**BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 61 (GREATER VICTORIA)
EDUCATION POLICY DEVELOPMENT COMMITTEE
REGULAR MEETING
AGENDA**

Chairperson: Trustee Deborah Nohr

**Monday, May 4th, 2015 – 7:00 PM
Location: George Jay Elementary - 2780 Richmond Road**

Dialogue with the Public is welcome during Standing Committee Meetings

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of Agenda			
2. Approval of Minutes of Education Policy Development Committee Meeting - *April 7th, 2015*			Pg. 3-5
3. Business Arising out of the Minutes			
4. Public Request to the Committee			
5. Correspondence Referred to the Committee			
6. Motions Referred to the Committee			
7. General Announcements			
8. New Business			
A. *Introduction of Student Representative*	*Sherri Bell and Raven Natrall, S.J. Willis Alternative*	*Info*	
B. *Chromebooks Pilot*	*Leslie Lee, Principal, Terri Smith, Vice Principal, Robin Lam and Sunny Jun, Teachers and George Jay Elementary students*		
C. *Victoria Conservatory of Music Technology*	*Leslie Lee, Principal, Terri Smith, Vice Principal, and George Jay Elementary students*	*Info*	
D. *Community Threat Assessment Protocol*	*Deb Whitten, District Principal, Student Services*	*Info*	Pg. 6-44
E. *Concussion Committee Update*	*Deb Whitten, District Principal, Student Services*	*Info*	

F. Motion   *Trustee Watters*   *Action*

> That the Board of Education of School District 61 (Greater Victoria) direct the Chair to task the
> District Gay Straight Alliance Advisory Committee with developing a draft policy on Gender
> Identity and Gender Expression (in accordance with Bylaw 9210 The development of Policy; and
> Policy 1163 Consultation) to ensure the safety and support of transgender and gender variant
> students and their families, and present it to the Education Policy Development Committee with
> recommendations for implementation.

9. Adjournment

Greater VICTORIA School District

Education Policy Development Committee
April 7, 2015 - Tolmie Building, Board Room

Regular Minutes

Present: **TRUSTEES**
Deborah Nohr, Chair
Tom Ferris (exited the meeting at 8:46 pm)
Edith Loring-Kuhanga
Diane McNally
Rob Paynter
Jordan Watters (exited the meeting at 8:35 pm)
Ann Whiteaker (exited the meeting at 9:16 pm)

ADMINISTRATION
Sherri Bell, Superintendent of Schools
Patrick Duncan, Deputy Superintendent
Shelley Green, Associate Superintendent
Cam Pinkerton, Associate Superintendent
Janine Roy, District Principal of Learning Initiatives
Simon Burger, Coordinator, Languages and Multiculturalism
Deb Whitten, District Principal, Student Services
Read Jorgensen, VPVPA
Cindy Graf, Professional Development Chair, GVTA
Kaitlyn Gantt-Mann, Student Representative
Connie Schmidt, Recording Secretary

Regrets: Peg Orcherton

The meeting was called to order at 7:00 pm.

Chair Nohr recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

Chair Nohr also welcomed the members of the public who were in attendance.

1. APPROVAL OF THE AGENDA

It was moved:

That the April 7, 2015 regular agenda be approved.
Motion Carried Unanimously

2. APPROVAL OF MINUTES OF EDUCATION POLICY DEVELOPMENT COMMITTEE MEETING - *March 2, 2015*

It was moved:

> That the March 2, 2015 Education Policy Development Committee Meeting regular minutes be approved.
>
> **Motion Carried Unanimously**

3. BUSINESS ARISING OUT OF THE MINUTES - none

4. CORRESPONDENCE REFERRED TO THE COMMITTEE - none

5. MOTIONS REFERRED TO THE COMMITTEE - none

6. GENERAL ANNOUNCEMENTS - none

7. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Sherri Bell introduced Student Representative Kaitlyn Gantt-Mann from Esquimalt High School. She explained that Kaitlyn is a member of the Representative Advisory Council of Students (RACS) and that Kaitlyn will be attending the Board meetings scheduled in the month of April 2015. Student Kaitlyn then introduced herself and told the Board that she is excited to be participating in the April meetings of the Board.

B. French Immersion

Simon Burgers, Coordinator, Languages and Multiculturalism, presented an overview of the District's French Immersion program. He provided a brief history of French Immersion, outlined the program goals and objectives, and provided information on the District's French Immersion participation rates, enrollment, and retention rates. He also provided details about program availability and accessibility, and informed trustees about the registration process. Mr. Burgers explained that School District #61 is the only district in BC that offers French Immersion courses through a distributed learning model that leads to graduation with a Dual Dogwood; this distributed learning model enrolls students from across the province. He provided information on French Immersion teacher recruitment and hiring, and the professional development opportunities for French Immersion teachers.

Mr. Burgers provided an overview of the English Language Learners (ELL) program and outlined the ELL eligibility criteria. He presented information regarding to the

Settlement Workers in Schools (SWIS) program and the various partnerships with community agencies and organizations.

Trustee were invited to ask questions during and after Mr. Burgers' presentation. They thanked Mr. Burgers for a highly informative overview.

C. Student Services

Deb Whitten, District Principal; Student Services, provided a presentation on the Student Services Department, outlining how the department supports students, families and schools. She described key components such as: CommunityLink/School Meals Program; Healthy, Safe & Caring Schools; graduation programs; Critical Incident Response Team (CIRT). She outlined the work of various District and community committees and working groups, such as the Concussion Committee, Culture and Community Committee, and District Gay Straight Alliance Working Group. She also spoke to the many ways the Student Services team provides support for vulnerable learners.

