Community Threat Assessment Protocol

A Collaborative Response to

Threat Making Behaviours

The Board of Education of School District 63 (Saanich)
In Collaboration with Community Partners

Saanich Schools

Great Places to Learn & Safe Places to Be

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The protocol reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response, the Yukon Threat Assesment Program (Y – TAP) and the Alberta Children and Youth Initiative.

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

- The North Okanagan – Shuswap Board of Education
- The Sooke Board of Education
- The Kawartha Pine Ridge District School Board
- The Peterborough Victoria Northumberland and Clarington Catholic District School Board
- The Limestone District School Board
- The Surrey 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).

February 2013

Development Partners:

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School District 63 (Saanich) Safe School Advisory Team:

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- Monica Braniff, District Principal, Alternate Programs
- Lizanne Chicanot, Vice Principal
- David Mark, Vice Principal
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This protocol prepared with the kind assistance of Shannon Davies, Executive Assistant

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Rationale

The Board of Education of School District 63 (Saanich) and its community partners are committed to making our schools safe for all students, staff and community members. As a result, we are collectively committed to responding to all student behaviours that pose a potential risk to self or other students, staff and members of the community. The term 'partner' in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

Reports of threats can be obtained directly from the threat maker and others including community partners. All have a 'duty to report'.

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.

Along with early intervention measures, the effective implementation of a Community Threat Assessment Protocol supports collaborative planning to prevent traumatic events and reflects safe, caring and restorative approaches. Timely sharing of information about students at risk for violence towards themselves and/or others can ensure that supportive plans are put in place.

The strength of this school district/community partnership lies in the multi disciplinary composition of the response team. Without delay after a threat, the response team will share and review relevant student information and the details of the event in order to collaborate using a broad range of expertise.

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

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Memorandum of Understanding

The protocol has been developed through a process of incorporating consultation and input from multiple departments, agencies and groups. School District 63 and its community partners join together in demonstrating, by the signing of this document, that the safety of our schools is of the utmost importance to all of us.

As partners, we agree that we will respond without delay to threats and/or threat making behaviours through the multi-disciplinary approach as outlined in this protocol and supporting documentation.

Safe and Caring Schools: Community Threat Assessment Protocol Signing Partners

G. Wayne Hunter
Chair, Saanich Board of Education

Dr. Keven Elder
Superintendent, School District 63 (Saanich)

Dennis O'Gorman
Staff Sergeant, RCMP, Sidney Detachment

Paul Hames
Chief Constable, Central Saanich Police

Mike Chadwick
Chief Constable, Saanich Police

Patti Simmons
Community Services Manager, MCFD

Susie Girling
Coordinator, CYFMH Services, VIHA

Elaine Venables
Director, Beacon Community Services

Grant Franceschini
President, Saanich Administrators' Association

Sean Hayes
President, Saanich Teachers' Association

Paul Sam
Vice Chair, W̱SÁNEĆ School Board

Nancy Borden
President, COPACS

Dean Coates
President, CUPE

Signed this 18th day of February, 2013

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 and 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;
- working in ways that promote safe, caring and restorative school environments and practices;
- 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 an appropriate service plan;
- realizing that working together successfully is a process of learning, listening, and understanding one another; and
- being patient, trusting and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

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

This protocol is designed to facilitate communication so when the District Threat Assessment Team (DTAT) is activated, appropriate community partners and School District 63 personnel may communicate relevant student information, develop a plan of support and obtain services in a timely fashion. Partners will take any additional actions they deem necessary to ensure safety regardless of the involvement or availability of other community partners.

The School District No. 63 (Saanich) Board of Education and its community partners 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 or threatening violence. Members of the School Safety Team are the first responders to determine "initial levels of concern". Members of the District Threat Assessment Team are engaged if serious risk appears to exist. All members respond after the immediate threat to student/staff/community safety has been contained. A comprehensive intervention plan is developed.

Behaviours Addressed in This Protocol:

This protocol addresses ***Worrisome Behaviours, High Risk Behaviours*** and ***Immediate Threats*** as defined in the Definitions (Please see Appendix M). These include, but are not limited to:

- serious violence or violence with an intent to harm or kill self or others
- verbal or written threats to harm or kill self or others
- internet threats to harm or kill self or 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

Key Approaches in Risk/Threat Assessment

1. Sharing of Relevant Information

The sharing of information is carried out by any of the partners on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person. (Please see Appendix F)

2. Investigate Mind-Set

This is central to the successful application of the risk/assessment process.

Threat assessment requires thoughtful probing, viewing information with healthy scepticism and paying attention to key points about pre-attack behaviours.

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

3. Building Capacity

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

4. Program Review

The Safe School Coordinator will conduct an annual review of the District Threat Assessment Protocol.

After each Stage II assessment, the Safe School Coordinator will ensure that a review for the individual situation is completed.

Activation Procedure

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

Immediate Threat

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

High Risk Behaviour/Threats

When the School Safety Team has determined that a student poses a medium to high level of concern to student/staff/community safety, the school principal contacts the Safe School Coordinator to go to Stage II. The Safe School Coordinator will activate the District Threat Assessment Team (DTAT) and will call lead representatives of community partners relevant to the specific threat situation. A process is undertaken to determine if a threat maker (i.e., someone who utters, writes, emails, etc. a threat to seriously harm a target or targets) actually poses a risk to the target(s) they have identified and a plan to address this situation is developed.

Worrisome Behaviour

A school principal activates the Stage I: School Safety Team to address worrisome behaviour(s) and he/she may request help from the District Principal – Alternate Programs 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. Timelines are situational but as a guideline, Stage I should be accomplished as quickly as possible, ideally during the first three hours and maximally 24 hours from the initial report. He/she will inform the Saanich School District Safe Schools Coordinator regarding this investigation and the resulting plan.

