

Chilliwack Community Protocol For Dealing with High-Risk Student Behaviour

A Collaborative
Response to
Assessing Violence
Potential





Prepared by:

Lower Mainland Safe Schools Committee,
*based on the Community Protocol for Violence Threat Risk
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Community Violence Threat Assessment Protocol: *A Collaborative Response to Assessing Violence Potential*

This document is not to be construed as a document for team members to implement a Threat Assessment.

Rationale

The Chilliwack School District and their Community Partners (please see full list of partners below) are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal arrangement, but rather a collaborative partnership.

The Chilliwack School District will respond to student behaviours that may pose a potential risk for violence to students, staff and members of the community. It is hoped that support for prevention and early intervention measures by the school district and community partners will prevent school violence.

This protocol supports collaborative planning among Community Partners to reduce violence and reflects safe, caring and restorative approaches. It fosters timely sharing of information about students who pose a risk for violence towards themselves or others. The protocol promotes supportive and preventive plans being put in place.

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

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

Community Partners

The Chilliwack School District is the lead partner in the Community Violence Threat Assessment Protocol for our geographical area.

Community partners include the following agencies and organizations:

Ann Davis Transition Society

Chilliwack Community Services

Chilliwack Ministerial Association

Chilliwack Society for Community Living

Chilliwack YMCA

City of Chilliwack

Fraser Health Authority

Fraser Valley Aboriginal Children & Family Services Society

Fraser Valley Child Development Centre

Local Independent Schools

Ministry of Children & Family Development

Pacific Community Resources/Chilliwack Addictions & Prevention Services

Royal Canadian Mounted Police

Vision

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

Shared Responsibilities

All partners undertake to follow the protocol and have a shared obligation to take active steps to reduce violence in schools

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

The partners acknowledge that this protocol is designed to facilitate communication so that when the Community Violence Threat Assessment Team (Community VTRA) is activated, the Chilliwack School District and appropriate Community Partners may communicate relevant student information.

As part of the protocol design, Chilliwack School District and Community Partners will commit to ongoing:

- participation in a minimum of 10 meetings per year
- threat assessment training and related staff development
- program review.

Threat Assessment is a means of evaluating risk and getting required support to children and youth. It is not a disciplinary or punitive process.

Key Understandings in Violence Threat /Risk Assessment

The value of the threat assessment process relies on multiple professional perspectives (multi-disciplinary v. uni-dimensional approach)

Sharing of Relevant Information

All partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person. (Please see Information-sharing, page 10.)

1. Investigative Mind-set

An investigative mind-set is central to successful application of the risk/threat assessment process.

Serious violence is an evolutionary process therefore data collection is required to determine if there is a change in baseline behavior.

Three hypotheses in violence threat/risk assessment must be considered:

- individuals who engage in threat making behaviour are experiencing emotional distress (threat-making behavior is a cry for help)
- two or more individuals are involved or aware of the planned violence (a conspiracy of two or more)
- the threat maker is experiencing shifts between suicidal and homicidal ideation (fluidity)

The core purpose of the investigation is to determine whether the threat maker poses a risk to the target(s) although all threats warrant a response the majority will be found, upon investigation, to pose minimal risk.

Threat assessment requires thoughtful probing, understanding contextual factors, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviours.

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

2. Building Capacity

Threat assessment training will be provided to as many school personnel and Community Partner staff as possible. The Community VTRA will provide the training.

3. Contact List

As the lead agency the Chilliwack School District will maintain an up-to-date contact list of the Community Violence Threat Assessment Protocol partners, and will distribute a copy of the list to all Community Partners. The Chilliwack School District will designate a lead contact for July and August of each year, and will notify the Community Partners of name and contact information of the designate.

Threat Assessment Response

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to others, the School Threat Assessment Team (School VTRA) or Community Violence Threat Assessment Team (Community VTRA) will respond in the manner identified in *Appendix A – Responding to Student Threat Making Behaviour: A School Staff Guide*.

This Community Violence Threat Assessment Protocol is based on The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat/Risk Assessment (VTRA). The VTRA follows a three-step process: Stage 1 Data collection and immediate risk reducing interventions; Stage 2 Multidisciplinary risk evaluation; and Stage 3 Comprehensive multidisciplinary intervention.

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

Stage 1 Data collection and immediate risk reducing interventions are performed by the school-based team (School VTRA Team), which must, at minimum, include the school principal, school counselor, and the school liaison officer when available. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Community Violence Threat Assessment Report Form (please see Appendix E).

