Schools’ website.

When to Share Information

Green Light	Yellow Light	Red Light
Generally speaking, and subject to the guidelines of LAFOIP, relevant personal information CAN be shared under one or more of the following circumstances:	In any of the following circumstances, obtain more information and receive direction from a supervisor:	Information can NEVER be shared under any of the following circumstance:
<ul style="list-style-type: none"> ▪ With written consent (see p.10 regarding Youth Criminal Justice Act (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 Saskatoon Public Schools Administrative Procedure 311); ▪ By order of the Court; ▪ To support the rehabilitation of a young person under the Youth Criminal Justice Act (see p.10 regarding YCJA); ▪ To ensure the safety of students and/or staff under the YCJA, (see p.10 regarding YCJA); ▪ To cooperate with a police and/or a child protection investigation. 	<ul style="list-style-type: none"> ▪ Where consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s); ▪ When asked about a report of criminal activity given to the police; ▪ When asked to share YCJA information from records, where there is a demand or request to produce information for a legal proceeding; ▪ When a professional code of ethics may limit disclosure. 	<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; ▪ Consent is given but there is no need to know nor overriding health/safety concerns.

Sharing Information: Legislation and Case Law

Each partner involved in an assessment will be responsible for determining their own threshold for sharing information with other partners. Each partner will be responsible for ensuring compliance with the legislation that applies to them.

Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)

“Disclosure of personal information: Subject to any other Act or regulation, personal information in the possession or under the control of a local authority may be disclosed: where necessary to protect the mental or physical health or safety of any individual.” (L-28 (2) (l)).

Health Information Protection Act (HIPA)

“A trustee may disclose personal health information in the custody or control of the trustee without the consent of the subject individual in the following cases: where the trustee believes, on reasonable grounds, that the disclosure will avoid or minimize a danger to the health or safety of any person.” (1999, cH-0021, s27 (4) (a)).

Mental Health Services Act

Section 38 requires that no person shall disclose any information concerning a patient except when consented to by the patient; when required by law; when ordered by the Minister; in the course of administering the Act; or "when required to assist a person who is receiving services pursuant to the Act to receive services which are necessary to maintain or restore the mental health of that person."

Freedom of Information and Protection of Privacy Act (FOIP)

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

Youth Criminal Justice Act (YCJA)

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

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use, storage and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

Supreme Court Decision: R. V. M. (M. R.), (1998) 35. C. R. 398

"The Supreme Court of Canada (1998) has established legal precedent by ruling (in R. vs M (M. R)) that in certain situations, the need to protect the greater student population supersedes the individual rights of the students. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules." (p. 15)

Reference: Cameron, K. (2011) *Community Protocol for Violence Threat Risk Assessment (VTRA) and Intervention* (9th Edition)

Documentation

The Threat Assessment Report Form (See Appendix F) is completed by the school principal and serves as the official written record of the school/community meeting called to discuss the worrisome student behaviour and to determine the follow up plans or interventions. The written report and/or information from the meeting may be shared with others at the discretion of the school superintendent when it is deemed to be in the best interests of the student or others. The original report will be stored in a confidential file in a secured location in the principal's office.

If the plan requires further action outside of the school, the appropriate organization may receive a copy of the original report. In such instances, it is essential that all organizations make reasonable efforts to ensure that their protocols for the sharing, storage and retention of this information and this report are consistent with the following principles:

- At the minimum, partner organizations should ensure their personnel follow all requirements of any privacy legislation which may pertain to their agency;
- Information written and reported must be kept confidential and is intended to be shared with others on a "need to know" basis only;
- Information is shared only for the purpose for which it was created; and
- The written report is stored securely and retained only for the length of time required for the purpose for which it was created.

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

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

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

If community agency personnel - such as Fire, Police, Health or others - believe they have knowledge of worrisome behaviour of a student which could pose a risk of harm to the public or others, they are advised to directly contact the student's school principal. Upon receipt of this information and further investigation, the principal may determine to take this information further than the school or to address the matter internally. If the behaviour is deemed to be of a medium or high risk, the principal will immediately call his/her school superintendent. The subsequent course of action will involve a review by the school superintendent and the Coordinator: Student Behaviour and Support. Following this review, a decision will be made whether to initiate the *Community Threat Assessment and Support Protocol*.