Trustees asked questions throughout Ms. Whitten's presentation. They expressed their appreciation for Ms. Whitten's concise overview.

8. PUBLIC REQUEST TO THE COMMITTEE
Follow-up Presentation to Pro-D Fund Proposal

Cindy Graf, Greater Victoria Teachers Association (GVTA) Professional Development Chair, provided a follow-up presentation regarding a professional development funding request. Ms. Graf stated that the GVTA Professional Development Committee was requesting an additional $300,000 for professional development in addition to the funding the District provides to the Joint Professional Development Fund.

A discussion ensued.

9. ADJOURNMENT

It was moved

That the meeting adjourn.
Motion Carried Unanimously

The meeting adjourned at 10:05 pm.

DRAFT

Community Threat Assessment Protocol

A Collaborative Response to Threat Making Behaviours

Greater VICTORIA School District

In Collaboration with Community Partners

2015

Community Threat Assessment Protocol:

A Collaborative Response to Student
Threat Making Behaviours

This protocol reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response and is intended to be used with reference to *Violence Threat/Risk Assessment Training Guide, Third Edition (2000) and Assessing Violence Potential: Protocol for Dealing with High-risk Student Behaviours, Eighth Edition (2009).*

We also thank the following school districts for sharing their resources in the development of this document:

The Saanich Board of Education
The Sooke Board of Education

This document addresses student threat making behaviour. However, in certain circumstances, the process and /or resources outlined will be adapted and applied to situations with adult threat makers. It is intended to be used with reference to Violence Threat/Risk Assessment Training Guide, Third Edition (2000) and Assessing Violence Potential: Protocol for Dealing with High-Risk Student Behaviours, Eighth Edition (2009).

Table of Contents

Community Threat Assessment Protocol:

*A Collaborative Response to
Threat Making Behaviours*

Rationale

The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

Partners agreeing to this protocol share a vision of schools that are safe and caring. Partners accept the responsibility of using this protocol in response to threatening behaviour to plan the interventions necessary to prevent traumatic events in schools.

Partners agree to work together for the common goal of threat and risk reduction and school community safety by pro-actively sharing information, advice and support to assist in the prevention of traumatic events.

Use of this protocol may reduce threats to the safety of students, staff and others arising from physical, verbal, written or electronic threats on school property or elsewhere. The strength of this community partnership lies in the multi-disciplinary composition of the response team. The effective implementation of this protocol will form the basis of collaborative planning.

The Greater Victoria School District and its community partners are committed to making our schools safe for students and staff.

Community Threat Assessment Protocol:

*A Collaborative Response to
Threat Making Behaviours*

Memorandum of Understanding

The Greater Victoria School District and its community partners are committed to creating and maintaining an environment in our schools and communities where students, staff, parents and others feel safe. As part of a comprehensive school safety program, a **Community Threat Assessment Protocol** for responding to student threats in a multidisciplinary manner has been established. By the signing of this document, we, as community partners, join together in demonstrating that the safety of our schools is of utmost importance to us all.

As partners, we agree that we will respond to threats and/or threat-making behaviours through the multi-disciplinary approach as outlined in this Community Threat Assessment Protocol.

Signed this XXth day of XXXX, 2015.

Community Partners and District Staff

1. Victoria Police Department

2. Songhees Aboriginal RCMP

3. Westshore RCMP

4. Oak Bay Police Department

5. Saanich Police Department

6. Ministry of Children and Family Development

7. Island Health Authority

8. Surrounded by Cedar

9. Victoria Native Friendship Centre

10. Superintendent

11. District Principal, Student Services, Safe School Coordinator

12. District Principal, Special Education

13. District Behaviour Consultant

14. District Counsellor

, 2015

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Protocol Summary

Partners agreeing to this protocol share a vision of schools that are safe and caring. They accept the responsibility of using this protocol in response to threatening behaviour to plan the interventions necessary to prevent traumatic events in schools.

Partners agree to work together for the common goal of threat and risk reduction and school community safety by pro-actively sharing information, advice and support to assist in the prevention of traumatic events.

Partners work together for the benefit of children, youth and their families by:

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

Use of this protocol will reduce threats to the safety of students, staff and others arising from physical, verbal, written or electronic threats on school property or elsewhere.
This protocol is intended to ensure that appropriate community partners communicate student information to school personnel who may then activate the threat assessment process. Partners will take any additional actions they deem necessary to ensure safety regardless of the involvement or availability of other community partners.

The Greater Victoria School District and agency representatives will commit to ongoing participation, staff development in threat assessment training, and program review.

What is Threat Assessment?

Threat Assessment is a process of determining if a threat maker actually poses a risk to the target(s) being threatened. Behaviours that lead to a threat assessment include:

- possession of weapons (including replicas),
- bomb threats,
- fire setting,
- threats of violence.

Members of the **School Threat Assessment Team** are the first responders to determine "initial levels of concern". The team is comprised of the Principal/Vice-Principal, school staff members and police liaison. District resources are available if required.

Members of the **District Threat Assessment Team** are engaged if high risk immediate threat appears to exist. The team is comprised of the members of the School Threat Assessment Team and the District Principal, Student Services and/or the District Principal, Special Education. All members respond after the immediate threat to student/staff/community safety has been contained. A comprehensive intervention plan is developed.

The **Community Threat Assessment Team** involves all of the above members plus specialists from various agencies such forensic psychologists, psychiatrists, social worker and or mental health worker.

Behaviours Addressed in This Protocol

This protocol covers *Worrisome Behaviours, High Risk Behaviours* and *Immediate Threats* as defined in the Glossary.