Please see Appendix A

Four stages will take place:

Stage I: Data collection and immediate risk reduction interventions are performed by the School Safety Team, which, at a minimum, includes the Principal, the Counsellor/Integration Support Teacher(s) and the Police Liaison Officer. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the *Stage I: School Safety Threat Assessment Report* form (please see Appendix C). The principal is responsible for completing this form, sharing it as appropriate and maintaining a record. At this point it is determined whether or not a multidisciplinary crisis evaluation will be necessary (Stage II).

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 Safety Team to conduct the formal risk assessment and evaluation. Stage II includes the use of formal, structured professional instruments, concepts, tests and measures by the appropriate threat assessment partner(s). From this a comprehensive multidisciplinary intervention and management strategy is developed. Stage II is documented using the *Stage II: District Threat Assessment Report* form (please see Appendix D) and the *Threat Assessment Intervention Planning Worksheet* (please see Appendix E). The District Threat Assessment Team is responsible for completing these forms, sharing as appropriate and maintaining the record.

Stage III: Trauma response occurs after a traumatic event in conjunction with the School District 63 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 Safety Team and the District Threat Assessment Team in order to make recommendations for improvements to the activation procedures using the *Stage II: Threat Assessment Debriefing and Feedback Form* (please see Appendix H).

Roles

School Principal or Designate

The school principal or designate will:

- be the School Safety Team leader
- call and coordinate the School Safety Team
- complete the *Stage I: School Safety / Threat Assessment Report* (Please see Appendix C)
- contact the Safe School Coordinator to discuss possible activation of the DTAT 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 team
- forward the School Safety Team documentation and intervention/management plan to the Safe School Coordinator
- participate with the Stage II DTAT when this step is initiated
- store the intervention/management plan securely
- participate in threat assessment training

School Safety Team: Counsellor/Integration Support Teacher/Behaviour Support/YFC/other staff who know the student

The school safety team will:

- assist in data gathering as assigned by the principal
- assist the principal in completing the *Stage I: School Safety / Threat Assessment Report* (Please 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 about the signs of stress and anxiety and 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
- as a member of the School Safety Team, participate in threat assessment training
- assist the DTAT in Stage II as necessary

Safe School Coordinator

The Coordinator will:

- be designated by the School District 63 Superintendent and CEO to lead the Safe School Advisory Team and the District Threat Assessment Team (Please see Appendix J)
- consult with the principal leading the School Safety Team
- contact community partner leads to move to District Threat Assessment Team status and invite relevant participants to the process

- facilitate the completion of the *Stage II: District Threat Assessment Report* (Please see Appendix D) and the *Threat Assessment Intervention Planning Worksheet* (Please see Appendix E)
- follow up on recommended interventions/management plans including possible referral to an Education/Student Review
- participate in threat assessment training
- Supervise the threat assessment review process and complete the *Threat Assessment Debriefing and Feedback* form (please see Appendix H)

Community Partner Staff

The Community Partner Staff will:

- have appropriate staff members participate in the DTAT as requested
- participate in a review of the School Safety Team findings
- participate in completion of the *Stage II: District Threat Assessment Report* (Please see Appendix D) and the *Threat Assessment Planning Worksheet* (Please see Appendix E)
- facilitate timely community services that may be required by the threat maker(s) or the victim(s)
- participate in threat assessment training

Police

The officers will:

- participate in Stage I: School Safety Team Threat Assessment Meetings and Stage II DTAT Meetings
- 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
- participate in threat assessment training

Safe School Advisory Team

The members will:

- establish a Community Threat Assessment protocol and review process with community partners and district personnel
- provide threat assessment training
- provide training about the Community Threat Assessment protocol
- oversee policy and implementation
- Implement emergency response procedures

Communication:

1. School District

The School District will be the lead partner in application of the Protocol. The Safe School Coordinator as appointed by the Superintendent of Schools will maintain an up-to-date contact list of the Community Threat Assessment Partners and will distribute a copy of the list to all community partners. If the lead contact is not available, an alternative will be appointed and the community partners will be notified of their name and contact information.

2. Community Partners

- To ensure the timely activation of a School District 63/Community DTAT, community partners will forward the lead contact name for their agency to the Safe School Coordinator in Saanich School District 63. The names of changes in personnel will be forwarded without delay throughout the year. (Please see Appendix K)
- When a staff member of a community partner determines the need to activate the DTAT, they will notify their designated lead Community DTAT member who will contact the School District 63 Safe School Coordinator.
- Partners will at times take any actions seen as necessary to ensure immediate safety regardless of the involvement or availability of other community partners.

3. Meeting Space

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

4. 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.

5. Parents/Guardians

At the beginning of each school year, principals will distribute the *Threat Assessment Notification Letter* (Please see Appendix G) to all parents and guardians. This notification will also be posted permanently on the School District 63 website. The school-based administration will inform the school community about the outcome of a threat assessment as necessary. Information from parents/guardians may assist the threat assessment and development of an intervention plan. Without compromising safety, parental/guardian involvement in the intervention can be crucial to it's success. At the same time, extended family and community support, particularly in our First Nations communities, can help with a positive outcome.

6. School Staff

Annually, the school principal will review the *Community Threat Assessment Protocol* and its purpose with staff members. Staff members will participate in the School Safety Team and the collection of data. They will be advised about threats as appropriate by the school principal and informed as necessary about the results of a threat assessment. The input and support of staff members is vital to the successful prevention of harm.

All school personnel, working in conjunction with the School Safety Team, will ensure that students are advised regarding signs of stress and anxiety and will encourage students to seek adult assistance when they observe or experience worrisome/risky behaviour.

7. 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 will need to know the results of a threat assessment.