If the agency does not have knowledge of the student's home school, contact may be made directly with the Superintendent with responsibility for Safe and Caring Schools to share the information and to determine the appropriate course of action.

External Communication

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

As part of the threat assessment process, Saskatoon Public Schools (Communications Officer) and Saskatoon Police Service (Public Affairs Manager) will consult with one another to coordinate any public messages via the media.

Appendices

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

Appendix A

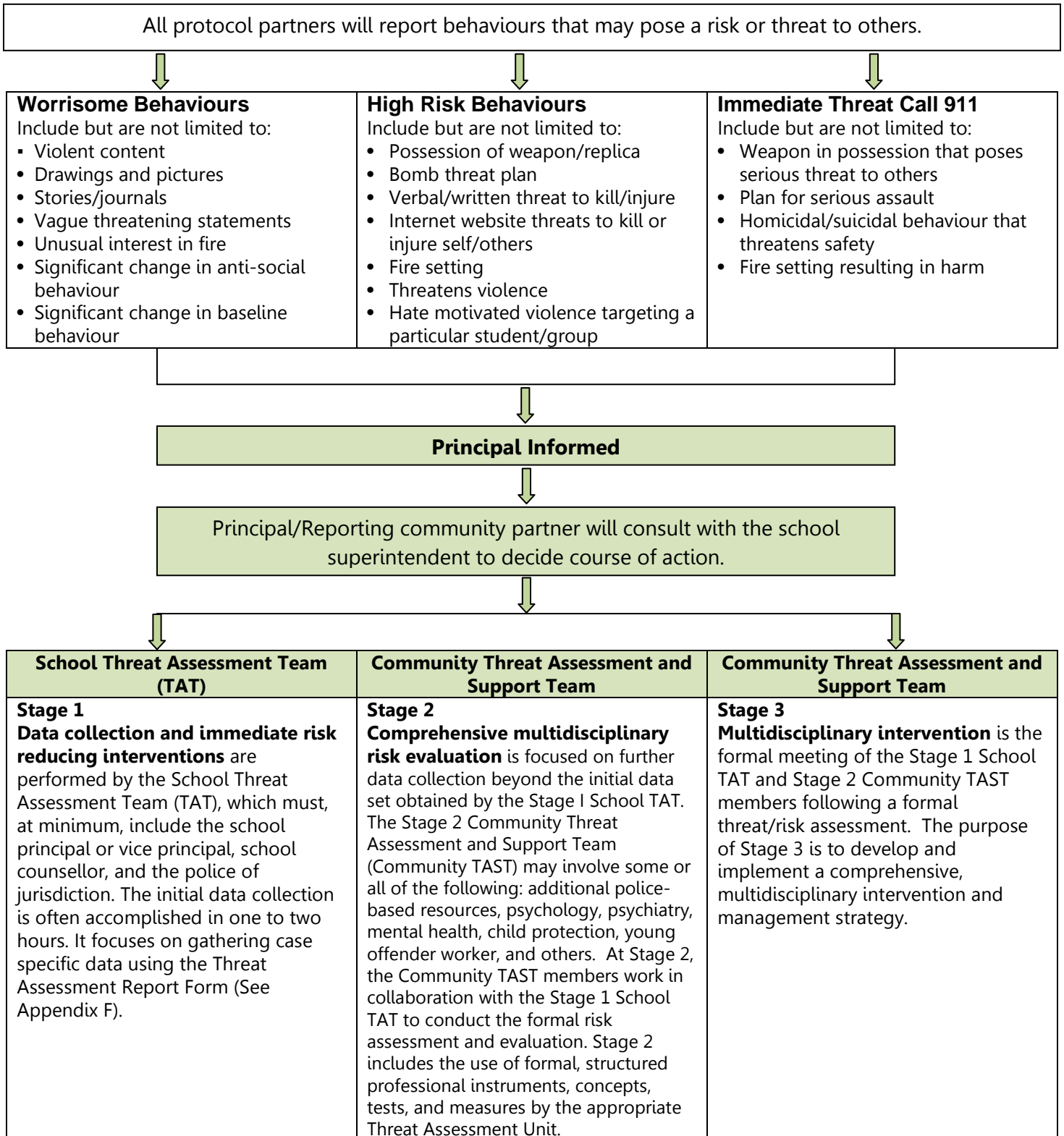
Responding to Student Threat Making Behaviour: A School Staff Guide

