Appendix 10: Violence Threat Risk Assessment

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Section 1: Introduction

Key Questions

What behaviours warrant a Violence/Threat Risk assessment to be initiated?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, on-line threats to harm or kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to Report

To maintain safe, caring and connected school environments, staff, parents, and community members must report all threat related behaviours to the principal and/or the appropriate authority - usually the RCMP/Police. Threats will be taken seriously, investigated, and responded to.

What is a Threat?

- An expression of intent to do harm or act out violently against someone or something
- May be verbal, written, drawn, posted on-line, or made by gesture

What is a Violence/Threat Risk Assessment?

If a situation becomes known, a multi-disciplinary Violence/Threat Risk Assessment will be conducted. Typically this will include school-based administration, Safe School Coordinator, the RCMP/Police and may include mental health clinicians as well as MCFD social workers. Working collaboratively, understand the situation and respond accordingly.

What is the purpose of a Violence/Threat Risk assessment?

- To ensure the safety of students, staff, parents, and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the threat maker's behavior
- To proactively develo9p an intervention plan that addresses the emotional and physical safety of the threat maker
- To promote the emotional and physical safety of all.

What happens in a Violence/Threat Risk assessment?

All threat making behavior(s) by a student shall be reported to the principal who in turn will follow the guidelines outlined in the Threat Assessment Protocol and Procedures. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Interventions plans will be shared with parents, staff and students as requested. Student and staff safety is paramount. If there is reason to believe that a situation presents serious and imminent risk, an immediate call is made to 9-1-1.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include the principal, vice-principal, safe school coordinator, counsellor, resource teacher/SE coordinator and police liaison officer. A threat assessment team may also consist of other Ministries such as MCFD, CYMH and the local Health Authority).

Can someone refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to do what is possible to promote a safe, caring and connected school environment.

Fair Notice

Fair Notice:
STUDENT THREAT ASSESSMENT PROTOCOL

Student threat assessment protocol: Fair Notice

(Fair Notice can be given through letters to parents, brochures, media releases, parent meetings, staff meetings, new student orientation or all of the above.
Schools may also include a brief "Fair Notice" statement in student "agendas.")

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviour to the principal and/or the appropriate authority such as police or RCMP. Threats will be taken seriously investigated, and responded to.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Violence Threat / Risk Assessment?

When the situations above become known, a multi-disciplinary Violence Threat/Risk Assessment will be conducted. Typically, this will include principal, vice-principal, counsellor, safe school coordinator and police. Sometimes this includes other professional such as Child and Youth Mental Health, the Ministry for Children and Family Development, or others.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent / guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.

Definitions

Community Threat Assessment Categorizations

Low level of concern: Risk to the target(s), students, staff and school safety appears minimal.

Medium level of concern: The threat could be carried out, although it may not appear realistic. Violent action is possible.

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

High Risk ehaviours

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 the Safe Schools Coordinator.

Risk Assessment

A risk assessment is typically a lengthier process that involves a number of 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 (e.g. 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.

Privacy

The Principal is responsible for the safety and security of students while they are in attendance at school. This responsibility sometimes extends to identifying, preventing and responding to violence. In recent years, there have been a number of highly publicized examples of situations where the perpetrators of violent acts have made their intentions publicly known on social media or online long before the incident occurs. Such information when brought to the attention of law enforcement or school authorities can be vital to preventing incidents before they occur.

In order to better equip the School to protect the safety and students of staff, the Principal may in appropriate circumstances conduct a student threat assessment. This process involves the monitoring and gathering of information where there is reason to believe that a risk of violence may exist, including by conducting limited monitoring of online activity to identify threats before violence occurs.

The School is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat. The School will not collect information as part of a threat assessment unless there is reason to believe that a risk exists.

Communicating Fair Notice to Parents and Students

Parents/guardians and students will be given "Fair Notice" each year through student agendas, parent newsletters and school websites. The "Fair Notice" outlines the threat assessment process and gives notice that parent/guardian/student permission is not required for the process to proceed.

Sample Fair Notice Letter to Parents:

Re: Fair Notice Letter

Dear Parent:

____ School has a responsibility to establish expectations of student conduct, and believes that the responsibility for creating a safe, caring and orderly learning environment must be shared among students, staff and parents. To support these aims, _____ School has established both a Code of Conduct for Students and a Threat Assessment Protocol.

School staffs are responsible for consistently supporting and applying the School's Codes of Conduct. This involves actively teaching and encouraging the positive expectations we hold for all students.

_____ School is dedicated to the creation and maintenance of school environments where all students, parents, staff, and visitors feel safe. In keeping with this commitment, we have also established a protocol for dealing with threats to members of the school community, and/or school facilities. When knowledge of a significant threat is made, the school's Violence Threat/Risk Assessment Team will complete a threat assessment. The purpose of the threat assessment is to:

1. Determine if the threat is widespread and/or needs specialized intervention
2. Ensure the safety of the individual(s) who has been threatened
3. Determine the best way to support the high-risk student who has made the threat so his/her behaviour does not become hurtful or destructive
4. Act in a timely and fair manner as set out in the procedure for Codes of Conduct.

There are situations when a child or youth shares with a parent/guardian information concerning a student in their school who is behaving in a threatening manner. As important members of our school community, you are encouraged to share such information with a staff member at school. Should you be invited to attend a meeting to discuss safety concerns regarding your child, please be assured that the goal of this meeting is to primarily ensure safety.

With your assistance, we will ensure that each student in our school is safe, so we can create the most positive learning environments for all students.

Sincerely

Guiding Principles and Considerations

The following guidelines have been taken from the protocol for assessing violence potential prepared by Kevin Cameron and Associated for the Canadian Centre for Threat Assessment and Trauma Response.