Worrisome Behaviours - Those behaviours that cause concern for members of the school community that may indicate a student is moving towards engaging in serious violent behaviour. These could include drawing pictures, writing stories in class, making vague statements that do not, of themselves constitute "uttering threats" as defined by law, but are cause of concern for some members of the school community because of their violent content.

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

Immediate Threat - A student poses an immediate threat if he or she is in possession of a weapon that could pose a serious threat to self or others, if he/she discloses a specific plan for a serious assault, if he/she has indicated an identifiable target, and/or exhibits suicidal or homicidal behaviour.

Key Approaches in Threat Assessment

1. Sharing of Relevant Information

Team members share information on a proactive basis to avert or minimize imminent danger that may affect the health and safety of any person.

2. Investigative Mind-Set

An investigative mind set is central to the successful application of the threat assessment process. Threat assessment requires thoughtful probing of information with healthy skepticism and careful attention to key points about pre-attack behaviours. Personnel who carry out threat assessments must strive to be both accurate and fair.

3. Building Capacity

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

4. Program Review

This Community Threat Assessment Protocol will be reviewed and updated annually by the District Critical Incident Response Team (CIRT).

Reasons to Activate a Threat Assessment Team

1. Threat Assessment and Response

The School Threat Assessment Team will respond after the immediate threat to student/staff safety has been contained. The School Threat Assessment Team will assess whether a risk to student/staff safety still exists and develop a comprehensive intervention plan.

2. Trauma Response

After a traumatic event has occurred, the School Threat Assessment Team meets to plan post trauma counseling, interventions and support for students and staff. The District CIRT team may be called to provide support for the school community.

If there is a belief that danger is immediate or imminent CALL 911. The response can be downscaled to high risk or worrisome behaviour if necessary.

Worrisome Behaviour
A principal activates the School Threat Assessment Team to address worrisome behaviour(s) and may request help from the District Safe School Coordinator or community partners during this process to determine if a person of concern may pose a risk to some unknown target or targets at some unknown period of time.

High Risk Behaviour/Threats
When the School Threat Assessment Team has determined that a student poses a medium to high level of concern to student/staff/community safety, the principal contacts the Superintendent or designate and District Safe School Coordinator. The District Safe School Coordinator will activate the District Threat Assessment Team and will call lead representatives of community partners relevant to the situation.

Immediate Threat
CALL 911. A call is made to the Superintendent or designate who informs the District Safe School Coordinator who then contacts the Police Liaison Officer. School/district/community partners will respond after the immediate threat to student/staff safety has been contained. The District Threat Assessment Team will assess whether a risk to student/staff safety still exists and develop a comprehensive plan to support students, the staff and the community.

See Appendix A

The Violent Threat Risk Assessment Model (VTRA) (Go to Appendix A)

The VTRA model focuses on four distinct yet seamless stages of multidisciplinary collaboration.

Stage I: which is referred to as "data collection and immediate risk reducing intervention" performed by the School Threat Assessment Team which is, at a minimum, comprised of the school principal, counsellor and police liaison officer.

Stage II: Multidisciplinary crisis evaluation is focused on further data collection. The District Threat Assessment Team (DTAT) is assembled with community partners. The DTAT members work in collaboration with the School Threat Assessment Team to conduct the formal risk assessment and evaluation. From this a comprehensive multidisciplinary intervention and management strategy is developed.

Stage III: Trauma response occurs after a traumatic event in conjunction with the District Critical Incidence Response Team (CIRT). Community partners may be called upon to plan for and/or provide post trauma counselling and interventions for students and staff.

Stage IV: A review of Stages I to III will be held with the School Threat Assessment Team and the District Threat Assessment Team in order to make recommendations for improvements to the activation procedures.

Duty to Report

To keep school communities safe and caring, staff, parents and guardians, students, and community members must report all threat related behaviours to the school and the respective police agency.

All staff and students need to be advised that any person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour must promptly report the information to the school principal and/or his/her designates. Actively teach students that seeking adult support for worrisome behaviour is not "ratting or snitching" but, rather, a social responsibility for the well-being of all. School staffs need to actively counter the "code of silence".

It is also important for all to understand that no action will be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds. In such exceptional cases, the person making the malicious report should be dealt with according to school jurisdiction practice and law, where applicable.

Responsible Sharing of Information

In certain situations, the need to protect the greater student population supersedes the individual rights of the student. Schools must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules.

The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population. 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. Therefore, if an individual is in possession of information that may indicate that there is an imminent danger to the health and safety of any person or persons and the source of the information is reliable, the information can be shared without consent. If information has been shared without consent, the individual shall be advised with whom the information was shared, where required by law.

School Principal or Designate

The school principal or designate will:

- be the School Threat Assessment Team leader
- call together and coordinate the School Threat Assessment Team
- complete the Threat Assessment Summary Form (see Appendix C)
- contact the District Safe School Coordinator to discuss possible activation of the District Threat Assessment Team after a student has been determined to pose a medium or high level of concern to other students, staff or community members
- follow up and coordinate intervention/management plans developed by the school team
- forward the School Threat Assessment Team documentation and intervention/management plan to the District Safe School Coordinator
- participate with the District Threat Assessment Team when this step is initiated
- store the intervention/management plan securely
- participate in threat assessment training

School Threat Assessment Team

The School Threat Assessment Team is comprised of the Principal or Designate, Counselor and Police Liaison Officer, and may include the Learning Support Teacher, Behaviour Support Teacher, Youth and Family Counselor, and other trained, school-based staff.