Any person who is concerned will report behaviours to the school principal/designate that may pose a risk or threat to others.		
<p>Worrisome Behaviours Include but are not limited to:</p> <ul style="list-style-type: none"> • Violent content • Drawings and pictures • Stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour 	<p>High Risk Behaviours Include but are not limited to:</p> <ul style="list-style-type: none"> • Possession of weapon/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats to kill or injure self/others • Fire setting • Threatens violence • Hate motivated violence targeting a particular student/group 	<p>Immediate Threat Call 911 Include but are not limited to:</p> <ul style="list-style-type: none"> • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm
PRINCIPAL INFORMED		
<p>Stage 1 Data collection and immediate risk reducing intervention Within hours</p>	<p><u>Step 1:</u> Make sure all students are safe. <u>Step 2:</u> Determine if threat maker has access to a weapon. <u>Step 3:</u> Interview all witnesses. <u>Step 4:</u> Notify the student's parent(s)/guardian(s)/caregiver(s) and school superintendent. <u>Step 5:</u> Initiate Stage 1 Threat Assessment Report Form. <u>Step 6:</u> Review findings with the TAT. <u>Step 7:</u> Decide course of action. <u>Step 8 & 9:</u> Develop an intervention plan. <u>Step 10:</u> Send copy of plan to school superintendent and the Superintendent with responsibility for Safe and Caring Schools within 24 hours via email or confidential fax.</p>	<p>School TAT Principal (lead) Vice principal Counsellor Police</p>
IF NEEDED AND ACTIVATED BY SCHOOL SUPERINTENDENT AND THE COORDINATOR: STUDENT BEHAVIOUR SUPPORT PROCEED TO STAGE 2		
<p>Stage 2 Comprehensive multidisciplinary risk evaluation As soon as possible</p>	<p>Conduct interviews as required. Meet with appropriate protocol partners and complete Threat Assessment Report Form questions Series 1-11.</p>	<p>Community TAST Central Office staff designated by Superintendent (lead) Police Community partners School TAT (as appropriate)</p>
IF NEEDED AND ACTIVATED BY THE SUPERINTENDENT WITH RESPONSIBILITY FOR SAFE AND CARING SCHOOLS, PROCEED TO STAGE 3		
<p>Stage 3 Multidisciplinary intervention.</p>	<p>Meet with expanded Community TAST. Community TAST develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.</p>	<p>Community TAST Central Office staff designated by Superintendent (lead) Police Community partners School TAT(as appropriate)</p>

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

Appendix B

Responding to Student Threat Making Behaviour: A Protocol Partner Guide



Appendix C Definitions

Community Threat Assessment Categorizations

<u>Low level of concern:</u>	Risk to the target(s), students, staff and school safety appears minimal.
<u>Medium level of concern:</u>	The threat could be carried out, although it may not appear realistic. Violent action is possible.
<u>High level of concern:</u>	The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

High risk behaviours

High risk behaviours express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: possession of weapon/replica, bomb threat plan, verbal/written or Internet threats to kill/injure self or others, fire setting, threatening violence and hate motivated violence.

Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or checklist for the high risk student. Some students who actually pose a threat display very few traits of the traditional high risk student. Identify when homicidal and suicidal domains exist together. This is critical to the development of a response to the incident, including the creation of a student support plan.

Immediate Threat

In the case of immediate threat, staff will **CALL 911** and take the appropriate emergency response measures. The principal will contact his/her school superintendent who will contact the Superintendent with responsibility for Safe and Caring Schools, and the Deputy Director of Education. The school division Communications Officer will become involved in activating our communication protocol.