1. Violence is evolutionary and builds over time. People do not just snap. There are often warning signs along the way.

2. Threat and risk assessments must be completed collaboratively, never allowing one person's opinion to dominate decisions. One person cannot be as effective as a team when carrying out assessments.

3. There is no profile for the high-risk student. Some students who pose a threat will have a history of violent acts, while others may never have presented behavioural concerns in the past. Do not allow historically "good" behaviour to skew current facts.

4. Fluidity between homicidal and suicidal thoughts is common in many youth who commit serious acts of violence.

5. An out of school suspension can add risk, being seen as the "last straw" or justification for carrying out a threat. Consultation with the school VTRA should always be a precursor in the case of a suspension around threats or for a high-risk youth. Administrators must address the question of "where" to suspend, not only "when".

6. Students with special needs can move along a pathway of justification the same as any student at risk of committing violence. The same dynamics that can increase risk of violence in the general school population can also be factors for a student with special needs, independent of their diagnoses or designation.

   This protocol need not be activated when students with special needs engage in threat-making or aggressive behaviours that are consistent with their diagnosis and how it has been known to manifest itself. If a student with special needs, however, moves beyond their typical behaviours (e.g. is caught with a knife for the first time), then the protocol would be activated.

7. Consider the context of the threat:

   - Age of threat maker
   - Recent losses or other stressors in the threat maker's life
   - Does the threat maker have motivation - strong emotions such as love, hate, fear, rage, desire for attention, revenge, excitement or recognition can influence the state of mind of the threat maker.
   - The state of mind can be strongly influenced by alcohol or drugs.
   - Is there a plan? How specific and plausible is the plan? Consider ability, intent, and means (AIM).
   - Does the threat maker have access to supportive personal resources such as family, friends, teachers, mentors, etc.?
   - Parents/guardians of both the threat maker and potential targets should be notified at the "earliest opportunity". This usually happens after a VTRA team has determined the validity of the threat.
   - A critical Incident Report form must be filled out if the threat is towards a staff member.
   - All threats must be taken seriously and receive a measured and consistent response, in order to avoid under or over responding.
   - The process of VTRA is intended to identify students and guide them away from the path of violence with care and response.

Section 2: Protocol and Procedures

Responding to Threats: VTRA Protocol for School Administrators

Any person who is concerned will **CALL 911** in the event of an immediate threat.
High risk behaviours that may pose a risk/threat to others must be reported to the School Principal/Designate who will initiate the Emergency Preparedness Plan.

Worrisome Behaviours - Low	Medium - High Risk Behaviours	Immediate Threat - Call 911
Included but not limited to violent content: • Drawing pictures • Writing stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in child's baseline behaviour	Included but not limited to: • Possession of weapon /replica • Bomb threat plan • Verbal/written/internet threats to kill/injure (specific and plausible) • Internet threats to kill or injure self/ others • Fire setting • Threatens other acts of violence • Increase of intensity and/or frequency of worrisome behaviour	Included but not limited to: • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behavior that threatens safety • Fire • Violent intruder/assailant • Specific bomb threat
School Threat Assessment Team Lead: school principal consults with School Based VTRA team and staff to develop a plan and consider: • Complete Stage I: Info. Gathering • Consult Safe Schools Coordinator as necessary • Access community partners as necessary	**School Threat Assessment Team** Lead: school principal consults with Community Based VTRA team and staff to develop a plan: • Principal will contact the Safe School Coordinator • Access community partners as appropriate • Complete Stage II: Risk Assessment and Stage III: Intervention Plan	**Implement Emergency Preparedness Plan** • Lockdown/lockout or evacuation • Refer media to media spokesperson • Inform Safe School Coordinator/Designate and police liaison
Monitoring • School based team review • Community partner consultation as required • Offer support and interventions as required • Retain documentation in student file	**Case Management** • Lead: school principal consults with community VTRA team to develop a plan: • Principal will contact the Safe School Coordinator	**Immediate Crisis Resolved** • VTRA team to meet, debrief and request support from Critical Incident team if needed • Involve community partners • Investigation and assessment/ review • Initiate VTRA Risk Assessment Stage I • Retain documentation in student file

Behaviour that warrants a VTRA

The principal should consult with the rest of the administration team/counsellor(s) to consider what nature of response is warranted. Considering the questions below will help determine the level of intervention that may be necessary, or in more serious situations, whether a formal VTRA is needed:

Does this behaviour represent a significant change from the student's baseline behavior? Yes ☐ No ☐

Does the behaviour represent a clear, direct and plausible threat? Yes ☐ No ☐

Has the counsellor conducted a confidential inquiry with the student's teachers? Yes ☐ No ☐

Have the parents/guardians been contacted regarding current worrisome behaviour? Yes ☐ No ☐

Incidents that meet the above criteria are reported to the Safe Schools Coordinator. The stage 1 information gathering process of the Violence Threat Risk Assessment protocol will be initiated. Use the VTRA Stage 1 Information Gathering form.

Two types of situations typically warrant a Violent Threat Risk Assessment:

1. An Act of Violence	2. The Threat of an Act of Violence
Acts of violence could include: • Serious violence • Sexual intimidation or assault • Relational violence • Gang related intimidation or violence • Fire setting	**Threat of an Act of Violence could include:** • Verbal/written threats (clear, direct, and plausible) • Threats made via social media • Sextortion • Bomb threats (or possession/detonation of devices) • Weapons possession (including replicas)
Consider VIOLENCE, or potential for violence, with the following criteria in mind: ☐ Does this behaviour represent a significant change from an individual's baseline behaviour? (Frequency, Intensity and Recency) ☐ Was a clear intent to harm or kill present? (includes harm to others and/or harm to self) ☐ Are there any others involved who may be contributing to the justification process?	**Consider THREATS, or potential for violence, with the following criteria in mind:** Is the threat: ☐ Clear ☐ Direct ☐ Plausible ☐ Does this threat represent a significant change from an Individual's baseline behaviour? (Frequency, Intensity and Recency) ☐ Does the student have access to weapons or other means to carry out the threat?
Violent Behaviour, that meets the above criteria, would result in a report to the police and the activation of a VTRA.	**Threat Making Behaviour**, that meets the above criteria, would result in a report to the police and the activation of a VTRA.