8. Intra-agency

At the beginning of each school year, the Safe School Coordinator will send the *Threat Assessment Notification Letter* (Please see Appendix G) to community partners with a request to update the contact information. Internal communication regarding the protocol will be the responsibility of each partner to the protocol.

Occasionally, community agencies that were not involved in the threat assessment training or are not one of the partners will need to know the results of an assessment.

9. 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
(Please See Appendix H)

10. Documentation

The District Threat Assessment Team records the proceedings of their meetings using the *Stage II: District Threat Assessment Form* (Please see Appendix D) and the *Threat Assessment Intervention Planning Worksheet* (Please 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. Team members ensure that this record stays confidential, each according to their agency's protocol.

During the District Threat Assessment meeting, the team schedules an appropriate time to reconvene to discuss the effectiveness of the intervention and complete the *Threat Assessment Debriefing and Feedback Form*. (Please see Appendix F) These forms may be used by the Steering Committee during their annual review to determine improvements in the protocol.

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Appendices

Appendix A:	*Responding to Threats – A Guide*
Appendix B:	*Principal's Checklist*
Appendix C:	*Stage I: School Safety / Threat Assessment Report*
Appendix D:	*Stage II: District Threat Assessment Report*
Appendix E:	*Threat Assessment Intervention Planning Worksheet*
Appendix F:	*Threat Assessment Debriefing and Feedback Form*
Appendix G:	*Threat Assessment Notification Letter*
Appendix H:	*Communication and the Law*
Appendix I:	*Responding to Suicidal Risk in Students: A Staff Guide*
Appendix J:	*Saanich District Safety Program*
Appendix K:	*Threat Assessment Contact Checklist*
Appendix L:	*Contact List*
Appendix M:	*Definitions*

Appendix A

Responding to Threats - A Guide

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

Immediate Threat
Call 911

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/assailant
- specific bomb threat

High Risk Behaviours

Included but not limited to:

- possession of weapon/replica
- bomb threat plan
- verbal/written/internet threats to kill/injure (specific and plausible)
- internet threats to kill or injure self/others
- fire setting
- threatens other acts of violence
- increase of intensity and/or frequency of worrisome behaviour

Worrisome Behaviours

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

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

District Threat Assessment (DTAT) Team

Lead: school principal consults with DTAT to develop a plan:

- principal will contact the Safe School Coordinator (Assistant Superintendent) to initiate DTAT
- contact District Principal
- access community partners as appropriate
- complete Stage II: District Threat Assessment Report with intervention plan/course of action(s)

In School Safety Team

Lead: school principal consults with School Safety Team and staff to develop a plan and consider:

- determine level of threat using above framework
- complete Stage I: School Safety/ Threat Assessment Report
- consult District Principal as necessary
- access DTAT community partners as necessary

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 in red file

Case Management

- treatment and interventions
- possible criminal charges
- discipline as per district policy
- monitoring through appropriate community partners
- retain documentation in red file
- DTAT review process

Monitoring

- School Based Team review
- community partner consultation as required
- offer support and interventions as required
- retain documentation and create red file as necessary

Principal's Checklist for Immediate Threat/High Risk Behaviours

Recognizing that every situation is unique and responses will vary

- ☐ **Step 1**: **CALL 911** if there is imminent danger.
- ☐ **Step 2: School Principal/Designate informed**
- ☐ **Step 3**: Ensure student safety: lockdown or evacuate if necessary.
- ☐ **Step 4:** If immediate threat, call Superintendent.
- ☐ **Step 5:** If not an immediate threat, initiate Stage I protocol**.**
- ☐ **Step 6**: To prevent use of weapons, do not allow access to desks, coats, backpacks, lockers or vehicles.
- ☐ **Step 7**: Monitor and/or detain student(s) until the police arrive or as appropriate. Do not put yourself or others in harm's way.
- ☐ **Step 8:** Determine if threat maker(s) has access to weapon(s).
- ☐ **Step 9**: Collect initial data from all participants in order to understand situation or circumstances.

If possible and without compromising safety, parents/guardians or a child advocate should be present for indepth interviews. If a legal investigation is likely to occur, police/MCFD members should conduct these interviews.

- ☐ **Step 10**: Begin process of recording dates and times of calls/interviews.
- ☐ **Step 11**: Notify the threat maker's parent(s) or guardian(s).
  - ☐ Parent(s)/guardian(s) have been notified of the situation and this assessment
  - ☐ Parent(s)/guardian(s) have not been notified because:

    _____
- ☐ **Step 12**: Notify the victim's parent(s) or guardian(s)
  - ☐ Parent(s)/guardian(s) have been notified of the situation and this assessment
  - ☐ Parent(s)/guardian(s) have not been notified because:

    _____
- ☐ **Step 13**: If necessary, move to Stage II.
- ☐ **Step 14**: Contact Safe School Coordinator to initiate DTAT.
- ☐ **Step 15**: Contact District Principal.
- ☐ **Step 16**: Fax completed *Stage I: School Safety/Threat Assessment Report* (see Appendix C) to Safe School Coordinator
- ☐ **Step 17:** Participate with DTAT to complete *Stage II: District Threat Assessment Report* (see Appendix D) with intervention plan/course of action.
- ☐ **Step 18**: Retain documentation in red file.
- ☐ **Step 19**: Participate in review process.

Stage I: School Safety/Threat Assessment Report

Convene the school team and discuss all relevant information regarding the student. Data may be obtained from multiple sources including former administration/support staff, teachers and other school/district staff as well as students, targets, threat maker's parents/caregivers and others.

- Current and previous school/discipline records
- Law Enforcement Probation, Diversion, etc.
- Parent interview : offer support, seek their help in understanding, clarifying interest in/access to weapons
- Searches of the student(s) lockers, backpacks, vehicles, etc.
- Searches of the student(s) bedroom, etc.
- Other agencies: mental health, social services, etc.
- Activities: internet histories, diaries, notebooks

As a team, ask the following questions: "To what extent does the student pose a threat to school/student safety? Do they pose a threat to themselves or someone outside the school (i.e. family)?"