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

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

Threat Assessment

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students, and 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.

Worrisome Behaviour

Worrisome behaviour is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. (The majority of behaviours from pre-kindergarten to grade 12 fall into this category.) Worrisome behaviours include but are not limited to violent content in drawings and stories/journals, making vague threatening statements, unusual interest in fire, significant change in anti-social behaviour and significant change in baseline behaviour. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed in a timely manner. These situations may involve activation of the School TAT and consultation with division staff.

Violence

Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between **a person** who is inclined to violence; **a stimulus** that causes the violence; and **a setting** that allows for violence or does nothing to prevent a violent act from occurring. Violence is dynamic and multidimensional. It is a process that is developed over time.

Appendix D

Saskatoon Public Schools' Risk/Threat Assessment Notification and Process



Saskatoon Public Schools
Inspiring Learning

310 – 21st Street East, Saskatoon, Saskatchewan S7K 1M7
Tel: (306) 683-8200 • Fax: (306) 657-3900
www.saskatoonpublicschools.ca
George Rathwell, Director of Education

September 1, 2011

Dear Parents/Guardians/Caregivers:

Saskatoon Public Schools is committed to providing school environments that are safe and caring places for students, staff, school visitors, and community members. We also work with families and community partners to provide the kinds of supports the young people in our schools require to be healthy and happy at school.

On a daily basis we model appropriate behaviour and reinforce positive choices. Students are encouraged to take responsibility for their behaviours and to accept the consequences of their actions. As part of our **Safe and Caring Schools Strategy** it is important for you to know that we will respond to student behaviours that pose a potential risk to the health and well-being of other students, staff, and members of the community. When students behave inappropriately, principals use progressive discipline to help students take responsibility for their actions, change their behaviour, and learn from their mistakes.

We are very proud to say that we have worked with a number of community organizations to develop the *Community Threat Assessment and Support Protocol*, which we launched at the beginning of this school year. This document enables community partners to proactively share information and advice and to use their broad range of expertise to provide the appropriate supports to our youth and their families. Every Saskatoon Public School has a team that includes the principal/vice principal, school counsellor, and school police resource officer to work with the protocol. For information on the protocol, please visit our public website at www.saskatoonpublicschools.ca (look under Schools & Programs/Safe & Caring Schools).

You will also find a brochure on the same page of our website that outlines the steps we will take when working with this protocol. If for some reason there is a reluctance to support or participate in the *protocol*, the appropriate steps may continue in order to ensure a safe and caring learning environment for all. Your school principal will be happy to answer any questions you may have about this process.

We look forward to working with you, and with our community partners, to provide caring schools where excellence in learning is a priority and everyone feels included.

Sincerely,

Avon Whittles
Deputy Director of Education

Copy to: Superintendents of Education



Saskatoon Public Schools
 Inspiring Learning **Appendix E**

Community Threat Assessment and Support Protocol Signing Members

Saskatoon Public Schools and community partners are committed to making our schools safe for students, staff, volunteers and visitors.

Signed on August 30, 2011

<p>Ray Morrison, Board Chair Saskatoon Board of Education</p>  <p>Original signed</p>	<p>George Rathwell, Director of Education Saskatoon Public Schools</p>  <p>Original signed</p>
<p>Sgt. Tracey Opheim Martensville RCMP Detachment</p>  <p>Original signed</p>	<p>S/Sgt. Rob Eyre Saskatoon RCMP Detachment</p>  <p>Original signed</p>
<p>S/Sgt. Pat Zunti Warman RCMP Detachment</p>  <p>Original signed</p>	<p>Clive Weighill, Chief Saskatoon Police Service</p>  <p>Original signed</p>
<p>Brian Bentley, Fire Chief/General Manager Saskatoon Fire and Protective Services</p>  <p>Original signed</p>	<p>Tracy Muggli, Director Mental Health and Addiction Services Saskatoon Health Region</p>  <p>Original signed</p>