Behaviour that does not warrant a VTRA

Formal activation of the Violence Threat Risk Assessment Protocol is only taken when particular criteria are met. There are several situations where the protocol will not be activated or may be considered later, rather than as a primary intervention.

1. **Immediate Risk Situations – Action: 9-1-1**
   In an immediate risk situation, follow the Emergency Procedures Risk Assessment to determine the level of emergency and immediate response actions. Following the immediate response actions, a VTRA may be requested if deemed necessary.

2. **Elementary Aged Students:**
   Generally, most threat-related behaviour exhibited by elementary students falls into the Worrisome Behaviour category and, as such, a VTRA is not necessary. However, just because a student is young does not mean they cannot pose a risk or that the behaviour is not a Cry for Help. If there is significant increase in baseline behaviours, weapons possession or a clear, direct and plausible threat, a formal VTRA is conducted.

3. **Students with Special Needs:**
   When a special needs student engages in threat-making or aggressive behaviour that is typical of their baseline behaviour, the VTRA team is not necessarily activated. In other words, if the student's behaviour is consistent with their diagnosis and how it is known to manifest, a threat/risk assessment is not the correct course of action. However, if the student moves beyond their typical baseline behaviour, then the VTRA team would be activated to assist in determining why there has been an increase in threat-making or aggressive behaviour and if the student poses a risk to self or others.

4. **Non-School Hour Cases:**
   If a VTRA team member receives information regarding a threat that is clear, direct and plausible that has taken place before/after school hours or away from the school, police will be called and the information shared. The police will be responsible for notifying the target's parent(s)/caregiver(s) so that steps can be taken to intervene and protect the target. If the situation is deemed to have potential to pose ongoing risk to some member(s) of the school community, the VTRA team will be activated.

5. **Worrisome Behaviours:**
   The majority of high-risk behaviour, from K to Grade 12, falls into this category and needs to be shared whenever it occurs:

ALL WORRISOME BEHAVOUR IS TO BE COMMUNICATED TO THE SCHOOL PRINCIPAL

Worrisome Signs of Violence

"Worrisome" Signs of Violence include:

- feelings of social withdrawal
- isolation
- rejection
- being a target of violence
- feelings of being picked on and persecuted
- low self-interest and academic performance
- expressions of violence in writing and drawings
- uncontrolled anger
- patterns of impulsive and chronic hitting intimidation and bullying of others
- a history of discipline problems
- a history of violence and aggression
- intolerance for differences and prejudicial attitudes
- drug and alcohol abuse
- affiliation with gangs or violent groups
- inappropriate access to or possession of firearms
- a history of serious threats of violence
- severe levels of personal distress and loss

No one sign or factor mentioned here is decisive. By the same token, no one factor can be ignored. Each child is the product of his collective life experiences and influences. It would be dangerous to assume though that there is a "profile" or checklist of danger signs pointing conclusively to the violent students in our school.

Principal's Checklist for Immediate Threat/High Risk Behaviours

Step 1: **Make sure all students and staff are safe**

- ☐ If there is imminent danger, follow the Emergency Procedures Risk Assessment.
- ☐ Ensure the whereabouts of threat maker(s) and target(s) and address any risk factors.
- ☐ Appropriately detain any student(s) of concern.
- ☐ Do not allow access to cell phone, coat, backpack, or locker.

Step 2: Initial consultations

- ☐ Call together school members of the VTRA team.
- ☐ Contact your School Liaison Officer.
- ☐ Consult with the Safe School Coordinator of guidance and resources if needed.
- ☐ Divide roles for VTRA members.

Step 3: **Notify Parent(s)/Guardian(s) about VTRA at the earliest opportunity**

- ☐ Notify the threat maker's parent(s)/Guardian(s) in a timely manner, but not necessarily immediately.
- ☐ Notify the target's parents if there is a risk to personal safety of the target.

Step 4: Begin information gathering

- ☐ Determine if threat maker(s) has immediate access to weapon(s).
- ☐ If appropriate check locker, backpack, clothes, cell phone.
- ☐ interview teachers and other staff members as needed.
- ☐ Check the student file and discipline records.
- ☐ Conduct a digital baseline and footprint search.
- ☐ Contact the Ministry for Children and Family Development (MCFD) or Aboriginal Children and Family Services, as well as Child and Youth Mental Health (CYMH) to see if they have any involvement.
- ☐ Conduct interviews with students, parents, target(s) and threat maker.
- ☐ Begin process of recording dates and times of calls/interviews.
- ☐ If appropriate have the parents or police conduct bedroom search.

Step 5: Determine the Level of Risk using the Risk Assessment

- ☐ Complete Risk Assessment with School-based team and other community members as needed.

Step 6: Decide on the Course of Action

- ☐ Choose the course of action associated with the assessed level of risk.

Step 7: Develop an Intervention Plan

- ☐ All members of the VTRA team, including parents/guardians, student and supporting agencies need to take part in discussing and planning the intervention plans.
- ☐ Every risk enhancer requires an intervention.
- ☐ Have the parent/guardian and student read and sign the intervention plan.
- ☐ Set up a follow-up meeting date to review the intervention plan.