The School Threat Assessment Team will:

- assist in data gathering as assigned by the principal
- assist the principal in completing the Threat Assessment Summary Form (see Appendix C)
- be available for consultation on general issues regarding threat assessment procedures relating to mental health
- ensure that the student body is made aware of concerns about peer behaviours or recent changes in peer behaviours.
- encourage students to report concerns to an adult assist in developing plans or other interventions (e.g. behaviour plan, safety plan) and in facilitating access to programs or resources respond to the student's educational needs if consent has been obtained
- help families obtain needed assistance
- participate in threat assessment training
- assist the DTAT in Stage II as necessary

District Safe Schools Coordinator/District Principal, Student Services

The Coordinator will:

- lead the District Threat Assessment Team
- consult with the principal leading the School Threat Assessment Team
- contact community partner leaders to move to District Threat Assessment Team status and invite relevant participants to the process
- facilitate the completion of the Threat Assessment Form (see Appendix E) and the Threat Assessment Intervention Planning Worksheet (see Appendix G)
- follow up on recommended interventions/management plans
- participate in threat assessment training
- supervise the threat assessment review process and complete the Threat Assessment Debriefing and Feedback form (see Appendix H)

Role Definition for Partner Groups

Partner agencies work collaboratively with the school district both pro-actively in an effort to prevent the possibility of the occurrence of a catastrophic event and following a violent event to develop a support plan and preventative measures.

Partner groups will share information and resources as appropriate and necessary to provide support for the school, district and individual student and family. As signatories to this protocol, they agree to work collaboratively with the School District and other Agencies to take all actions necessary to ensure our schools and communities are safe.

Communication

1. School District

The School District will be the lead partner in application of the Protocol.

2. Parents/Guardians

At the beginning of each school year, parents should be provided with information about the Community Threat Assessment protocol and procedures so that notice is given that violence and threats of violence will not be tolerated.

3. School Staff

Annually, the school principal will review the Community Threat Assessment Protocol and its purpose with all staff members. As necessary, all staff members will be advised about threats by the school principal and informed as necessary about the results of a threat assessment.

4. Students

Students should know that the Community Threat Assessment Protocol protects them. The school principal will determine the appropriate way to engage students in developing an understanding of how the protocol accomplishes this. Occasionally, affected students and their parents/guardians will need to know the results of a threat assessment.

5. Community Partners

- To ensure the timely activation of a School District 61/Community Threat Assessment Team, community partners will forward the lead contact name for their agency to the Safe School Coordinator in the Greater Victoria School District. The names of changes in personnel will be forwarded without delay throughout the year.

- Partners will at times take any actions seen as necessary to ensure immediate safety regardless of the involvement or availability of other community partners.

At the beginning of each school year, the Safe School Coordinator will contact community partners with a request to update the contact information

6. Media

As part of the threat assessment process, the Safe School Coordinator and the community partners involved in the assessment process may decide to develop a joint press release; however, the Superintendent of Schools is the media contact for all threat assessments and manages media releases. In the case of criminal investigation, the police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected community partners in advance of release to the media.

7. Meeting Space

Whenever possible, meetings will occur on the school premises. The lead partner will be the school district/school administration.

Information Sharing

The general intent of access to information and protection of privacy legislation is to regulate the collection, use and disclosure of personal information. Wherever possible and reasonable, consent to disclose personal information should be obtained. The individual should know what he/she is consenting to, and understand the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice. However, in the case of threats, Threat Assessment Teams are able to share information within the Freedom of Information Act and the Protection of Privacy Act and the Health Information Act.

While protecting individual rights to privacy, this legislation:

- enables the sharing of necessary information about children and youth among service providers;
- supports an integrated approach to service delivery by strengthening the ability to share information;
- enables effective coordination of supports and services by service providers; and
- provides a foundation for the sharing of information among government ministries

Documentation

The District Threat Assessment Team records the proceedings of their meetings using the Immediate Threat or High Risk Behaviour/Threat Assessment Summary Form (see Appendix D) and the Immediate Threat or High Risk Behaviour/Threat Assessment Form (see Appendix E). The designated recorder will distribute completed copies of these documents to each team member, the Superintendent of Schools and the District Safe Schools Coordinator as soon as possible after the meeting.

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Community Threat Assessment Protocol:

A Collaborative Response to
Threat Making Behaviours

Appendices

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Any person who is concerned will call 911 in the event of an immediate threat.
High risk behaviours that may post a risk / threat to others must be reported to the
SCHOOL PRINCIPAL / DESIGNATE who will initiate threat assessment protocol.

Worrisome Behaviours	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 • 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 behaviour that threatens safety • fire • violent intruder • specific bomb threat
School Threat Assessment Team *Lead: school principal consults with School Threat Assessment Team and staff to develop a plan and consider:* • determine level of threat using above framework • in needed, complete Stage I: Threat Assessment Report • consult District Principal as necessary • access DTAT community partners as necessary	**District Threat Assessment (DTAT) Team** *Lead: principal contacts the Superintendent and the Safe School Coordinator who initiates DTAT* • access community partners as appropriate • complete Stage II: District Threat Assessment Report with intervention plan/course of action(s)	**Implement Emergency Preparedness Plan** • lockdown/lockout or evacuation • contact Superintendent/designate • refer media to Superintendent of Schools • Superintendent to inform Safe School Coordinator and police liaison
Monitoring • School Based Team review • Community partner consultation as required • Offer support and interventions as required • Retain documentation and create file as necessary	**Case Management** • treatment and interventions • possible criminal charges • discipline as per district policy • monitoring through appropriate community partners • retain documentation • DTAT review process	**Immediate Crisis Resolved** • DTAT to meet, debrief and support, possible CIRT • involve community partners • investigation and assessment/review • complete Stage I and II Threat Assessment Reports with intervention plan/course of follow up action(s) • retain documentation