Stage 2 Multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage 1 School VTRA. The Stage 2 Community Violence Threat Assessment Team (Community VTRA) may involve some or all of the following: psychology, psychiatry, mental health, child protection, youth probation, and others. At Stage 2, the Community VTRA members work in collaboration with the Stage 1 School VTRA to conduct the formal risk assessment and evaluation. Stage 2 includes the use of informal and formal, structured professional instruments, concepts, tests, and measures by the appropriate Threat Assessment Team Member.

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

The 3 Stages of the VTRA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed, and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The 3 Stages promote understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence towards a particular target they consider justifiable.

Activation of the School and Community Violence Threat Assessment Teams

To facilitate timely activation of the School Threat Assessment Team (School VTRA) or Community Violence Threat Assessment Team (Community VTRA), each Community Partner will identify its lead VTRA member(s), and provide contact information to the School District Community VTRA Lead. The School District Community VTRA Lead will activate the Community VTRA. The School District Community VTRA Lead will be responsible for contacting the Community VTRA members who may have information specific to that threat situation. (Please see Appendix A.)

School Threat Assessment Team (School VTRA)

The School VTRA Team will consist of the principal, vice-principal, counselor and other VTRA trained staff members (Resource Teacher, clerical, etc.). School District VTRA Lead to be notified of Stage 1 activation to support data collection process involving Community Partners. School VTRA team leader will notify District VTRA Lead after the immediate threat to student/staff safety has been contained. Once all of the data has been collected, the School VTRA team will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community.

The School District Community VTRA Lead will be consulted and will participate in the threat assessment process as required.

Community Violence Threat Assessment Team (Community VTRA)

When a School VTRA Team has determined that a student poses a medium or high level of concern to student/staff safety, the principal will call the School District Community VTRA Lead. The School District Community VTRA Lead will then contact the Director of Instruction responsible for Safe Schools to inform them that the Community VTRA has been activated.

The Community VTRA will consist of the School VTRA members, as well as key Chilliwack School District staff and appropriate Community Partners.

Roles

School principal or designate

The school principal or designate will:

- be the School VTRA leader
- contact School District Community VTRA Lead
- complete Steps 1 – 5 of the Community Violence Threat Assessment Report Form (Appendix A) within hours
- call and co-ordinate the School VTRA
- contact the School District Community VTRA Lead to discuss possible activation of the Community VTRA after a student has been determined to pose a medium or high level of concern to other students or staff
- follow up and coordinate intervention/management plans developed by the team
- forward the School VTRA documentation and intervention/management plan to the School District Community VTRA Lead
- store the intervention/management plan securely.

Counselor/special education teacher/other staff who know the student

The school staff will:

- assist in data gathering as assigned by the principal
- assist the principal in Steps 6 – 9 of the Community Violence Threat Assessment Report Form
- be available for consultation on general issues regarding threat assessment procedures relating to mental health
- assist in developing plans or other interventions (e.g., behaviour plan, staff/student safety plan or Student Crisis Prevention Plan), and in facilitating access to programs or resources, to reduce the risk of violence and respond to the student's educational needs if consent has been obtained
- help families obtain needed assistance.

Note: Consent for release of information or consent for services is required if a school counselor is involved in interventions regarding specific individuals of concern.

Chilliwack School District staff

Chilliwack School District staff will:

- be designated by the superintendent as Community VTRA lead
- consult with the principal, School VTRA Team, Director of Instruction , Assistant Superintendent or Superintendent involved
- contact Community VTRA members to facilitate consultations, and conduct interviews as required, except in criminal investigations
- complete the Data Tracking Form
- follow up on recommended intervention/management plans.

Community Partner staff

The Community Partner staff may:

- have an appropriate staff member participate in the Community VTRA
- participate in the collection of data for the Community VTRA Report participate in a review of School VTRA findings
- participate in developing any recommended intervention/management plans.

School Liaison / Investigating police officer (RCMP)

The police officer may:

- be involved in School VTRAs or Community VTRAs
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted
- conduct a police investigation
- generate a police occurrence report
- interview the threat maker and witnesses when a criminal offence has occurred.

When staff members of a partner agency determine the need to activate the Community VTRA, they will notify their designated lead Community VTRA member. The Community Partner's lead Community VTRA member will contact the School District Community VTRA Lead. Community VTRA members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other Community VTRA members.