Step 8: Review the interventions

- ☐ Regularly monitor the intervention plan and modify as appropriate.
- ☐ Review the goals of the intervention plan.

Section 3: Evaluating Threats

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic (i.e. motioning with one's hands as though shooting at another person).

1. Not all threats and threat makers are equal.
2. Most threat makers are unlikely to carry out their threat.
3. All threats must be taken seriously and evaluated.

Types of Threats

Direct Threat	Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a pipe bomb in the school's gym on Friday night to kill the
Indirect Threat	Tends to be vague, unclear, and ambiguous. The plan, the intended target, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!" While violence is implied, the threat is phrased tentatively "If I wanted to" and suggests that a violent act COULD occur, not that it WILL occur.
Veiled Threat	One that strongly implies, but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential target to interpret the message and give a definite meaning to the threat.
Conditional Threat	Type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school."

Factors in the Threat Assessment:

1. **History of Violence Related Behaviour/ Evolutionary path**
   In general, people do not switch instantly from non-violence to violence on the spur of the moment to respond to a problem. The path toward violence is usually an evolutionary one with many historical signposts along the way. A threat is one observable behaviour: other observable behaviours may include brooding about frustration or disappointment; fantasies of destruction or revenge found in conversations, writings or drawings; impulse control issues; anger/conflict management problems; a history of aggression and fighting; and other actions.

2. **Presence of a Plan**
   How specific and plausible is the plan? The more specific and plausible the details of the plan are, the higher the risk of threat. Specificity details can include the identity of the target or targets; the reason for making the threat; the means, weapon, and method by which it is to be carried out; the date, time, and place where the threatened act will occur; and concrete information about plans or preparations that have already been made. Plausibility issues may include: "Does the student have the means or access to the means of carrying out the plan?"

3. **Precipitation Stressors**
   These are incidents, circumstances, reactions, or situations that can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless becomes a catalyst. The impact of a precipitating event will depend on pre-disposing factors: underlying personality traits, characteristics, and temperament that predispose an adolescent to fantasize about violence or act violently. How vulnerable is the student to loss and depression?

4. **Access to Personal Resources/ Supports**
   Does the student have access to supportive personal resource systems; e.g., family, friends, clergy, counselors, neighbours, teachers, coaches, mentors?

5. **Interrupting the Forward Momentum of the Threat**
   An important consideration in the intervention process is to interrupt any forward progression toward the fulfillment of any plans of violence. Often, the mere act of responding to the threat in a systematic manner accomplishes this. Who should be notified/warned? What level of support/restraint is needed?

If you feel a student may pose a risk of violence, initiate Stage I: Info Gathering.

The Risk Continuum

Low Risk	Medium Risk	High Risk
Low categorization of risk does not imply no *risk*, but indicates the individual is at little risk for violence and monitoring the matter may be appropriate.	**Medium categorization of risk indicates the individual is at an elevated risk for violence, and the measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.**	**High categorization of risk indicates the individual is at *high or imminent risk* for violence, and immediate intervention is required to prevent an act of violence from occurring.**
Threat is vague and indirect. "Everyone is toast"	More direct and concrete. "You're all going to pay for this."	Direct, specific, plausible. "I'm going to take this knife and cut your throat."
Little or no history of violence or worrisome behaviour.	Some history of worrisome behaviours	Extensive history of warning signs and acts of violence including "leakage to others"
Information within the threat is inconsistent, implausible or lacks detail or realism.	Wording suggests that the threat maker has given some thought to how the act will be carried out. There is a general indication of a possible time and place.	Threat suggests that concrete steps have been taken toward carrying out the threat. The threat maker has a plan and has the means. "At 8:00 am tomorrow, when he is alone in his office, I intend to shoot the principal with my father's 9mm pistol."
Content of the threat suggests that the person is unlikely to carry out the threat… No motivation.	There may be some veiled, ambiguous or inconclusive possibility. Some justification or motivation.	Threat maker is highly motivated. Has nothing to lose. Has impulse/anger issues. Has a history with the target. Alcohol/drug abuse. Target/persecution issues, entitlement, resentment.
Threat maker has extensive connections to other healthy individuals or groups.	Threat maker has some healthy connections to others.	Threat maker has no healthy connections to others. Is connected to anti-social, violent or racial groups.

"CAUTION"
In some cases, the distinction between levels of threat may not be as obvious. In these cases, obtaining additional information about either the threat or the threat maker may help in clarifying any confusion. When in doubt, consult.

School Threat Assessment Team (STAT)

The STAT should consist of members who have been trained in VTRA and can conduct Stage I assessments. The team can consist of the following: Principal, vice-principal, counsellor, resource teacher and police liaison officer.

Community Threat Assessment Team

Person	Title	Email	Phone number
	Principal		
	Vice Principal		
	Counsellor		
	Safe School Coordinator		
	Police/RCMP Services (School Liaison Officer)		
	Child and Youth Mental Health		
	Ministry of Child and Family Development, Child Protection Services		
	Probations/Youth Services		
	START or Child and Youth Crisis Program		

Section 4: Forms

Stages of VTRA

Stage I: Information Gathering

The school should have a team who have been trained in VTRA and can conduct a Stage I assessment. The Safe School Coordinator should be notified of the activation of a Stage I assessment. Stage I assessments can often be conducted in two hours or less as the focus is on collecting readily available data. This information forms the basis for the Stage II: Risk Assessment, if necessary, and the Stage III: Intervention Plan.

Stage II: Risk Assessment

Stage II involves a multi-disciplinary risk assessment which includes members of the Community Threat Assessment Team. The risk assessment is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an unknown period of time. Further data collection may need to be obtained at this stage.

Stage III: Intervention Plan

Stage III requires reconvening all the Stage I and II team members who are involved in the case for the development and implementation of a comprehensive multi-disciplinary intervention and to determine a follow-up date for case review.