- [ ] **Call 911** if there is imminent danger

- [ ] Call your Superintendent or designate(250-475-4157)

- [ ] Make sure that all students and staff are safe. Lockdown or evacuate if necessary to prevent access to weapons, secure access to coats, backpacks, desks, and lockers

- [ ] If safe to do so, monitor and/or detain the student until the police arrive. Do not put yourself or others in harm's way

- [ ] Determine if threat maker(s) has access to weapon(s)

- [ ] Activate a School Threat Assessment Team Appendix C: Immediate Threat or High Risk Behaviour/Threat Assessment Activation Worksheet

- [ ] If the Threat Assessment is NOT activated within 24 hours of the threat, document the reasons for the delay _____

- [ ] When it is appropriate to do so, inform the parents/caregivers and record:

Attempt to reach parents (□ by phone □ in person):
Date _____Time _____ Person: _____

Attempt to reach parents (□ by phone □ in person):
Date _____Time _____ Person: _____

Parents informed (□ by phone □ in person):
Date _____Time _____ Person: _____

If parents/caregivers are not informed, give the reasons for that decision

_____

- [ ] Prepare a list of others who will need to be informed, begin that process and record dates and times of all calls

- [ ] Complete Appendix D: Immediate Threat or High Risk Behaviour/*Threat Assessment Summary Form* and scan it to the Threat Assessment Team if time permits

- [ ] Prepare the venue and paperwork for the Threat Assessment Team meeting. Each participant needs a working copy of:

  o Appendix D: Immediate Threat or High Risk Behaviour /Threat Assessment Summary Form
  o Appendix E: Stage 1: Immediate Threat or High Risk Behaviour/Threat Assessment Form
  o Appendix F: Stage 2: District Threat Assessment Report

- [ ] Arrange to have one team member serve as your recorder.

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Appendix C: Immediate Threat or High Risk Behaviour/Threat Assessment Activation Worksheet

(To be completed by the principal to help organize a Threat Assessment Team meeting)

Name of person activating the Threat Assessment Team _____

School _____ Today's Date _____

Name of Threat-Maker _____

This student is:

❑ In permanent care ❑ In temporary care ❑ Living independently

❑ Not in care ❑ Living with _____

This student is:

❑ Aboriginal ❑ Non Aboriginal ❑ Unknown

This student:

❑ Has Special Needs with a designation code of _____

❑ Does not have Special Needs

❑ Unknown

Agency	Name	Cell Phone / Email	Confirmed
❑ School Principal	_____	_____	❑
❑ School Liaison Officer	_____	_____	❑
❑ School Counsellor	_____	_____	❑
❑ YFC	_____	_____	❑
❑ Social Worker	_____	_____	❑
❑ District Principal, Special Education	_____	_____	❑
❑ Teacher	_____	_____	❑
❑ District Behaviour Consultant	_____	_____	❑
❑	_____	_____	❑
❑	_____	_____	❑

Meeting Date _____ Time _____

Location _____ Room _____

This form is to be completed in conjunction with the Immediate Threat or High Risk Behaviour/Threat Assessment Summary Form.

Appendix D: Immediate Threat or High Risk Behaviour /Threat Assessment Summary Form

(To be completed by the school principal and prior to the Immediate or High Risk Behaviour/Threat Assessment meeting, the principal or team contact should email this completed sheet to all)

Name of Threat-maker _____ Meeting Date _____

Time _____ Location _____

Attendees _____

_____

_____

_____

1. Was this a: ❑ Direct Threat ❑ Indirect Threat ❑ Conditional Threat or ❑ Veiled Threat?

2. Was this a: ❑ High Risk Behaviour/Threat? ❑ Immediate Threat

3. Who reported the incident? _____

4. Who was targeted? _____

5. Who were the witnesses? _____

6. Where did it happen? _____

7. When did it happen? _____

8. Describe any weapons involved _____

        ❑ No weapons

9. What happened? (Include exact language used in making the threat, if possible.)

_____

_____

_____

_____

10. What was the response of the person(s) targeted? _____

_____

_____

_____

11. What was the response of others who were present at the time of the incident?

_____

_____

_____

_____

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Appendix E: Stage 1: Immediate Threat or High Risk Behaviour /Threat Assessment Form

The school principal ensures that each participant at the threat assessment meeting has a completed copy of Appendix C and working copies of Appendices D and E to use as the agenda at the meeting. The designated recorder will provide a completed copy of each these appendices to each participant for their files as soon after the meeting as possible.

Series 1 Considerations: Attack Related Behaviours

1. Has the threat-maker done research consistent with the threat?

    ❑No   ❑Yes   ❑Unknown

    Details _____

2. Have there been any communications (electronic, print, verbal) suggesting ideas or intentions to attack a target currently or in the past?

    ❑No   ❑Yes   ❑Unknown

    Details _____

3. Does the threat-maker have access to weapons or has he/she attempted to gain access?

    ❑No   ❑Yes   ❑Unknown

    Details _____

4. Has the threat-maker developed a plan? How specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?

    ❑No   ❑Yes   ❑Unknown

    Details _____

5. Has the threat-maker been engaging in suspicious behaviour such as showing an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?

    ❑No   ❑Yes   ❑Unknown

    Details _____

6. Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e.: lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?

    ❑No   ❑Yes   ❑Unknown

    Details _____

7. Is there any evidence of attack related behaviours in their locker (backpack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?