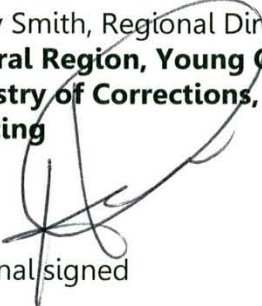
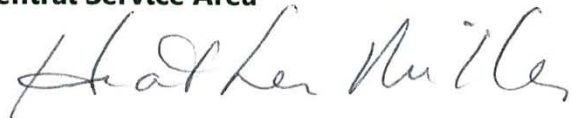


Saskatoon Public Schools
Inspiring Learning

Community Threat Assessment and Support Protocol Signing Members

Saskatoon Public Schools and community partners are committed to making our schools safe for students, staff, volunteers and visitors.

Signed on August 30, 2011

<p>Dwight Bendall, Director Yarrow Youth Farm Ministry of Corrections, Public Safety and Policing</p>  <p>Original signed</p>	<p>Anne Sloboda, Regional Superintendent of Student Support Services – Central Region Strategic Policy Branch Ministry of Education</p>  <p>Original signed</p>
<p>Dave Dutchak, CEO/President M. D. Ambulance Care Ltd.</p>  <p>Original signed</p>	<p>Warren Davis, Director Kilburn Hall Youth Centre Ministry of Corrections, Public Safety and Policing</p>  <p>Original signed</p>
<p>Harry Smith, Regional Director Central Region, Young Offender Programs Ministry of Corrections, Public Safety and Policing</p>  <p>Original signed</p>	<p>Heather Miller, Service Manager Child and Family Services Ministry of Social Services Central Service Area</p>  <p>Original signed</p>

Appendix F

Threat Assessment Report Form (Data Collection and Immediate Risk Reducing Interventions)

Violence/Threat Making Behaviours (Examples of high-risk behaviours addressed in this protocol include but are not limited to):

- * **Serious violence or violence with intent to harm or kill**
- * **Verbal/written threats to kill others (“clear, direct, and plausible”)**
- * **Internet (Facebook, YouTube, etc.) text messaging, threats to kill others (refer to Appendix B of the National Training Protocol for abbreviations commonly used on the Internet and texting)**
- * **Possession of weapons (including replicas)**
- * **Bomb threats (making and/or detonating explosive devices)**
- * **Fire Setting**
- * **Sexual intimidation or assault**
- * **Gang related intimidation and violence**

Student: _____ **School:** _____

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

Parents/Guardians Name: _____ **Date of incident:** _____

Three Primary Hypotheses in VTRA:

- One:** Is it a conscious or unconscious “Cry for Help”?
Two: Conspiracy of two or more! Who else knows about it? Who else is involved?
Three: Is there any evidence of fluidity?

Pre-interview Considerations

- i) When possible, interview the Threat Maker(s) or Student of Concern **after** initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the “uni-dimensional assessment” and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.
- ii) There should **never** be more than two people in the room interviewing the Threat Maker or Student of Concern.
- iii) Remember to distinguish between **Assessing the Threat** versus **Assessing the Threat Maker**.

Step 1:

School Administrators: make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.

- **If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.**
- **Do not allow “student(s) of interest” access to coats, backpacks, desks, or lockers.**
- **Determine if the threat maker has immediate access to the means (knife, gun, etc.).**

Step 2:

School Administrators: If appropriate, check the locker, backpack, desk, etc.

Step 3:

Call the “trained” VTRA police member; share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.

Step 4:

School Administrator will notify the District/Divisional VTRA Team contact of the Stage I Team activation.

Step 5:

Principal (V.P.) and VTRA Police member, in collaboration with the counselling member will determine who will strategically interview sources of data including all participants directly and indirectly involved as well as “hard” data collection as outlined below.