Best Practices

1. Has the school's SLO (School Liaison Officer) been contacted? Police will determine if a history of threat related behaviour or risk enhancers are noted in police records. Even if you believe the threat does not constitute a criminal code violation it is imperative to consult with the SLO. If a school based SLO is unavailable, then another school based SLO should be contacted.
2. Have you checked the student's locker? This search should include not only looking for weapons, but also going through the student's book, planners, agenda, etc. to see if there is any written material of concerns (threats, suicidal thoughts, religiosity, etc.
3. Has the student's parents or guardians been contacted? We need to give parent(s) **fair notice**, but they do not need to be contacted immediately. It must be discussed as to whether they will be a **"trigger**" for the student. It is more about how we inform the parents that should be discussed.
4. Do we believe the parents are reliable enough to check their son/daughter's room? If not, ask if the POLICE check the house either through the criminal code, or a consensual search?
5. If the POLICE/RCMP believe they have enough cause to apprehend the student because they pose a risk to themselves or others, they must transport that student to a local hospital.

Storage of VTRA Protocols

Once the VTRA has been completed the following steps need to be taken to document and store a completed VTRA.

1. Complete VTRA Summary Sheet for the student file. The VTRA must be kept in this file for a minimum of one year. It can be removed from the student file if the VTRA is no longer considered relevant information for that student.
2. The original copy of the VTRA should be stored with the principal in a binder or file folder that is kept in a safe, locked storage cabinet.

Threat/Risk Assessment Report Form

When entering into a Violence Threat Risk Assessment process, first refer to Section II: Protocols and Procedures to ensure that all important steps have been taken. This document is intended to assist with information gathering. A good VTRA requires collective contributions from professionals within the School, Police/RCMP, Mental Health and other agencies, in order to develop an effective intervention plan.

Examples of Violence/Threat-Making Behaviours 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
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices
- Fire Setting
- Sexual intimidation, assault or extortion
- Gang related intimidation and violence

Student Name:	Age:
School:	Grade:
Date of Incident: (mm/dd/yyyy):	Date of Birth (mm/dd/yyyy)
Person Completing This Form:	Date of Info Gathering:
Team Members:	

Immediate First Steps

Part A: Safety

Step 1: Make sure all students and staff are safe; make sure the threat-maker is secure and safe (physically and emotionally)

- If there is imminent danger call 911.
- Notify your Administration Team and make sure you know the whereabouts of threat maker(s) and target(s) and address and risk factors.
- If necessary, appropriately monitor and/or detain the threat maker(s), targets and any student(s) of concern
- Do not allow the "student(s) of interest" access to cell phone, coat, backpack, or locker.

Step 2: Initial Consultations

- Notify the VTRA team and decide next steps. Is this worrisome behaviour or does a full VTRA need to be conducted? What further information needs to be gathered in order to create a safe plan?
- Notify the School Liaison Officer (SLO) if medium or high risk could be present. The SLO can run addresses and names, provide relevant community info, provide police/RCMP perspective.
- Consult with the Safe school Coordinator for guidance and access to outside resources if necessary or if the risk is medium or high.
- Divide roles and decide who will strategically interview sources of data including all participants directly and indirectly involved as well as those who reported the incident, target, threat maker, witnesses, parents, teachers.

Step 3: Notify the threat maker's Parent(s)/Guardian(s) about the VTRA process at the earliest opportunity. Notify the targets and his/her parents if there is a risk to personal safety.

- Parents/guardians need fair notice when a VTRA is being conducted.

Part B: Planning

Step 4: Begin Stage I: Information Gathering

- Determine if the threat maker has immediate access to the means (knife, gun, etc.).
- If you have reasonable grounds to do so, check cell phone, school locker, backpack, jacket/clothes, bedroom. Are the parents/guardians reliable enough to check their son/daughter's room? If not, can the RCMP/police check the house either through the criminal code or a consensual search?
- Send the counsellor or another team member to conduct confidential interviews with the student's teachers. Ask for assignments, notebooks, etc. that provide any evidence.
- Contact the special needs coordinator if involved with the student and other staff members such as EAs, office staff, bus driver, etc.)
- If the RCMP believes they have enough cause to apprehend the student because they pose a risk to themselves or others, they will transport that student to a local hospital.
- Check the student file and school/discipline records
- Conduct a **digital baseline and footprint** search. as that is where we find the most blatant pre-incident signs and indicators. The role that social media plays as both a risk enhancer to existing ideology as well as a prominent contributing source of VTRA data has never been stronger. An accurate VTRA risk determination cannot be made without reviewing the entirety of their digital baseline.
- Check with MCFD or ACFSS if appropriate
- Conduct interviews with students, parents, target(s), threat maker.
- Whenever possible, interview any Student of Concern (or threat maker) after initial data has been collected from other sources (this will help avoid a potential 'uni-dimensional assessment' and will provide the interviewers with data to develop any specific hypothesis and verbatim questions that can be asked to help test those hypotheses).

NOTE: There should never be more than two people in the room interviewing a *Student of Concern.*

The Three Primary Hypotheses in Violence Threat Risk Assessment:

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 evidence of *Fluidity*? (homicide/suicide)

Privacy and Communication:

In emergency safety situations – all disciplines have the ability to share information on a need to know basis as supported by case law, and expanded upon by case law, and expanded upon by privacy commissioners.

The Supreme Court of Canada (1998) has established legal precedent by ruling that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. 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. Two principles relevant to Threat/Risk assessment Protocols were established by the Supreme Court: The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population; and secondly that school officials have greater flexibility to respond to ensure the safety of the general student population in an educational setting than law enforcement officials have in a public setting.