    ❑No   ❑Yes   ❑Unknown

    Details _____

8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

    ❑No   ❑Yes   ❑Unknown

    Details _____

Comments/Consensus Regarding the Significance of Attack Related Behaviours:

❑ Not Currently of Concern   ❑ Worrisome   ❑ High Risk   ❑ Immediate Threat

_____

_____

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Series 2 Considerations: The Threat-maker Typology

1. Does the threat-maker have a history of violence or threats of violence?

                  ❏No ❏Yes ❏Unknown

  Details _____

2. Considering the immediacy, frequency, and intensity of the violence, does this incident indicate a significant change from the Baseline behaviour?

                  ❏No ❏Yes ❏Unknown

  Details _____

3. What has been their past target selection?

                  ❏NA ❏Unknown

  Details _____

4. What has been their past site selection?

                  ❏NA ❏Unknown

  Details _____

5. Do they have a history of depression or suicidal thinking/behaviour?

                  ❏No ❏Yes ❏Unknown

  Details _____

6. Is there evidence of suicide/homicide ideation fluidity?

                  ❏No ❏Yes ❏Unknown

  Details _____

7. Does the threat-maker use drugs or alcohol?

                  ❏No ❏Yes ❏Unknown

  Details _____

Comments/Consensus Regarding the Significance of Threat-maker Typology:

❏ **Not Currently of Concern** ❏ **Worrisome** ❏ **High Risk** ❏ **Immediate Threat**

_____
_____
_____
_____
_____

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Series 3 Considerations: Target Typology

1. Does the target have a history of violence or threats of violence?

❑No   ❑Yes ❑Unknown

Details _____

2. If yes, how recent and how frequent and intense is the violence?

❑NA   ❑Unknown

Details _____

3. What has been the target's past target selection?

❑NA   ❑Unknown

Details _____

Comments/Consensus Regarding the Significance of Target Typology:

❑ **Not Currently of Concern** ❑ **Worrisome** ❑ **High Risk** ❑ **Immediate Threat**

_____
_____
_____
_____
_____
_____
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_____

Series 4 Considerations: Peer Dynamics

1. Are others involved that may be contributing to the justification process?

❏No ❏Yes ❏Unknown

Details _____

2. Within the threat-maker's peer structure, is he/she a leader, co-leader or follower?

❏Leader ❏Co-leader ❏Follower

Details _____

3. Is there a puppet master?

❏Leader ❏Co-leader ❏Follower

Details _____

4. Is there a discrepancy between the threat-maker's baseline behaviour and the baseline behaviour of the peer group?

❏No ❏Yes ❏Unknown

Details _____

5. In the target's peer group, are they a leader, co-leader or follower?

❏Leader ❏Co-leader ❏Follower

Details _____

6. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

❏No ❏Yes ❏Unknown

Details _____

7. Is there evidence the target has instigated the current situation?

❏No ❏Yes ❏Unknown

Details _____

Comments/Consensus Regarding the Significance of Peer Dynamics:

❏ **Not Currently of Concern**   ❏ **Worrisome**   ❏ **High Risk**   ❏ **Immediate Threat**

_____
_____
_____
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Series 5 Considerations: Empty Vessel

1. Does the threat-maker have a healthy relationship with a mature adult?

❏No ❏Yes ❏Unknown

Details _____

2. Does the threat-maker have unusual knowledge or interest in violent events, themes or incidents?

❏No ❏Yes ❏Unknown

Details _____

3. Does the threat-maker have unusual knowledge or interest in school-based attacks, especially critiquing the performance of the attacker?

❏No ❏Yes ❏Unknown

Details _____

4. Does the threat-maker have an inordinate interest in violent games, movies, books, music, or internet sites?

❏No ❏Yes ❏Unknown

Details _____

5. Is the threat maker an Imitator or an Innovator?

❏Imitator ❏Innovator ❏Unknown

Details _____

6. Is there evidence of fluidity and/or religiosity?

❏No ❏Yes ❏Unknown

Details _____

Comments/Consensus Regarding the Significance of Empty Vessel:

❏ **Not Currently of Concern**   ❏ **Worrisome**   ❏ **High Risk**   ❏ **Immediate Threat**

_____
_____
_____
_____
_____
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_____

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Series 6 Considerations: Antecedents/Triggers

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, etc.?

        ❑No   ❑Yes ❑Unknown

Details _____

2. Have the parents just divorced or separated?

        ❑No   ❑Yes ❑Unknown

Details _____

3. Has the threat-maker ever been a victim of abuse?

        ❑No   ❑Yes ❑Unknown

Details _____

4. Are they being initiated or forced into a gang?

        ❑No   ❑Yes ❑Unknown

Details _____

5. Have they recently had a major disagreement with a parent, caregiver or someone close to them?

        ❑No   ❑Yes ❑Unknown

Details _____

6. Have they recently been charged with an offence or suspended from school?

        ❑No   ❑Yes ❑Unknown

Details _____

Comments/Consensus Regarding the Significance of Triggers:

❑ **Not Currently of Concern**   ❑ **Worrisome**   ❑ **High Risk**   ❑ **Immediate Threat**

_____
_____
_____
_____
_____
_____
_____

Series 7 Considerations: Family Dynamics

1. Does the threat-maker live in multiple locations?

❏No   ❏Yes   ❏Unknown

Details _____

2. Is the threat-maker connected to a healthy/ mature adult in the home?

❏No   ❏Yes   ❏Unknown

Details _____

3. Is the threat-maker's bedroom off-limits to the parents?
   ❏ No   ❏ Unknown   ❏ Yes because of attitudes about privacy   ❏ Yes, because of a rule-the-roost mentality

Details _____

4. Has the threat-maker engaged in violence or threats of violence towards their siblings, parents or caregiver? (Frequency, Intensity, How Recent)