Immediate Data may be obtained from multiple sources including:

- **Reporter(s)**
- **Target(s)**
- **Witnesses**
- **Teachers and other school staff (secretaries, educational assistants, bus drivers, etc.)**
- **Friends, classmates, acquaintances**
- **Parents/caregivers (Call both parents)**
- **Current and *previous* school records (Call the sending school)**
- **Police record check**
- **Check the student(s), locker, desk, backpack, recent text books/assignment binders, cars, etc for data consistent with the threat making or threat-related behaviour**
- **Check/Search or question parents/caregivers about the student(s), bedroom etc**
- **Activities: internet histories, diaries, notebooks**
- **Other**

Series II Questions (Attack-Related Behaviours)

1. Has the student (subject) sought out information consistent with his/her threat making or threat-related behaviour?
2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
3. Has the student (subject) attempted to gain access to weapons or does he/she have access to the weapons she/he has threatened to use?
4. Has the student (subject) developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?
5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?
6. Has the student (subject) engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to card board tubes cut & taped to look like a pipe bomb, etc.)?
7. Is there any evidence of attack related behaviours in his/her locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?
8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

Notes

Large empty rectangular box for taking notes.

Series III Questions (Threat Maker Typology)

1. Does the threat maker (subject) appear to be more:
 - a) Traditional Predominately Behavioural Type?
 - b) Traditional Predominately Cognitive Type?
 - c) Mixed Type?
 - d) Non-Traditional?
2. Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is his/her past:
 - a) **(HTS)** History of Human Target Selection
 - b) **(SS)** History of Site Selection
 - c) **(F)**requency of Violence or Threats
 - d) **(I)**ntensity of Violence or Threats
 - e) **(R)**ecency
3. In the case at hand, what is his/her current:
 - a) **(HTS)** Human Target Selection
 - b) **(SS)** Site Selection
 - c) Does it denote a significant increase in **BASELINE** Behaviour?

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

- Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour?
- Is there evidence of fluidity in his/her writings, drawings or verbalizations?
- Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?
- Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Notes

Blank area for notes.

Series IV Questions (The Target Typology)

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

1. Does the target have a history of violence or threats of violence? If yes, what is his/her past:
2. If yes, what is the frequency, intensity & recency (FIR) of the violence?
3. What has been his/her past human target selection?
4. What has been his/her past site selection?
5. Is there evidence the target has instigated the current situation?

Notes

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Series V Questions (Peer Dynamics)

1. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?
2. Who is in the threat maker's (subject's) peer structure & where does the threat maker (subject) fit (i.e. leader, co-leader, and follower)?
3. Is there a difference between the threat maker's individual baseline & his/her peer group baseline behaviour?
4. Who is in the target's peer structure & where does the target fit (i.e.: leader, co-leader, and follower)?
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

Notes

Large empty rectangular box for taking notes.

Series VI Questions (Empty Vessels)

1. Does the student of concern (subject) have a healthy relationship with a mature adult?
2. Does the student have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes, or incidents, including prior school – based attacks?
3. How has he/she responded to prior violent incidents (local, national, etc.)?
4. What type of violent games, movies, books, music, Internet searches, does the student (subject) fill himself/herself with?
5. Is there evidence that what he/she is filling himself/herself with is influencing his/her behaviour? (**Imitators vs. Innovators?**)
6. What related themes are present in his/her writings, drawings, etc?
7. Is there evidence of fluidity and/or religiosity?

Notes

Large empty rectangular box for taking notes.

Series VII Questions (Contextual Factors)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc?
2. Have his/her parents just divorced or separated?
3. Is he/she the victim of child abuse & has the abuse been dormant but resurfaced at this time?
4. Is he/she being initiated into a gang & is it voluntary or forced recruitment?
5. Has he/she recently had an argument or "fight" with a parent/guardian/caregiver or someone close to him/her?
6. Has he/she recently been charged with an offence or suspended or expelled from school?
7. Is the place where he/she has been suspended likely to increase or decrease his/her level of risk?