Information-Seeking Plan	
Action	**Person Responsible**

The Semi-Structured Interview Format Questions:
These are guiding questions and answers to these may come through different sources including: interviews, school files, background checks, etc. The VTRA team should review these questions (time permitting) before interviewing in an effort to exact the best data possible from the interviews by deciding which questions to ask during the interview.

Series I Questions: The Incident		**Notes**
What was the specific incident, where and when did it happen?		
How did the incident come to the school's attention?		
What was the specific language of the threat, details of the weapon brandished, or gesture made?		
Was there stated justification for the threat/incident?		
Was there stated means to carry out the threat?		
Were there conditions that could lower the level of risk (e.g. unless you take that Facebook post down I will stick my knife in your throat)?		
Who was present and under what circumstances did the incident occur?		
What was the response of the target (if present) at the time of the incident? **Do they add to or detract from the *Justification Process*?**		
What was the response of the others who were present at the time of the incident? **Did they add to or detract from the *Justification Process*?**		
Series II Questions: Threat-Related Behaviours		**Notes**
Has the student sought out information consistent with the threat making or threat-- related behaviour (e.g. websites, *"how to"* information, research concerning violent attacks or attackers, etc.)?		
Have there been any communications (e.g. print, verbal, drawings, on---line) suggesting ideas or intentions to attack a target currently or in the past?		

Has the student attempted to gain access to weapons or do they have access to the weapons threatened to be used?	
Has the student developed a plan and if so, how specific is it? (e.g. time, date, identified target selection, site selection, journal of justification, maps & floor plans)	
Has the student been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrols?	
Has the student engaged in rehearsal behaviours? (I.e. the use of replica weapons, air rifles, paint ball guns, or engaged in lighting fire to card board tubes cut & taped to look like a pipe bomb, etc.)	
Is there any evidence of attack related behaviours at school (e.g. cell phone, lockers, back pack, car trunk, etc.) or at home (e.g. bedroom, shed, garage, etc.)?	
Have others been forewarned of a pending attack or told not to come to school because *"something big is going to happen"*?	
Series III Questions: The Threat Maker Typology	**Notes**
NOTE: In Stage 1 VTRA history of violence is a significant risk enhancer but the <u>best predictor of future violent behavior is an increase or shift in Baseline</u>. This may also include an individual who has become more withdrawn or quiet as opposed to acting out!	
Does the threat maker have a history of violence or threats of violence?	
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
Has the student developed a plan is it general or specific (time, date, identified target/site selection, journal or justifications, maps and floor plans)?	

Does the threat maker have a history of depression or suicidal thinking/behaviour? Has there been involvement of mental health services?	
Does the threat maker have DSM or other medical diagnosis? Is he/she on any prescription medications?	
Has the student attempted to gain access to weapons? Have they threatened to use a weapon?	
Is the threat maker emotionally disconnected or excluded from peers?	
Does the threat maker use drugs or alcohol? Is there evidence it is a risk---enhancing factor regarding this incident?	
Does the threat maker feel unfairly treated? (e.g. grievances or grudges)	
Series IV Questions: The Target Typology	**Notes**
Note: In some cases the target is a higher risk for violence than the threat maker. The most common example being where the threat maker is the target of bullying and the target is the individual exhibiting the bullying behaviour.	
Is the target more at risk for perpetuating violence than the threat maker?	
Has the target been threatened previously by anyone else?	
Series V Questions: Peer Dynamics	**Notes**
Are others involved that may intentionally or unintentionally be contributing to the justification process?	

Who is in the threat maker's peer structure and where do they fit (i.e. leader, co-leader or follower)?	
Is there a difference between the threat maker's individual baseline and the peer group's baseline behaviour?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	
Is there a power imbalance between the threat maker and the target? (e.g. age, size, social power, etc.)	
Is the threat maker a member of a closed peer group? Does the peer group reinforce antisocial behaviour?	
Are peers fearful of the threat maker, or of the target?	
Series VI Questions: Empty Vessel	**Notes**
Does the student of concern have a healthy trusting relationship with a mature adult with whom they can confide?	
Does the student have inordinate knowledge versus general knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?	
How have they responded to prior violent incidents? Do they identify with and justify these types of actions?	
With what type of violent games, movies, books, music, and Internet searches does the student fill them self	

Is there evidence that what the student is filling himself/herself up with is influencing his/her behaviour? (Imitator vs. Innovator?)	
What related themes are present in his/her writings, drawings, etc.? Is there evidence of Fluidity or Religiosity?	
Series VII Questions: Family Dynamics	**Notes**
Who does the student live with? (e.g. natural parents, step family, fostering, etc.)	
In how many homes does the subject reside?(i.e. shared custody, goes back and forth from parent to grandparent's home)	
Is the subject connected to a healthy/mature adult in the home?	
Who seems to be in charge of the family? How frequently is this individual around? What is the family structure? What is the ethnic background?	
Has the subject engaged in violence or threats of violence towards siblings or parent(s)/ caregiver(s)? If so, what form of violence and to whom?	
What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?	
Does the subject's level or risk (at home, school, community) cycle according to who is in the home (e.g. subject low risk for violence when a specific caregiver is home; high risk when this person	

Does the student have a history of trauma? (car accidents, falls, exposed to violence, abuse, etc.)	
Is there a history of mental health disorders in the family? Is there a history of drug or alcohol abuse in the family?	
Series VIII: Contextual Factors - Triggers	**Notes**
Has the threat maker experienced: • a recent loss? (e.g. death of a family member or friend) • recent break-up, rejection by peer or peer group? • been cut from a sports team? • received a rejection notice? (e.g. job, university)	
Has the student been impacted by divorce or separation?	
Does the student see violence as a way to solve problems?	
Has the student been a victim of child abuse?	
Are they being initiated into a gang and is it voluntary or forced recruitment?	
Has the student recently been charged with an offence or been suspended from school?	
Is a suspension going to increase or decrease the level of risk? What are the factors that will increase/decrease risk?	
Has the current incident occurred during a critical period of another traumatic event?	