While maintaining the integrity of the process, Stage I should ideally be accomplished within the first three hours, and maximally twenty-four hours, from the initial threat.

Worrisome Behaviours

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

Threat is vague and indirect.

- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behaviour.

High Risk Behaviours

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

- Threat is more plausible and concrete than low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e. possible place and time)
- No clear indication that the student of concern has taken preparatory steps (i.e. weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is empty, (i.e., "I'm serious!")
- Moderate or lingering concerns about the student's potential to act violently.

Immediate Threat

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

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.
- Significant increase in baseline behaviour.

School: _____ **Administration:** _____

Name of Threat Maker: _____ **Date:** _____

Relationship to the School: _____

Grade: _____ **DoB:** _____ **Age:** _____ **Designation:** _____

Parent(s)/Guardian(s): _____**Contact #:** _____

_____ **Contact #:** _____

Family structure: _____

_____

Other agencies/doctors involved: _____

_____

Name(s) of victims/potential victim(s)/target(s): _____

_____

Name(s) of Reporter(s): _____

_____

1. What was the specific threat? (detail language, weapons, etc.)

   _____

   _____

2. Where did it happen? _____

3. When did it happen? _____

4. Who was present and under what circumstances did the incident occur? (include cause/triggers)

   _____

5. Observations/information that would indicate intent to follow through:

   _____

6. What was the response of the target (if present) and others who were present at the time of the incident?

   _____

   _____

7. Was/were there:

- Stated justification for the threat? O Yes O No O Unknown
- Means to carry out the threat? O Yes O No O Unknown
- Consequences weighted out? (e.g. 'I don't care if I live or die.') O Yes O No O Unknown
- Conditions that would lower the risk? (e.g. 'Unless you take that Facebook post down I will stick my knife in your throat.') O Yes O No O Unknown
- Others involved that may intentionally or unintentionally be contributing to the justification process? O Yes O No O Unknown
  If yes, explain: _____
- Attack related materials in their locker, backpack, etc. at school? O Yes O No O Unknown
- Attack related materials in their bedroom, shed, etc. at home? O Yes O No O Unknown

NOTES:

8. Is there:

- Recent change or escalation in mood and behaviours? O Yes O No O Unknown
  If yes, please explain._____
- A history of depression or suicidal thinking/behaviour? O Yes O No O Unknown
- A history of using illegal drugs or alcohol? O Yes O No O Unknown
- A peer who could assist with a plan or obtain weapons? O Yes O No O Unknown
- A healthy relationship with a mature adult? O Yes O No O Unknown
- An inordinate knowledge or interest in violent events including prior school-based attacks? O Yes O No O Unknown
- A history of expressed violent themes in their writing, drawings? O Yes O No O Unknown
- A different baseline of behaviour than his/her peer group? O Yes O No O Unknown
- Demonstrated empathy with the feelings and experiences of others? O Yes O No O Unknown

NOTES:

9. Describe how the incident ended and what happened to the threat maker after the incident:

_____

_____

_____

_____

Has the threat maker:

- Been seeking revenge for a perceived injury or grievance? O Yes O No O Unknown
- Attempted to gain access to weapons they have threatened to use? O Yes O No O Unknown
- Developed a plan? O Yes O No O Unknown
- Sought out information consistent with the threat-related behaviour? O Yes O No O Unknown
- Sent communications containing ideas or intentions to attack a target currently or in the past? O Yes O No O Unknown
- Been engaged in suspicious behaviour such as unusual interest in alarm systems, video surveillance, etc.? O Yes O No O Unknown
- Engaged in rehearsal behaviours such as brandishing fake/real weapons? O Yes O No O Unknown
- Forewarned others? (e.g. 'Something is going to happen.') O Yes O No O Unknown
- Had a history of violence/threats? O Yes O No O Unknown
  If yes, note target, frequency, intensity, recency.

  _____

  _____

NOTES:

10. Who is the threat maker's peer structure and where does he/she fit? (i.e. leader, follower)

_____

Who is the target's peer structure and where does he/she fit? (i.e. leader, follower)

_____

11. What does the threat maker 'fill themselves' with? (i.e. fascination with prior school based attacks, violent events, graphic games, inappropriate internet searches, etc.) and does it appear to influence their behaviour? _____

_____

12. Is there evidence of fluidity and/or religiosity? _____

_____

13. Is there information to suggest that there is hopelessness, desperation and/or despair? (i.e., a recent failure, loss, difficulty coping with stressful event(s), suicidal or idolation, etc?) Explain:_____

_____

Summary statement/consensus:

☐ Worrisome Behaviour ☐ High Risk Behaviour ☐ Immediate Threat

_____

RECOMMENDATIONS:

A. Develop an intervention plan (See Appendix E) ..... ☐
B. Move to Stage II: Principal contact the Safe School Coordinator to initiate DTAT ☐
C. Monitor and review situation by _____ (date)..... ☐
D. Other: _____ ☐

_____

Date: _____

Completed by: _____

Team Members:

_____

_____

_____

_____

_____

Appendix D

Stage II: District Threat Assessment Report

School: _____ **Administration:** _____

Name of Threat Maker: _____ **Date:** _____

☐ Stage I data collected from School Safety 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 targeted violence (i.e. organized thinking, access to a weapon, etc)? Please specify:

_____
_____
_____
_____

Stage II: District Threat Assessment Report

4. Has the base line behaviour escalated?

_____

_____

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):