❏No   ❏Yes   ❏Unknown

Details _____

5. Have the parents or caregivers expressed safety concerns?

❏No   ❏Yes   ❏Unknown

Details _____

6. Does the threat-maker's level of risk cycle according to the home situation?

❏No   ❏Yes   ❏Unknown

Details _____

7. Does the threat-maker have a history of trauma?

❏No   ❏Yes   ❏Unknown

Details _____

8. Is there a history of mental health disorders in the family?

❏No   ❏Yes   ❏Unknown

Details _____

9. Is there a history of drug or alcohol abuse in the family?

❏No   ❏Yes   ❏Unknown

Details _____

Comments/Consensus Regarding the Significance of Family Dynamics:
❏ **Not Currently of Concern**   ❏ **Worrisome**   ❏ **High Risk**   ❏ **Immediate Threat**

_____
_____
_____
_____
_____

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Series 8 Considerations: Baseline Overview

1. What is the history of target selection?

☐Unknown

Details_____

2. What is the history of site selection?

☐Unknown

Details_____

3. What is the frequency, intensity and history of threats, violence or weapon possession?

☐Unknown

Details_____

4. Is there a difference between individual and group baseline behaviour?

☐Unknown

Details_____

5. Is there a difference between baseline behaviour when using drugs or alcohol and when clean?

☐Unknown

Details_____

6. Is there evidence that the cognitive baseline has evolved?

☐Unknown

Details_____

7. Is there evidence that the affective baseline has evolved?

☐Unknown

Details_____

Comments/Consensus Regarding the Significance of Baseline:
☐ **Not Currently of Concern**   ☐ **Worrisome**   ☐ **High Risk**   ☐ **Immediate Threat**

_____
_____
_____
_____
_____
_____
_____

Appendix F: Stage 2: District Threat Assessment Report

School: _____   Principal: _____

Name of Threat Maker: _____   Date: _____

❏ Stage I data collected from School Threat Assessment Team
❏ Data collected from community partners, parents, etc. (please specify source(s)

_____
_____
_____
_____
_____
_____
_____
_____
_____

1. Supports in place:

    _____
    _____
    _____
    _____

2. Additional information required:

    _____
    _____
    _____
    _____

3. Does the threat maker have the capacity to carry out an act of violence (ie. Organized thinking, access to a weapon, etc.)? Please specify:

    _____
    _____
    _____
    _____

4. Has the base line behaviour escalated?

    _____
    _____
    _____
    _____

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5. Risk level: ❑ Low   ❑ Medium   ❑ High

RECOMMENDATIONS:	To be implemented by:	Target completion date:
RECOMMENDATIONS:	To be implemented by:	Target completion date:
RECOMMENDATIONS:	To be implemented by:	Target completion date:

Date: _____   Completed by:_____
Team Members (Names and Roles)

Appendix G: Threat Assessment Intervention Planning Worksheet
(The Threat Assessment Team uses this worksheet to plan the collaborative intervention)

Name of Threat-maker _____   Date: _____

Based on the information considered during the Threat Assessment, the consensus of this Team is that overall, this threat is a:

❏ WORRISOME BEHAVIOUR   ❏ HIGH RISK BEHAVIOUR   ❏ IMMEDIATE THREAT

1. Disciplinary action by the school

❏ Not at this time ❏ Completed ❏ Will be arranged by _____

   starting _____

Details_____
_____
_____

2. Victim(s) warned and/or their parents or guardians notified

❏ Not at this time ❏ Completed ❏ Will be arranged by _____

   starting _____

Details_____
_____
_____

3. Hospitalization

❏ Not at this time ❏ Completed ❏ Will be arranged by _____

   starting _____

Details_____
_____
_____

4. Suicide assessment initiated

❏ Not at this time ❏ Completed ❏ Will be arranged by _____

   starting _____

Details_____
_____
_____
_____
_____
_____

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5. Counselling Initiated

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details _____

_____

_____

6. Consult with threat maker's parents or guardians

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details _____

_____

_____

7. Referral to a pediatrician/psychiatrist/psychologist

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details _____

_____

_____

8. Check in, Check Out

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details

_____

_____

_____

9. Social/Academic Support

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details _____

_____

_____

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10. Behaviour Intervention Plan

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

11. Integrated Case Management

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

12. Alert staff, teachers or others on a need-to-know basis

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

13. Backpack, coat, and other belongings check-in and check-out

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

14. Late Arrival and/or Early Dismissal

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

15. Increased supervision

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

16. Modify daily schedule

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

17. Remove or modify triggers

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

18. Review IEP goals and placement options

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

19. Review/recommend community-based resources and interventions

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

_____

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20. Intervention plan monitoring schedule

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

21. Provide details of this plan to other agencies

❑ Not at this time ❑ Completed ❑ Will be arranged by _____

starting _____

Details_____

_____

_____

22. Other

_____

_____

_____

23. Sequencing Considerations (For safety and effectiveness)

_____

_____

_____

24. Debriefing/Follow-up meeting for this Threat Assessment.

The Debriefing/Follow-up meeting should occur approximately one month after the threat assessment.