Genogram/Sociogram

Community VTRA Meeting Agenda

School:	**Date:**
Student(s):	

Agenda

1. Welcome and introductions (sign attendance sheet).

2. Purpose of the meeting.

3. Review the key data from the VTRA data collection and gather any additional information.
   - Incident
   - Threat-related behaviours
   - The threat maker
   - The target(s)
   - Peer Dynamics
   - Empty Vessel
   - Family Dynamics
   - Contextual factors

4. Determine the current level of risk.

5. Review the risk enhancers and explore the intervention options.

6. After the intervention plan is identified, review the level of risk and determine, as a group, whether the identified interventions are sufficient.

7. Determine who will follow-up with the family and agencies regarding the implementation of supports and monitor if interventions are successful—typically done by a school staff member.

8. Schedule a brief follow-up meeting within four to eight weeks.

9. Final questions or comments

10. Reflection on the VTRA process

Participants	Role(s)
	VTRA Chair, Principal
	Counsellor
	Safe School Coordinator
	Police Liaison Officer
	Behaviour Consultant

Risk Assessment

The Risk Assessment process is used to determine the Level of concern the threat-maker poses

This document is intended to help VTRA teams with their review of assessment data collected during the Info Gathering process in order to determine overall **Level of Concern. Note: Regardless of assessment that is made it is important that teams can answer the question 'Level of risk to do what; and to whom?'**

Worrisome Behaviors		towards		***High Risk/Threat Making***
The threat - unclear, indirect, implausible		**vs.**		**The threat** – clear, direct, and plausible
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Baseline behaviour - consistent, with past baseline behaviour		**vs.**		**Baseline behaviour** - significant, increase in high risk behaviour
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
The plan - lacks coherence, realism. Unorganized. Not well thought out		**vs.**		**The plan** – specific, plausible, detailed, organized
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Targets – not specific unless site selection)		**vs.**		**Targets** – specific, target search has been narrowed down
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Precipitating events – no event, none or little justification		**vs.**		**Precipitating events** – triggering event leading, to justification. Possible loss of connection
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Access to weapons - no access to means		**vs.**		**Access to weapons -** has direct access to means
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Personal resources - healthy connections in multiple domains		**vs.**		**Personal resources** – no personal resources
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk
Concern regarding fluidity - no indications of fluidity		**vs.**		**Concern regarding fluidity** – high concern regarding fluidity
☐ **1** low risk	☐ **2**	☐ **3** medium risk	☐ **4**	☐ **5** high risk

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

Low Level of Risk: 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.
- Have relevant connections to others, healthy adults, friends.
- Typically there are no concerns around "fluidity"

Course of Action:

☐ Development and implementation of an **Intervention Plan** (most students can be managed at school with appropriate interventions)

Medium Level of Risk: 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 (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., 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 to lingering concerns about the student's potential to act violently.
- Increase in baseline behaviour.
- Have some healthy connections to others

Course of Action:

☐ The development and implementation of a multidisciplinary **Intervention Plan**
☐ Refer the student for extra support (e.g. counselling, mental health)
☐ It is important to obtain input from the Safe School Coordinator, police, community agencies and mental health practitioners where appropriate.
☐ Designate an individual who can check in with the student on a regular basis.
☐ Ensure consultation with family regarding home safety plan
☐ Ascertain any dates that may be problematic for the student (e.g. friend's death, break-up of parents, etc.)

High Level of Risk: 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.
- Have no healthy connections to others.
- Extensive history of warning signs and acts of violence including "leakage to others".
- Threat maker/s is highly motivated. Has nothing to lose. Justification. History with the target.
- 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 target under surveillance.
- Student has access to weapons.
- Information suggests *strong* concern about the student's potential to act violently.
- Significant increase in baseline behaviour.

Course of Action:

☐ If there is imminent danger, call the RCMP/Police at 911 (e.g. if a weapon is found)
☐ If not imminent carefully review the student's school placement. Does the student need a more supportive environment for the short term? Would they be agreeable to this arrangement?
☐ Focus on interventions in all domains of the student's life.
☐ Safe School Coordinator informed and immediate threat to student/staff safety is contained.
☐ Appropriate community agencies including mental health practitioners.
☐ Determination is made regarding further assessments such as a psychiatric evaluation, hospitalization, alternate education delivery, etc.
☐ The development and implementation of a multidisciplinary Intervention Plan
☐ Clearly ascertain if the student has "fluidity" flowing back between homicidal and suicidal thoughts.

Decide on the Course of Action Associated with the Identified Level of Risk

With the input of all members of the School 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/community supports.

When assessing the potential level of threat an individual may pose, several factors need to be taken into consideration:

What is the VTRA team's hypothesis for the motivation of the threat maker? ☐ Cry for Help (conscious or unconscious) ☐ Conspiracy of Two or More "Who else knows about this?" "Who else is involved?" ☐ Fluidity (psychological shifting from thoughts of homicide to thoughts of suicide)
What is the threat maker's Primary Domain of Functioning? ☐ Traditional: Behavioural ☐ Traditional: Cognitive ☐ Mixed (Affective/Behavioural) ☐ Non-traditional
Whenever a student is determined to be a Medium or High Level of Concern, we need to qualify:
Medium/High Risk to do what specifically?
Medium/High Risk to do violence to whom?
Does student pose a threat to him/herself or someone outside the school?