_____

_____

_____

_____

_____

Threat Assessment Intervention Planning Worksheet

Attach additional pages as required

Name of Student: _____ **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**

Consult with threat maker's parent(s)/guardian(s) O Yes O No O Not at this time

Disciplinary action by the school O Yes O No O Not at this time

Details: _____

_____

Notify intended victim O Yes O No O Not at this time

Notify intended victim's parent(s)/guardian(s) O Yes O No O Not at this time

Hospitalization O Yes O No O Not at this time

Details: _____

_____

Continued assessment O Yes O No O Not at this time

Details: _____

_____

Suicide assessment initiated by: _____on _____(date) O Yes O No O Not at this time

Referral to a paediatrician/psychiatrist/psychologist O Yes O No O Not at this time

Contract not to hurt self or others created (please attach) O Yes O No O Not at this time

Staff alerted on a need-to-know basis O Yes O No O Not at this time

Daily check in with _____(name and title) O Yes O No O Not at this time

Weekly check in with _____(name and title) O Yes O No O Not at this time

Daily check out with _____(name and title) O Yes O No O Not at this time

Weekly check out with _____(name and title) O Yes O No O Not at this time

Backpack, coat and other belongings check in and check out by:

_____(name and title) O Yes O No O Not at this time

Late arrival and/or early dismissal_____(times) O Yes O No O Not at this time

Modify daily schedule by: _____ O Yes O No O Not at this time

_____

_____

Social/academic support – O Yes O No O Not at this time

Details: _____

_____

_____

_____

Functional Behaviour Assessment /Behaviour Intervention Plan (attach a copy) O Yes O No O Not at this time

Staff Safety Plan (attach a copy) O Yes O No O Not at this time

Increased supervision in these settings _____ O Yes O No O Not at this time

_____

Drug and/or alcohol intervention O Yes O No O Not at this time

Details: _____

_____

If Special Education student, review IEP goals and placement options O Yes O No O Not at this time

Review/recommend community-based resources O Yes O No O Not at this time

Details: _____

_____

Conduct Integrated Case Management Meeting O Yes O No O Not at this time

Other action (describe): _____ O Yes O No O Not at this time

_____

_____

Parent(s)/Guardian(s) – attach additional pages as required

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

_____

_____

_____

_____

☐ Parents will:

_____

_____

_____

_____

Monitor this Intervention Plan regularly and modify it as appropriate.	
Threat Assessment Team members:	Signatures: Date:
Principal or Vice Principal	Signature: Date:
Student Services Staff:	Signatures: Date:
Agency (i.e. police)	Signature: Date:
Other	Signature: Date:
Other	Signature: Date:

Review Date: _____

Stage II: Threat Assessment Debriefing and Feedback Form

Name of Threat Maker: _____ **Date:** _____

Date of Threat Assessment: _____

Meeting Format: _____ **(email, phone, etc)**

Participants:

Name: _____ **Role:** Safe School Coordinator (Chair)

_____ _____

_____ _____

_____ _____

_____ _____

Part I: Debriefing the Threat

1. Has the intervention plan been successfully implemented?

_____

_____

_____

_____

2. What are the next steps?

_____

_____

_____

_____

Part II: Feedback on the Process

1. What aspect(s) of the threat assessment process worked well?

_____

_____

_____

_____

2. What should we change?

_____

_____

_____

_____

Saanich Board of Education Risk/Threat Assessment Notification

A copy of the following letter will be sent to the parents/guardians of all students at the beginning of each school year, shared with community partners, and posted on the District website.

Date:

Dear Parents/Guardians:

School District #63 (Saanich) is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help students take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviours pose a potential threat to safety or serious harm, Saanich School District's Community Threat Assessment Protocol helps principals take further steps to protect student well-being. This protocol can also be used with threats from adults. The protocol addresses threatening incidents such as:

- possession of a weapon or replica weapon
- bomb threat or plan
- verbal, written or electronic (internet, text) threats to kill or injure oneself or others
- fire setting
- other threats of violence

The Community Threat Assessment Protocol outlines how a school immediately responds to threatening behaviour. In the case of imminent threat 911 is called. If the threat is not imminent but needs to be addressed, principals may first bring together the School Safety Team which includes the principal/vice-principal, school staff members and police to develop a plan. If the situation is serious, the principal may also consult with District personnel and call in the Community Threat Assessment Team. This team includes representatives of community agencies who work with us to keep our schools safe, such as the Vancouver Island Health Authority and Ministry of Children and Family Development. Every effort will be made to notify parents and guardians in advance if their child is to be discussed through the Community Threat Assessment protocol. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Saanich School District Community Threat Assessment Protocol, please contact Nancy Macdonald, Assistant Superintendent and District Safety Coordinator, at 250-652-7330.

Sincerely,

Dr. Keven Elder
Superintendent of Schools

Saanich Schools
Great Places to Learn & Safe Places to Be

Appendix H

Communication and the Law

Information Sharing

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 Light	Yellow Light	Red Light
Relevant personal information CAN be shared in these circumstances:	**Obtain more information and receive direction from a supervisor, consultant or lawyer in these circumstances:**	**Information can NEVER be shared in these circumstances:**
• With written consent • 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 child protection investigation	• Consent is not provided or is refused but there may be a health or safety issue for any individual or groups • 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	• There is a legislative requirement barring disclosure • No consent is given and there is no need to know nor are there overriding health/safety concerns • Consent is given but there is no need to know nor are there overriding health/safety concerns

The ***Supreme Court of Canada*** has established legal precedent by ruling (in R. Vs. M (M.R.)) that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules. Two principles relevant to Threat Assessment protocols were established by the Supreme Court:

- The individual Charter Rights of the student are lessened to protect the collective need for safety and security of the general student population.
- 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.

Fair notice should be provided to youth and their parents/legal guardians that staff will respond to all information pertaining to threats in a professional manner to provide for a safe, healthy and caring environment while at school. Any direct threats or threat making behaviours will be assessed.