Date: _____ Time: _____ Place: _____

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Appendix H: Threat Assessment Debriefing and Feedback Form

(This form is used by the principal as a guide to generate and record the team's consensus regarding the outcomes of a threat assessment approximately one month after the assessment)

Date of Threat Assessment _____

Name of Threat-maker _____

Debriefing Meeting Date _____ Time _____ Location _____

Attendees:

_____ _____

_____ _____

_____ _____

Part 1: Debriefing the Threat

1. Has the intervention plan been successfully implemented?

_____

_____

_____

2. What are the next steps?

_____

_____

_____

Part 2: Feedback on the Process

1. What about the threat assessment process worked well?

_____

_____

_____

2. What should we change?

_____

_____

_____

_____

_____

3. Have other processes taken place?

_____

_____

_____

_____

_____

Threat Assessment Teams are able to share information within the Freedom of Information and Protection of Privacy Act and the Health Information Act. While protecting individual rights to privacy, this legislation:

- Enables the sharing of necessary information about children and youth among service providers
- Supports an integrated approach to service delivery by strengthening the ability to share information
- Enables effective coordination of supports and services by service providers
- Provides a foundation for the sharing of information among government ministries

Green	Yellow	Red
Relevant personal information CAN be shared in these circumstances:	**In these circumstances, obtain more information and receive direction from a supervisor, consultant or lawyer:**	**Information can never be shared under in these circumstances:**
- 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, Family and Community Service Act (CFCSA) - By order of the Court - To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (YCJA) - To ensure the safety of students and/or staff - To cooperate with a police and/or a child protection investigation - With written consent	- Consent is not provided or is refused, but there may be a health or safety issue for any individual or groups - To share Youth Criminal Justice Act (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	- 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 neither need to know nor overriding health / safety concerns or circumstances.

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Appendix J: Glossary

Baseline – An individual's characteristic level of functioning from which one can assess changes in his/her behaviour or mood.

- **Affective baseline** - An individual's characteristic display of feelings, emotions, moods and temperament that can be used to assess his/her changes in behaviour or mood.
- **Cognitive baseline** - An individual's characteristic level of functioning in the processes involved in sensing, perceiving, remembering, and thinking that can be used to assess changes in behaviour or mood.
- **Individual/ peer group baseline** - A characteristic level of behaviour by the individual and/or his peer group from which one can determine if there has there been an change in typical behaviours (i.e., an increase in such deviant behaviours as drug or alcohol use, violence, gang related behaviours, isolation).

Community Threat Assessment Team - A multi-agency team of professionals trained in Threat Assessment and in the use of this protocol.

District Threat Assessment Team - The District Threat Assessment Team is comprised of the members of the School Threat Assessment Team and the District Principal, Student Services and/or the District Principal, Special Education.

Empty Vessel – Metaphor to describe the dramatic lack of connection that has existed between almost all school shooters and a healthy mature adult and their lack of clear identity, place and purpose. Their parental and other adult relationships have often been marked by extremes on a continuum from neglect to over-involvement: some experiencing both extremes at different times and others experiencing predominantly one or the other.

Evolutionary Process - Developing the ability to commit serious violence is a process. Prior to committing an act of serious violence, an individual must have conceived of some aspect of the act.

Fluidity - Changing back and forth between suicide ideation and homicidal ideation, and often with increasing rapidity as one becomes closer to a violent act.

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

Imitator/Innovator – Most school shooters attempt to look, act like or follow the example of a tormented character they identify with (i.e., copycat killers). In contrast, innovators make changes and introduce new methods of wreaking havoc on school populations.

Immediate Threat - A student poses an immediate threat if he or she is in possession of a weapon that could pose a serious threat to self or others, if he/she discloses a specific plan for a serious assault, if he/she has indicated an identifiable target, and/or exhibits suicidal or homicidal behaviour.

Justification Process - The process by which an individual rationalizes the purpose and intent of violence. This includes the fact, circumstance, or the grounds for action, defence or complaints the potential offender seeks, or is given the means to justify the intended violence.

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Puppet Master - A person who uses their actions or words to control someone or something of a lesser will, also known as pulling the strings of someone or something. Often a puppet master uses actions in addition to thoughtfully assembled words (with a commanding or guilt-inducing voice inflection) as his or her weapon.

Religiosity - The artificial or unnaturally heightened way an individual behaves or talks about his/her religious feelings.

Risk Assessment - Determines if a student poses a risk to some know or unknown target(s)in some unknown period in time. Unlike the Threat Assessment, the Risk Assessment is meant to be a comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and is used to guide longer term intervention and treatment goals.

Rule the Roost Mentality - Where parents have set few or no limits on the child's conduct and regularly give into his/her demands. The student insists on an inordinate degree of privacy, and parents have little information about his/her activities, school life, friends or other relationships. The parents seem intimidated by their child. They may fear that he/she will attack them physically if they confront or frustrate him/her or they may be afraid that upsetting the child will spark an emotional outburst.

School Threat Assessment Team - A team of school based professionals (i.e. Principals, Vice-Principals, counsellors) trained to assess a threat to student safety by a student or group of students.

Target Selection - Where victims of a crime are specifically targeted based on their personal identities or where the victims are non-specific (random) but associated with a general target for the perpetrator(s).

Threat Assessment - Threat assessment is the process of determining if a threat maker actually poses a risk to the target(s) being threatened.

Threat Making Behaviours - Any action that an individual, who in any manner, knowingly utters, conveys or causes any person to receive a threat.

Types of Threats:

> **Direct:** A threat that identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner.

> **Indirect:** A threat that tends to be vague, unclear, and ambiguous

> **Veiled:** A threat that strongly implies, but does not explicitly threaten violence

> **Conditional:** A threat that warns that a violent act will happen unless certain demands or terms are met.

Worrisome Behaviours - Behaviours that cause concern for members of the school community that may indicate a student is moving towards engaging in serious violent behaviour. These could include:

- drawing pictures
- writing stories in class
- making vague statements that do not, of themselves, constitute "uttering threats" as defined by law, but are a cause of concern for some members of the school community because of their violent content.

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