Develop an Intervention Plan

This document is intended to assist with the development of an **Intervention Plan** as part of a VTRA. Following the **Risk Assessment** process (that has included contributions from the Safe School Coordinator, Counsellors, Police, Mental Health and other agencies trained in VTRA) where perceived risk has resulted in the identification of a *Level of Concern.*

Intervention Plan Recommendations: The following are not intended to be an exhaustive list of actions. This Intervention Plan should be reviewed regularly and modified when appropriate.

Name:	Grade:	Age:
School:	Date of Birth (mm/dd/yyy)	
Date of Intervention Plan Meeting (mm/dd/yyyy):		

Participants in the development of the Intervention Plan		
Name:	**Role/Agency:**	**Signature:**
	School Principal	
	School Counsellor	
	Clinician/Mental Health	
	Ministry for Children and Families	
	START - Youth Crisis Response	

Level of Concern: ☐ **Low** ☐ **Medium** ☐ **High** (As determined by the Risk Assessment)
Perceived risk of doing what?
Perceived risk to whom?
Notifications: Targeted students, their parent/guardians and/or staff to be notified. Outline who is to be notified and by whom:

VTRA Intervention Planning

Developing an **Intervention Plan** is more art than science. The plan needs to be fact based and individualized. Engagement is essential, even when dealing with someone who appears to be angry or withdrawn. Distancing the student through suspension can make monitoring and intervention particularly difficult and may lead to further feelings of justification on the part of the threat-maker. In developing the **Intervention Plan**, select supports the student already trusts or may like.

Case Specific Data

This is a summary of factors that may be contributing to the level of risk. Indicate and intervention for each risk enhancer listed. Some example areas of risk enhancers are: drug use, mental health concerns, family dynamics, empty vessel, access to weapons, negative peer influence, recent loss, learning disability, history of school misconduct, etc.

Risk Enhancer	Intervention	Lead Professional (Agency)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

School Interventions		Comments
Disciplinary action taken:		
Intended target warned and/or parents/caregivers notified		
If suspended, student will return on:		
Suicide assessment initiated on:		
Suicide assessment carried out by:		
Contract not to harm self or others created (please attach).		
Alert staff and teachers on a need-to-know basis.		
Check in schedule		☐ Daily ☐ Weekly ☐ Class to class
Name and title of person to check in with:		
Travel card to hold accountable for whereabouts and on- time arrival to destinations		
Coat, backpack and other belongings check in/check out by whom:		
Late arrival and/or early dismissal.		
Increased supervision in these settings:		
Modify daily schedule by:		
Behaviour management/safety plan (attach a copy to this Intervention Plan). Increase supervision in these settings.		
Intervention by support staff (Psychologist, Social Worker, Counsellor).		
Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe:		
Drug and/or alcohol intervention with:		
Referral to IEP team to consider possible Special Education Assessment.		
Special Education student, review IEP goals and placement options.		
Review community-based resources and interventions parents or caretakers.		
Obtain consent to share information with community partners such as counsellors and therapists.		

Alert school staff of concerns and/or conditions in the Intervention Plan on a need-to-know basis. Outline details of how this information will be shared and with whom:

Parents/Guardians Section – attach additional pages if needed.

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

Follow-Up Questions

What would it look like and what support would be needed if the situation got worse? What would it look like and what support would be needed if the situation stayed its present course? What would it look like and how would you know, if the situation improved?

Monitor this Intervention Plan regularly and modify it as appropriate.

☐ File a copy of the summary sheet in the student's file.

☐ Review Intervention plan with parents/guardians.

☐ Additional copies to other agencies. Please list:

Signatures

Agreement: In signing my name, I understand the above intervention plan and I commit to carry my responsibilities according to the plan. Student must sign this agreement before returning to school.

Name and Role	Signature
Principal/Vice Principal	
Counsellor	
School Liaison Officer (Police/RCMP)	
Parents/Guardians	
Student	

Following the VTRA, a letter of appreciation and follow-up meeting date should be sent to the parent/guardian. Below is a sample letter:

VTRA Follow-up Letter to Parent/Guardian:

Date

Dear (Parent's name)

The purpose of this letter is to thank you for participating in the Threat Assessment regarding your (son/daughter) (insert student's name) on (insert date). Your participation throughout this process has been appreciated. It is our hope (insert student's name) will make a positive and productive return to the school community and will find the plan of action developed at our last meeting as a guide to do this (please see attached).

We will be meeting again on (insert date) at (insert location) to assess the progress of the action plan. I invite you to attend this meeting as your valued input will further our goal of providing your (daughter/son) with the best possible educational experience.

Should you have any questions or concerns regarding this plan, or any other aspect of your (son's/daughter's) education, please do not hesitate to contact me at your earliest convenience.

Sincerely,

(Name of school Principal)

Follow-up Plan Summary	Check the applicable rating scale					Date
Goals	1	2	3	4	5	Comments
	Goal Not Attained/No Change/Situation Worse	Minimal Progress	Improved & Partially Attained	Acceptable Level of Improvement	Goal Achieved	

VTRA Summary Sheet for Student File

This document is a summary of a Violence Threat Risk Assessment. The completed copy of this VTRA is stored with the Principal.

Student Name:	Age
School:	DOB (mm/dd/yyyy):
Date of completed VTRA and Intervention Plan (mm/dd/yyyy):	

Date of Incident (mm/dd/yyyy):	Date of Info Gathering (if different):
Person completing the VTRA:	Principal:
Team Members:	
Safe Schools Coordinator:	

Checklist:

☐ Copy of Summary Sheet filed in student record file
☐ Original VTRA storied with Principal

Section 5: References

This document reflects the thinking and work of Kevin J. Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

Thank you to Richmond School District, New Westminster School District and Maple Ridge School District for sharing their VTRA documents.

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