Sharing Youth Justice Information: Youth Criminal Justice Act

All sharing of youth justice information (i.e. relating to young persons aged 12-17 inclusive who are being dealt with under the criminal law or territorial offences) is subject to the non-disclosure provisions under ss. 119(2) of the Youth Criminal Justice Act.

Under ss.125(6), the Youth Criminal Justice Act enables information in a YCJA record to be shared with any professional or other person engaged in the supervision or care of a young person – including a representative of any school board or any other educational or training institution – for a range of reasons, including safety of staff, students or other persons. *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 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 is was disclosed.

Children's Act Records
Section 176(1) enables the Superintendent/Delegate to consent to the disclosure of records maintained under the Children's Act. There is no time period limiting this.

The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes 'compelling circumstances affecting the health and safety of an individual…' (Part II, 32(h), MFIPPA). PHIPA notes that 'a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.' (2004, c. 3, Sched. A, s. 40(1) PHIPA)

The Child and Family Services Act (RSO 1990, c.C.11, as amended) states there may be disclosure of information without consent 'if the service provider believes on reasonable grounds that, (i) failure to disclose the person's record is likely to cause the person or another person physical or emotional harm, and (ii) the need for disclosure is urgent." (CFSA 182, 1(e), (f)).

The Occupational Health and Safety Act (OHSA) S.32.0..5(3) states, "an employer's duty to provide information to a worker under clause 25(2)(a) and a supervisor's duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."

The Freedom of Information and Protection of Privacy Act (FOIPPA) (RSBC 1996, Chapter 165) recognizes the need to share information when it pertains to potential risks to health and safety. FOIPPA states that one must "consider all the relevant circumstances, including whether the disclosure is likely to promote public health and safety" (S.22 2(b)). The document continues to state "a disclosure of personal information is not an unreasonable invasion…if there are compelling circumstances affecting anyone's health or safety" (S.22 4(b)).

The Child, Family and Community Services Act (RSBC 1996, Chapter 46) specifically addresses the needs of the child through its statement that "a person must not disclose…except if the disclosure is necessary for a child's safety or for the safety of a person other than a child" (S.24 1(d)).

The Workers Compensation Act BC (RSBC 1996, Part 3, Division 3) states, "an employer must ensure that the employer's workers are made aware of all known or reasonably foreseeable health or safety hazards to which they are likely to be exposed by their work" (S.115 2(b)i).

Information and Privacy Commissioner/Ontario
Commissaire à l'information et à la protection de la vie privée/Ontario

OFFICE OF THE INFORMATION & PRIVACY COMMISSIONER for British Columbia

NEWS RELEASE **May 9, 2008**

Ontario and B.C. Privacy Commissioners issue joint message: personal health information *can* be disclosed in emergencies and other urgent circumstances

In light of recent events, such as the tragic suicide of Nadia Kajouji, a student at Carlton University, and the Virginia Tech massacre of 2007, the Information and Privacy Commissioner of Ontario, Dr. Ann Cavoukian, and the Information and Privacy Commissioner of British Columbia, David Loukidelis, are reaching out to educational institutions, students, parents, mental health counsellors and healthcare workers in both provinces: personal health information may, in fact, be disclosed in emergencies and other urgent circumstances. The two Commissioners want to ensure that people realize that privacy laws are not to blame because they do permit disclosure.

The Commissioners want to send the clear message that privacy laws do not prevent counsellors or healthcare providers from contacting a person's family if there are real concerns that they may seriously hurt themselves. "When there is a significant risk of serious bodily harm, such as suicide, privacy laws in Ontario clearly permit the disclosure of personal information without consent, regardless of age. In such situations, schools may contact parents or others if there are reasonable grounds to believe that it is necessary to do so," says Commissioner Cavoukian. Commissioner Loukidelis adds that, "If there are compelling circumstances affecting health or safety, or if an individual is ill, B.C.'s privacy laws allow disclosure to next of kin and others, including school officials and health care providers. Individual cases can be fuzzy, but if someone uses common sense and in good faith discloses information, my office is not going to come down on them. Privacy is important, but preserving life is more important."

In Ontario, the *Personal Health Information Protection Act* (PHIPA) allows health care providers, such as mental health counsellors, to disclose personal health information when necessary to eliminate or reduce a significant risk of serious bodily harm. This would include disclosure to a physician or parent if there are reasonable grounds to believe it is necessary to do so. In fact, *PHIPA* specifically allows for this kind of disclosure in emergency or urgent situations. Commissioner Cavoukian clarified this in a Fact Sheet she issued in 2005 entitled, *Disclosure of Information Permitted in Emergency or other Urgent Circumstances*, available at www.ipc.on.ca.

In British Columbia, Commissioner Loukidelis underscored, the public sector *Freedom of Information and Protection of Privacy Act* allows universities, schools, hospitals and other public institutions to disclose personal information where someone's health or safety is at risk. He also noted that the private sector *Personal Information Protection Act* contains similar authority to disclose personal information for health and safety reasons.

Both Commissioners are today announcing their joint project to issue a new publication aimed at clarifying the role that privacy laws play when workers are trying to decide whether they can disclose personal health

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Toronto, Ontario
Canada M4W 1A8

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416-326-3333
1-800-387-0073
Fax/Téléc: 416-325-9195
TTY: 416-325-7539
http://www.ipc.on.ca

Office of the Information and Privacy Commissioner for BC
PO Box 9038, Stn Prov Govt, Victoria B.C. V8W 9A4
Location: Third Floor, 756 Fort Street
T: 250 387 5629 F: 250 387 1696
Enquiry BC at 1-800-663-7867 or 660-2421 (Vancouver)
W: www.oipc.bc.ca

information. Commissioner Cavoukian said of the joint project, "Our goal is to ensure that educational institutions understand the legislative framework in advance of problems occurring. We are looking forward to working further with the educational community – stay tuned."