Notes

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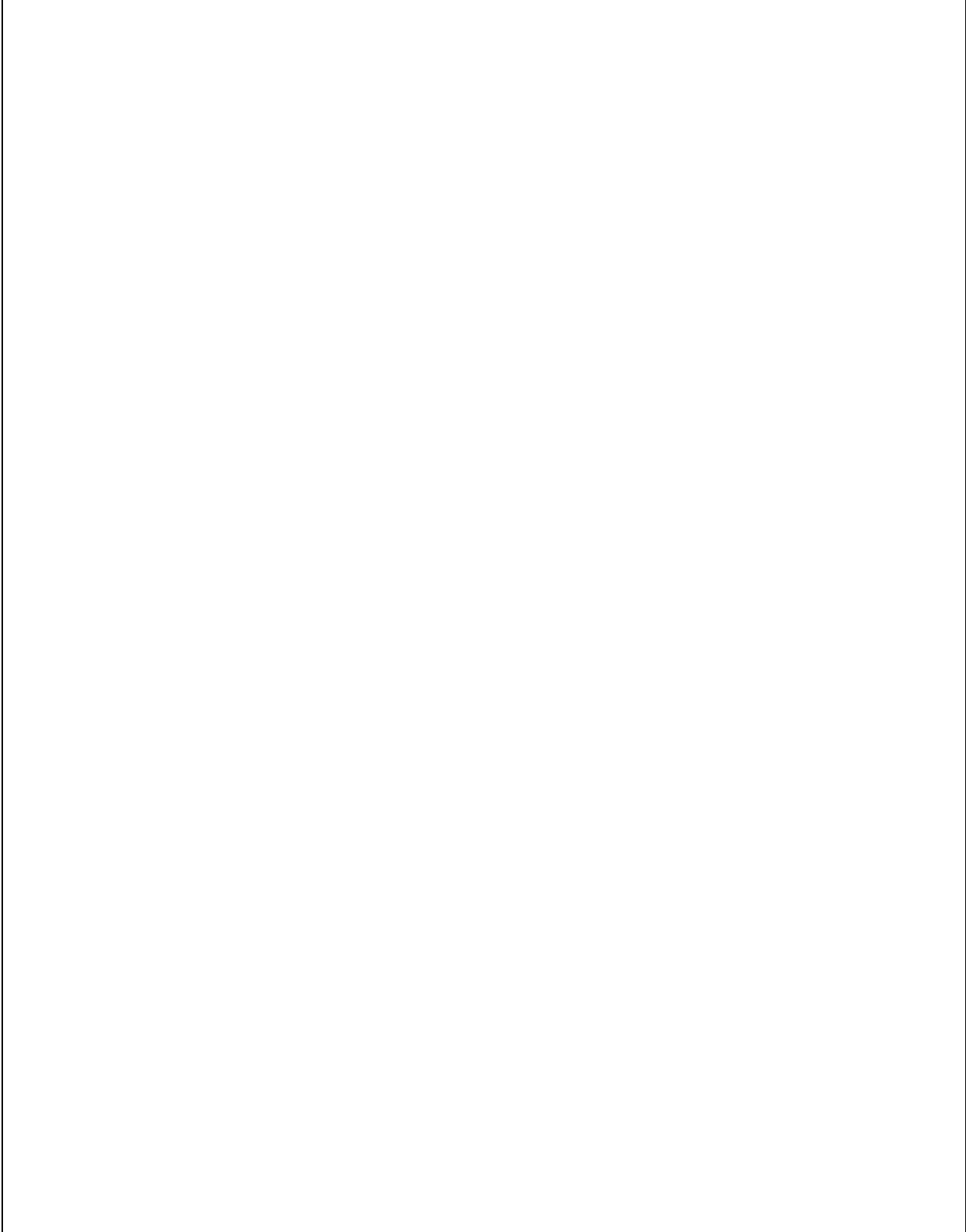
Series VIII Questions (Family Dynamics)

1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)?
2. Is the student (subject) connected to a healthy/ mature adult in the home?
3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?
4. Who seems to be in charge of the family and how often is he/she around?
5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?
6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
8. Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times his/her father travels away from home for work)?
9. Does the student have a history of trauma? Including car accidents, falls, exposure to violence, abuse, etc.
10. Has the student been diagnosed with a DSM IV diagnoses?
11. Is there a history of mental health disorders in the family?
12. Is there a history of drug or alcohol abuse in the family?