In most cases, the student behaviour that activates the Community Partnership will be observed in, or affect, the school. Therefore, whenever possible, Community VTRA meetings will occur on District School Boards' premises. The lead Community VTRA member will be the Chilliwack School District Director of Instruction responsible for Safe Schools or designate. The superintendent responsible for that school, and school administration, may also be part of the Community VTRA. (Please see Appendix A.)

Trauma Response: After a threat or an act of violence has occurred, the Chilliwack School District and Community Partner staff may be called upon to plan or provide post trauma counseling and interventions for students and staff. Wherever possible, the Community Partners will provide intervention assistance.

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

It is vital to note, however, that legislation allows the release of personal information if there is imminent threat to health and safety. To make parents, guardians and students aware of the protocol to be followed in such cases, the Chilliwack School District will send the *Fair Notice Risk/Threat Assessment Notification* home with all students at the beginning of every school year. (Please see Appendix C District School Boards Risk/Threat Assessment Notification.) This notification also will be posted permanently on the District School Boards' websites.

When to Share Information

Green Light

Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:

- With written consent (except for the restrictions under YCJA, Section 125(6) below)
- To avert or minimize imminent danger to the health and safety of any person
- To report a child who might need protection under the Child and Family Services Act (please refer to each District School Board's Duty to Report protocol)
- By order of the Court
- To support rehabilitation of a young person under the Youth Criminal Justice Act (see below regarding YCJA)
- To ensure the safety of students and/or staff under the YCJA (see below, regarding YCJA)
- To cooperate with a police and/or child protection investigation
- To protect a worker against the risk of workplace violence from a person with a history of violent behaviour (please see below, regarding Occupational Health and Safety Act).

Yellow Light

In any of the following circumstances, obtain more information and receive direction from a supervisor:

- Where consent is not provided or is refused, and there may be a health or safety issue for any individual or group(s)
- when asked about a report of criminal activity given to the police
- When asked to share YCJA information from records, where there is a demand or request to produce information for a legal proceeding
- When a professional code of ethics may limit disclosure.

Red Light

Information can NEVER be shared under any of the following circumstances:

- There is a legislative requirement barring disclosure
- No consent is given and there is no need to know or overriding health/safety concerns
- Consent is given but there is no need to know or no overriding health/safety concerns.

Key Points Regarding Information sharing:

- The B.C. Freedom of Information and Protection of Privacy Act (FIPPA) provides exceptions for the release of information where there are imminent risks to health and safety. Section 25 (1) (a) of FIPPA says: "Whether or not a request for access is made, the head of a public body must, without delay, disclose to the public, to an affected group of people or to an applicant, information about a risk of significant harm to the environment or to the health or safety of the public or a group of people...". In 2008, the Ontario and B.C. Privacy Commissioners issued a statement stressing that privacy laws in both provinces permit the disclosure of personal information in compelling circumstances.
- The Child, Family and Community Service Act [RSBC 1996] Chapter 46, Section 79 applies despite the Freedom of Information and Protection of Privacy Act if (a) it is necessary to ensure the safety or well-being of a child; and (b) necessary to ensure the safety of a person, other than a child.

- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person – including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.
- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.
- The Workers Compensation Act Part 3 states, “an employee’s (under Section 115 (2)), and a supervisor’s duty (under Section 117 (2)) must ensure that the workers under his or her direction supervision (i) are made aware of all known or reasonably foreseeable health or safety hazards in the area where they work, and (ii) complete with this Part, the regulations and any applicable orders.

Communications

1. Media

As part of the threat assessment process, the Chilliwack School District and police service involved in the assessment may decide to develop congruent media releases, if needed, to address safety concerns. Any such releases will not violate confidentiality. In the case of a criminal investigation, 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.

If the media is aware of an incident or situation, it is important that communication with the media be done quickly, even if it is to acknowledge that a statement is being prepared. Without a timely response from the district, reporters will be inclined to pursue sources for information that may be “inaccurate or inappropriate”. (Consult police media liaison before release.)

2. Parent/Guardian/Staff/Student

At the beginning of each school year, the Chilliwack School District will send to parents, staff and Community Partners the Fair Notice Risk/Threat Assessment Notification (please see Appendix C), which outlines for parents/guardians and students the threat assessment process. Additional communications tools, such as brochures and inclusion of information in student agendas and on the School Boards’ websites, also will be used. All such communications will be shared with the Community Partners.