Commissioners Cavoukian and Loukidelis are urging those responsible for the health and safety of others to educate themselves about how the privacy laws covering them apply to their work and familiarize themselves with the provisions allowing them to disclose personal health information in emergency situations. Commissioner Loukidelis says, "I know that frontline decisions have to be made quickly and sometimes the facts may not be as clear as you'd like. But there's no doubt that privacy laws support disclosures to protect health and safety." Commissioner Cavoukian agrees that privacy laws are not at fault. "To infer that privacy laws were responsible for someone's death is to completely misunderstand the role that privacy laws are designed to play. The tragedy here lies if you take a default position of non-disclosure and inaction." says Commissioner Cavoukian. She also adds that, "However, Commissioner Loukidelis and I both recognize that the decision to notify someone's family without their consent can be extremely difficult, requiring very sound judgment. We are also clear that notification cannot be done on a routine basis and that students need to feel reassured that their privacy will be protected when they seek counselling or other health care services."

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Appendix I

Responding to Suicidal Risk in Students: A Staff Guide

Please DO the following:

- Remain calm
- Take the situation seriously
- Use language that supports disclosure
- Reinforce the need to involve others who can help
- Seek support from supervisor
- Remain with student
- Ensure the student is accompanied to the hospital by an adult; e.g. parent, police officer
- If escort is not parent/guardian, ensure parent/guardian is informed that student has gone to hospital
- Document the event afterwards
- Ensure student is with an adult at all times

Steps to take when:

Attempt: A student makes an attempt at school or returns to school having made an attempt

- Call 911
- Notify principal/designate
- Contact the parent/guardian immediately
- Ensure the student is accompanied to the hospital when it is safe to do so
- Consult with IMCRT (telephone: 1-888-494-3888)

Disclosure: A student discloses recent suicidal thoughts/self injury

- Call Project Alive to request assistance (telephone: 250-952-5073)
- Notify the principal/designate who may initiate threat assessment process
- Seek counselling services for the student to address risk and youth's reaction to having parent notified
- Notify the parent/guardian
- Contact 911 and request on-site assistance, when the safety of the student indicates this is necessary
- Ensure that an adult accompanies the student to hospital when safe to do so and parent/guardian is unavailable

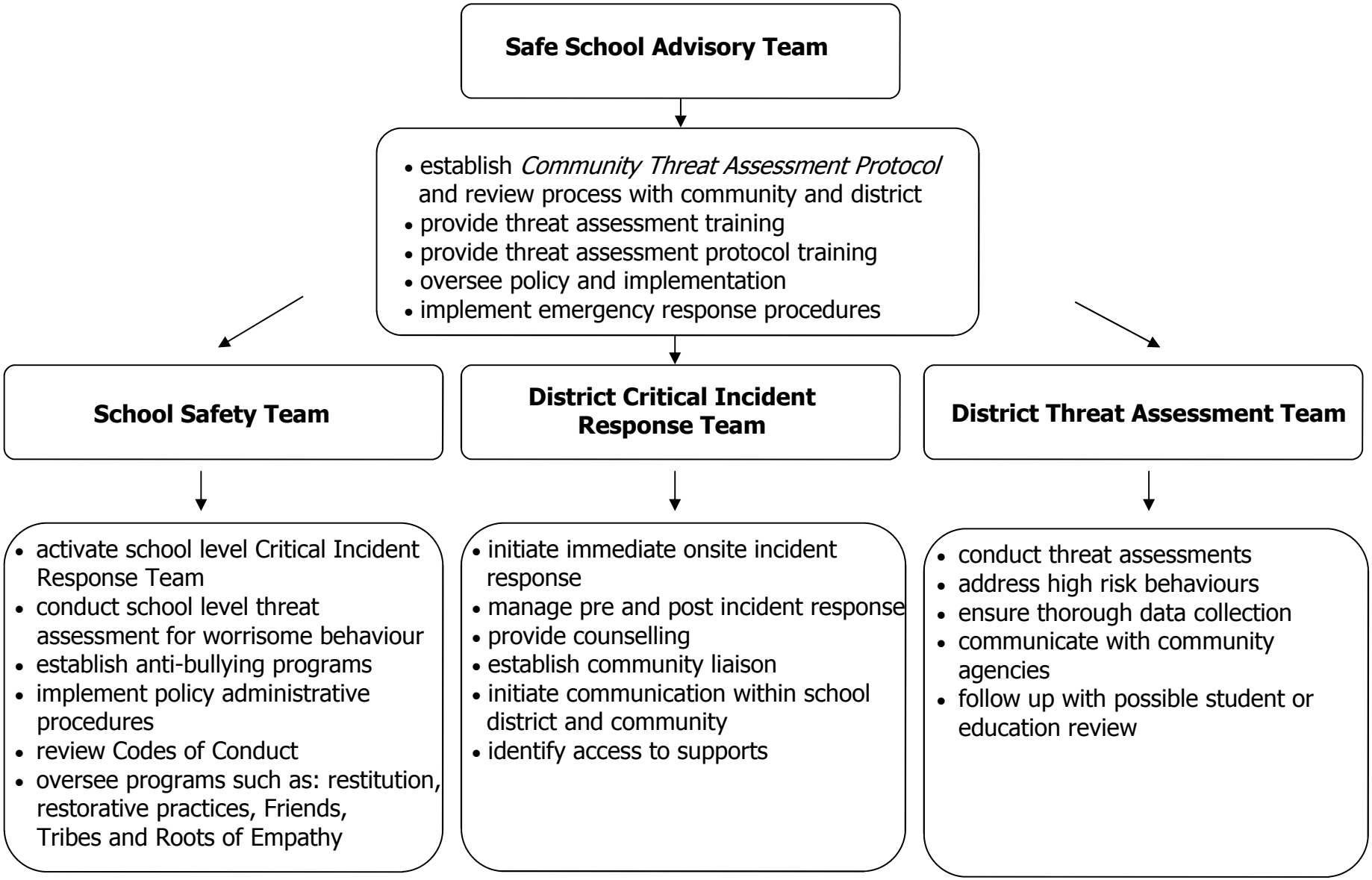
Concern: A student's behaviour suggests suicidal risk, or concern is expressed for a student's safety