Notes

Blank area for notes.

Genogram



Step 7:

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

- Parents/guardians have been notified of the situation and this Stage I data collection phase.
- Parents/guardians have NOT been notified because:_____

Step 8:

Other Agencies:

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

- **Call Children’s Services (Child Protection) VTRA Member for record check relevant to the case at hand**
- **Call Mental Health VTRA Member for record check relevant to the case at hand**
- **Call Youth Probation VTRA Member for record check relevant to the case at hand**
- **Others**

Upon receipt of the Stage I data, partner agencies check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage I data requires them to “disclose”. Generally Stage II VTRA Team designates will report that a record check has been completed and:

- 1) **There is nothing to report.**
- 2) **There is information relevant to the case that needs to be disclosed as per the VTRA Protocol (significant risk of harm to the health or safety of others is present).**
- 3) **The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.**

Note:

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

Step 9:

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

☐ Low Level of Concern

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

- Threat is vague and indirect.
- Categorization of low risk does not imply “no risk” but indicates *the individual* is at little risk for violence.

- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the student in question.
- Monitoring of the matter may be appropriate

❑ **Medium Level of Concern**

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

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (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 reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- A moderate or lingering concern about the student's potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

❑ **High Level of Concern**

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

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

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

Step 10:

Decide on a Course of Action

Are there risk reducing interventions that need to be put in place immediately?

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

❑ **Low to Medium Level of Concern**

- Implement the Intervention Plan (*Most students can be managed at school with interventions.*)

❑ **Medium to High Level of Concern**

- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.

Step 11:

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

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

Stage I Intervention Plan (attach additional pages as needed)	
<input type="checkbox"/> Disciplinary action taken:	
<input type="checkbox"/> Intended victim warned and/or parents or guardians notified.	
<input type="checkbox"/> Suicide assessment initiated on: _____	By _____
<input type="checkbox"/> Contract not to harm self or others created (please attach).	
<input type="checkbox"/> Alert staff and teachers on a need-to-know basis.	
<input type="checkbox"/> Daily or <input type="checkbox"/> Weekly check-in with (Title/Name):	
<input type="checkbox"/> Travel card to hold accountable for whereabouts and on-time arrival to destinations.	
<input type="checkbox"/> Backpack, coat, and other belongings check-in and check-out by:	
<input type="checkbox"/> Late Arrival and/or Early Dismissal.	
<input type="checkbox"/> Increased supervision in these settings:	
<input type="checkbox"/> Modify daily schedule by:	
<input type="checkbox"/> Behaviour plan (attach a copy to this Threat Assessment)	

<p>➤ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:</p>
<p><input type="checkbox"/> Drug and/or alcohol intervention with:</p>
<p><input type="checkbox"/> Referral to Student Services team to consider possible Special Education Assessment.</p>
<p><input type="checkbox"/> If Special Education student, review PPP goals and placement options.</p>
<p><input type="checkbox"/> Review community-based resources and interventions with parents or caretakers.</p>
<p><input type="checkbox"/> Obtain permission to share information with community partners such as counsellors and therapists (See District Release of Information Form)</p>
<p>Other action:</p>

PARENT/GUARDIANS (attach additional pages as needed)
<p>➤ Parents will provide the following supervision and/or intervention:</p>
<p>Parents will:</p>

Identify Community TAST members who will communicate Community TAST findings and recommendations to the parents/guardians/caregivers.

Monitor this Intervention Plan regularly and modify it as appropriate.

Principal or Vice principal	Date: Signature:
School Counsellor	Date: Signature:
School Resource Officer (Police)	Date: Signature:
Student Services Staff	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

Review Date: _____

Community TAST meeting called by: _____

Appendix G

Responding to Suicidal Risk in Students: A Staff Guide

Please DO the following:	
<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 a responsible adult. • If escort is not parent/guardian/caregiver, ensure parent/guardian/caregiver is informed student has gone to hospital. • Ensure student is with an adult at all times. • Document the event afterward.

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