3. Intra-agency

Internal Chilliwack School District and Community Partner communication regarding the protocol will be the responsibility of each party to the protocol. A VTRA key contact should be identified within each agency.

4. Documentation

Appendix E: Stage 1 Violence Threat Assessment Report Form will be the written documentation of the School VTRA or Community VTRA meetings. The minutes taken in these meetings regarding the community threat/risk assessment, and the resulting shared information, are highly confidential. Only information required for the assessment can be shared, and only with the Community VTRA involved in the particular assessment. The information cannot be redistributed or exchanged except for the purposes of the assessment itself. The official report will be stored in a confidential file at the School District office. School VTRA minutes will be stored in a confidential file in the principal's office and copied to the School District Community VTRA Lead. Minutes of a School VTRA should not be stored in the G-4 (student file). Documentation will be maintained in compliance with legal requirements with respect to disclosure.

Appendices

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

Appendix B: Definitions

Appendix C: District School Boards Risk/Threat Assessment Notification

Appendix D: District School Boards and Community Partners Threat Assessment Protocol Signing Members

Appendix E: Community Violence Threat Assessment Report Form

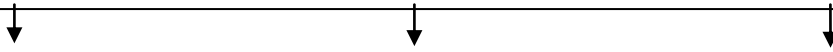
Appendix F: Data Collection CTAP Stage 1

Appendix G: Data Tracking

Appendix H: Threat Assessment - Quick Reference Form 'STOP, THINK, and ACT'

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

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



Worrisome Behaviours	High Risk Behaviours	Immediate Threat, Call 911
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PRINCIPAL INFORMED

Stage 1 Data collection and immediate risk reducing intervention Within hours	<p><u>Step 1:</u> Make sure all students are safe.</p> <p><u>Step 2:</u> Determine if threat maker has access to weapon.</p> <p><u>Step 3:</u> Interview all witnesses.</p> <p><u>Step 4:</u> Notify the student’s parent(s) or guardian(s) and school.</p> <p><u>Step 5:</u> Initiate Stage 1 Threat Assessment and contact School District Community VTRA Lead. Begin documentation using Stage 1 Report form</p> <p><u>Step 6:</u> Review findings with the school VTRA team.</p> <p><u>Step 7:</u> Decide course of action.</p> <p><u>Step 8 & 9:</u> Develop an intervention plan.</p>	<p>School VTRA Principal (lead) Vice-principal Counselor</p>
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IF NEEDED AND ACTIVATED BY SUPERINTENDENT, PROCEED TO STAGE 2 & 3

Stage 2 Multidisciplinary risk evaluation Within hours if Stage 1 is high concern Within days if Stage 1 is medium concern	<p>Conduct interviews as required.</p> <p>Meet with Community VTRA and complete Report Form questions Series 1-8.</p> <p>Community VTRA reviews findings.</p> <p>Community VTRA decides on course of action.</p> <p>Community VTRA continues the development of an intervention plan.</p>	<p>Community VTRA Chilliwack School District designated staff - Student Services High Incident Coordinator Police Community Partners School VTRA(as appropriate)</p>
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Stage 3 Multidisciplinary intervention. Within days	<p>Meet with expanded Community VTRA.</p> <p>Community VTRA develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.</p>	<p>Community VTRA Chilliwack School District designated staff - Student Services High Incident Coordinator Police Community Partners School VTRA(as appropriate)</p>
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Note: When a community team member determines the need to activate the Community VTRA, that person will notify his/her designated lead team member.

Appendix B: Definitions

Worrisome Behaviours

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

High Risk Behaviours

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

Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or 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.

The School VTRA may be activated by the school principal. When this occurs, the school principal will notify the school superintendent and the Superintendent of Safe Schools. The Community VTRA may be activated by the superintendent as a result of the School VTRA intervention plan.

Immediate Threat

In the case of immediate threat, staff will CALL 911 and then contact the school administration or designate. The school will contact the school superintendent, who will contact the Director of Education, the Superintendent of Safe Schools, and the school board communications office. Consideration will be given to activating the school's lockdown plan.

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.

Threat

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

Community VTRA Categorization of Risk

“Low” categorization of risk does not imply “no risk”, but indicates *the individual* is at little risk for violence, and monitoring of the matter may be appropriate.

“Moderate” categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

“High” 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.

Appendix C: **Fair Notice**

The Chilliwack School District and community partners are committed to making our schools safe for students and staff. As a result schools will respond to all student behaviours that pose a potential risk to themselves, other students, staff, and members of the community.