- Consult with your principal/supervisor who may initiate threat assessment process
- Consult with counselling services
- Contact parent/guardian and/or student to discuss concern and develop a plan for support
- Call Project Alive for consultation and recommendations (telephone: 250-952-5073)

When contacting Project Alive talk to personnel directly, do not leave a voice mail message.

Appendix J

Saanich District Safety Program



Appendix K

Threat Assessment Contact Checklist

A suggested script for principals, vice principals and community partners

Identify yourself

Confirm your name, role and school or agency.

Identify the purpose of your call

I am activating Stage I School Threat Assessment Protocol. I am contacting you with serious concerns regarding an individual's potential imminent risk to harm self or others. I am collecting data to determine if the individual is engaging in behaviour consistent with the threat.

Explain the incident and make the case for information sharing

The individual's name is _____ Date of Birth _____

- Describe the alleged incident and violence/threatening behaviours. Do they include:
- Serious violence or violence with intent to harm or kill
- Verbal/written threats to harm or kill others ('clear, direct, and plausible')
- Internet threats to harm or kill self or 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
- Other

Outline what has been completed so far: interviews, record checks, police notification, locker and backpack check, parent contact, computer check, etc.

Ask

We feel that there is an imminent risk of harm to self or others. Is there anything that you could share at this time?
Can you please check to see if the individual is known to you?
Is or was the individual a client?
Please indicate if you have any information to disclose to us.
Please respond to this message by calling me back today on this number _____

A suggested script for community partners when responding

Identify yourself

Confirm your name, role and agency

Respond to the enquiry

1. We have done a check of our files and we have nothing to report back to you. OR
2. We have done a check of our files and this is the information we feel is relevant to the situation and the individual in question. OR
3. Based on the information you shared with us earlier, we feel this situation is an indication of escalation toward violence because _____ OR
4. Please send a Release of Information request immediately so that I may fully share the contents of the file.

Definitions

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 involving 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 been a change in typical behaviours (i.e., an increase in deviant behaviours such as drug or alcohol use, violence, gang related behaviours, isolation)

Behaviour Intervention Plan – A plan which outlines the supports and interventions required by a student having behaviour challenges. It would include but not be limited to: behaviour goals/skills, academic supports required, targeted skill development, replacement behaviours, reinforcers/consequences and progress monitoring

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

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 other experiencing predominantly one or the other.

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

Functional Behaviour Assessment – A process for determining how a student's behaviour is influenced and supported by conditions in the environment. It focuses on social affective, cognitive and/or environmental factors. Elements examined include setting events, triggering antecedents, the behaviour itself, maintaining consequences, functions and replacement behaviours.

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, escalation of physical aggression, significant increase in anti-social behaviour, unusual interest in and/or possession of a weapon/replica of a weapon, bomb threat, and internet threat to kill or injure self and/or others. The School Safety Team should be activated and, after consultation with the Safe School Coordinator may lead to the activation of the District Threat Assessment Team.

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 – In the case of immediate threat, staff will **CALL 911** and then contact the school principal/designate. The principal will contact the Superintendent of Schools who will then activate the School District 63 Community Threat Assessment Team through the Safe School Coordinator.

Integrated Case Management Meeting – An interagency meeting with school and community partners, often including parents/guardians and/or the student, which is designed to support the safety and success of the student in the home, community and at school.

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.

Multi-System/Wraparound Plan – These plans involve home, school and usually community agency personnel. They are developed out of an integrated case management meeting.

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

Risk Assessment – A Risk Assessment is typically a lengthy process that involves a number of standardized tests and measures that go beyond the scope of the School Safety Team or District Threat Assessment Team. A Risk Assessment determines if a student poses a risk to some known 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 (protective factors) and risk enhancing factors affecting the student's functioning and is used to guide longer term intervention and treatment goals. Community partners work with schools to access this specialized service.

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, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis.

Saanich District Safety Program – The overall program that addresses safety in Saanich School District. (Please see Appendix J)

Safe School Advisory Team – A team of school administrators, including the District Principal, who work with the Safe School Coordinator to oversee the development of safe school policy and its' implementation.

Safe School Coordinator – The Safe School Coordinator is appointed by the Superintendent and CEO. He/She leads the Safe School Advisory Team and all safety initiatives in the School District including, but not limited to, the Critical Response Team and the District Threat Assessment Team.

School Safety Team – A team of school based professionals (i.e., principal, vice principal, student services personnel, police, etc.) who are trained to assess a threat to student safety by a student or group of students.

Staff Safety Plan – A safety plan is designed to offer safety for the people working with a child who can harm others.

Target Selection – Where victims of a crime are specifically targeted based on their personal identities (i.e., "*I know John and he is going to pay for what he did to me.*") or where the victims are non-specific (random) but associated with a general target for the perpetrator(s) (i.e., '*jocks*', females or the school staff).

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

Threat Assessment – Threat assessment is the process of determining if a threat maker actually poses a risk to the target(s) being threatened. School Safety Teams and multi-agency District Threat Assessment Teams collect information to determine the level of risk and to plan interventions.

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

Worrisome Behaviour – Those behaviours which cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve actions by the School Safety Team.