The risk and threat assessment process is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved.

This notice is intended to serve our community with fair notice that we, as a school community, will not accept "no response" to a serious threat. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.

- ★ A risk or threat assessment will be initiated by the school principal when behaviours have been identified by staff or students that pose a potential risk to self and/or others. Behaviours include, but are not limited to: possession of weapon/replica, bomb threat/plan, verbal or written threat to kill or injure, internet website threats to kill or injure self/others, setting fires, and threats of violence.

- ★ Each school has a VTRA Threat Assessment Team consisting of: school principal, counsellor(s), district support staff. This team may also include members of the Community VTRA team.

- ★ An assessment will be completed to:
 - ensure a full understanding of the context and the level of the risk/threat
 - better understand the factors that contribute to the threat maker's behaviours
 - plan for a supportive response for all those involved.

- ★ It is important for all parties to engage in the Threat/Risk Assessment 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 ensure a safe and caring environment for all.

- ★ Information shared throughout the risk/threat assessment process will respect the individual's rights to privacy and the safety of all.

- ★ Intervention Plans will be developed and shared with parents, staff and students as required.

**Appendix D:
Chilliwack Community Partners Threat Assessment
Protocol Signing Members**

We, the undersigned, accept the policies and procedures in the Community Violence Threat Risk Assessment Protocol and agree to review and make any necessary revisions on an annual basis.

Signature	Name	Date
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Title	Organization
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Signature	Name	Date
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Title	Organization
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Signature	Name	Date
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Title	Organization
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Signature	Name	Date
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Title Organization

Signature Name Date

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Appendix E:
STAGE I V-TRA REPORT FORM
(Data Collection and Immediate Risk Reducing Interventions)

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

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill others (“clear, direct, and plausible”)
- Internet website / MSN threats to kill others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

Student: _____ School: _____

DOB: _____ Student Number: _____ Grade: _____

Age: _____ Parent(s) Name(s): _____ Date of incident: _____

- Step 1:** Know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist.
- Step 2:** If appropriate, check the locker, backpack, desk, etc.
- Step 3:** Notify the District VTRA Team contact of the Stage I Team activation.
- Step 4:** District VTRA Team Leader contacts community VTRA team members and share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.
- Step 5:** In collaboration with the counselling member, determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection.
- Step 6:** Conduct Semi-Structured Interviews
- Step 7:** Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.
- Step 8:** Community Partners/Outside Agencies may release necessary information or physically join the team.
- Step 9:** Review Findings with the Threat Assessment Team
- Step 10:** Determine Level of Risk and Decide On a Course of Action
- Step 11:** Develop a Stage I Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is Required

Appendix F: DATA COLLECTION VTRA Stage 1 – PHONE CALLS TO COMMUNITY PARTNERS

A Suggested Script for Principals and Vice-Principals and for Community Partners.

1. Identify yourself.

"Hi, my name is _____, principal of _____ school.

2. Identify the purpose of your call and ask to speak to the "VTRA Team Consultant".

I am activating a Stage I VTRA Protocol regarding:

The individual's Name _____ Date of Birth _____

Describe which "category for action" is prompting the activation of the VTRA Protocol:

- Serious violence or violence with intent to harm or kill, others or self
- Verbal/written threats to kill others or self ("clear, direct, and plausible")
- Internet website/MSN threats to kill others or self
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence
- Other

3. Explain the incident in more detail and what Stage I data has been collected thus far.

"What we've done so far is" (e.g. interviews with _____, record checks, police notification, lock and backpack check, parent contact, computer check, etc.).

4. Wait

The VTRA Team Consultant may put the school-police VTRA team member on hold or call back as it may take a few minutes to determine if or what information needs to be shared. Many child protection, mental health, and youth probation partners have one VTRA "designate" (intake worker) who will need time to receive approval from the agency supervisor as to what is reasonable to share under the circumstances and according to the VTRA protocol.

A suggested script for Community Partners when calling back a Principal or Vice-Principal:

Hi, my name is _____ from _____ (community partner).

1. Information is shared immediately! We see this as high risk and are on our way to the school, hospital, police station now. **OR**
2. We have done a check of our files and this is the information we think is relevant to the situation and person you described (but there is no need to physically join the team at this time). **OR**
3. We have done a check of our files and we have nothing to report back to you. **OR**
4. There is not sufficient justification at this point to share information but we suggest that both of our agencies should request the parent/guardian sign a Release of Information immediately so that we can fully share the contents of the file.

Appendix G: DATA TRACKING

This form applies only to Violence Threat Risk Assessment (VTRA) Process, which is a Community protocol that is initiated when there is serious violence, or threats of violence, with intent to harm or kill. This includes verbal/written threats, internet text messaging threats, web-based messaging or texting, possession of weapons, bomb threats, assault and intimidation.

Date Assessment Initiated	
Who reported/concern:	Parent/Student/Teacher/Anonymous/ Graffiti on bathroom wall, etc. Do not put identifying personal information of reporter here
Name of Student(s) involved in incident:	Threat maker: Victim (s):
Nature of the Concern / Incident	
Person(s) Investigating Risk:	Administrator: Counsellor: District Support: RCMP/Police: Mental Health; MCFD: Other Community Partners:
Investigation Summary	Stage I Only Stage II & III Activated
Assessment:	
Level of Risk	
Action Taken:	
Safety Plan:	
Date Assessment & Plan completed	
Signed Consent of Parent/Youth to Share this VTRA Summary	<p>With signed parental consent this VTRA summary can be shared with MCFD, Police and other community agencies.</p> <p>I _____ (name of parent) hereby consent to the _____ (insert name of School District) to release the confidential information regarding my child _____ (name of child) documented in this VTRA summary.</p> <p>I understand that the purpose of releasing this information is to access additional services for my son/daughter with the hope of providing wrap around support and ensuring safety.</p> <p>Name/Agency(ies) and Address _____</p> <p>Parent/Guardian Signature _____ Date _____</p>

Steps once form is completed:

- No third party information should be included in the summary of events.
- A copy of this summary should be placed in the confidential student file.
- A note must be made on BCESIS indicating that a VTRA has taken place.
- This is a summary of a VTRA process; it is not the complete investigation of a threat/risk. Stage I, II and III VTRA investigations are kept at the district office and stored according to Freedom of Information and Protection of Privacy Act standards.
- Please consult with the Coordinator of Student Services if you require clarification on the proper storage of this document.
- If you require further details of the threat/risk assessment please contact the Chilliwack School District at 604-792-1321 and ask to speak with the High Incidence Coordinator of Student Services.
- Please note that while information regarding public safety concerns can be shared, some of the information contained in a VTRA investigation file is protected under the Freedom of Information and Protection of Privacy Act. A court order or written consent will be required to share the complete assessment /investigation, and all third party information must be purged prior to sharing.

Appendix H:

Stage I Threat Assessment - Quick Reference Form: **'STOP, THINK, and ACT'**

Dear Principal: Please place this brief check-list close at hand. 'REVIEW, PRACTISE and DO' frequently...

STOP

Be proactive (Pre-threat Practises)

1. **Establish a school-based threat assessment team** (at least one member must have taken Level 1 training); this is NOT the crisis management team but may include some of the same members. Typical composition might look like this:

Secondary School

- Principal
- Vice-principal(s)
- Counsellor
- Teacher

Elementary School

- Principal
- Vice-Principal and/or TIC
- Counsellor
- Teacher

2. Send the list of your team via email to the Student Services at the SBO by September 30th of each school year
3. Keep this document handy
4. Principal should review with staff each year

THINK

During Threat- 'Things to Consider' (Relax and Remain Calm)

- Has the Student Services contact been notified immediately?
- Does the student(s) have lethal means (knife, gun, etc.)?
- Does the immediate area need to be secured? Are students/staff in immediate danger? If so, call 911.
- Is a lock down necessary?
- Has anyone done a locker check?
- Has anyone contacted the student(s)' parents?

ACT

Once the site is secured

- School Team leader oversees **The Stage I Threat Assessment Process** Use stage I report form as a guide
- Assign school team VTRA members to begin data collection process by identifying and interviewing relevant staff and students.
Please note that depending on the student(s) involved in a particular incident you may need to expand this basic team to staff members who know the student(s)
- **The Stage I report form must be reviewed and all applicable sections utilized** and rationalized by the school VTRA team
- Upon concluding the data collection, the team assess: **Low-Medium-High Level of Concern**
- **Course of Action, Intervention and Roles/Responsibilities** are implemented
- **Contact: Student Services Coordinator** with the summation of events
- **Debrief:** team meets at a chosen time to review the action plan, personal check-in and follow-up of supports