

Community Violence Threat/Risk Assessment Protocol

Comox Valley School District #71
Courtenay, British Columbia



COMOX VALLEY SCHOOL DISTRICT #71 COURTENAY, BRITISH COLUMBIA



Community Threat Assessment Protocol ≈ A Collaborative Response to Student Threat Making Behaviours

The protocol reflects the work of J. Kevin Cameron,
Executive Director of the Canadian Centre for Threat Assessment and Trauma Response,
The Limestone District School Board Protocol,
The Surrey School District (SD #36) Protocol for Dealing with High-Risk Student Behaviours.
This document was developed for the Comox Valley School District and community by Jeff Stewart,
Principal, Courtenay Elementary School & the District Threat Assessment Committee.

This document was compiled by Jeff Stewart, Principal, S.D. #71 (Comox Valley)
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Comox Valley Community Threat Assessment Protocol

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Comox Valley School District #71

Community Threat Assessment Protocol

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A Collaborative Response to Student Threat Making Behaviours

Rationale:

The Comox Valley School District and community partners are committed to making our schools safe for students and staff.

As a result the Comox Valley School District will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for the early intervention measures by the school district and our partners will prevent school violence.

The effective implementation of the protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students at risk for violence towards to self or others will ensure that supportive plans are put in place.

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

This collaborative process will respect the individual's right to privacy and the safety of all.

Acknowledgements:

The development of this protocol could not have taken place without significant consultation and support from a number of organizations and individuals, both active and silent. We are particularly grateful to Comox Valley RCMP Youth Constables Pierre Vezina and Brad McKinnon for their constant input and support of training and implementation around this work. Their leadership has galvanized the community and set the stage to make this protocol possible. We are also grateful to the various leaders in the Surrey, Nanaimo, Cowichan and Limestone School Districts who have set the standard, provided opportunities for Level 1 and Level 2 training of our staff, as well as developed the templates that have assisted directly in the design of the Comox Valley Community Threat Assessment Protocol. We owe a debt of gratitude to Theresa Campbell and Evelyn Matthews in particular. Finally, our work is indeed the legacy of Kevin J. Cameron whose vision, passion and dedication to the safety of students, staff and school communities has raised the bar throughout North America.

Community Partners

The *Comox Valley School District* worked together with partners in developing and implementing the Community Violence Threat/Risk Assessment Protocol. Lead partners in dealing with violence threat / risk assessment include:

Ministry of Children & Family Development

Royal Canadian Mounted Police – Comox Valley Detachment

Vancouver Island Health Authority

Various municipal partners, local agencies and organizations were invited to respond to the protocol:

Aboriginal Education Council S.D. #71

Town of Comox

City of Courtenay

Village of Cumberland

Comox Valley Emergency Program

Comox Valley Ambulance Paramedics

Comox Valley Christian School

Comox Valley Regional District

Comox Valley Fire Department

Courtenay Fire Department

Cumberland Fire Department

Military Police 19th Wing Comox

K'omoks First Nation

Background

In November of 2008 the British Columbia Ministry of Education published its master plan for school safety, procedures and policies in *Safe, Caring and Orderly Schools: A Guide*. This document reflects more than a decade of concern, research and developing expertise around student and staff safety, reflected in a range of related publications from government agencies, professional associations and school districts throughout the province and continent. There has never been a time in public education where there is greater clarity about the need for timely, systematic and professional responses to threat making behaviour, incidents of violence, intimidation and bullying in our school system.

The rapid and tragic sequence of events at Columbine High School in Littleton, Colorado in April of 1999, followed a week later by a second act of lethal violence by a teenager in Taber, Alberta, brought to focus the urgent need for all educational jurisdictions and law enforcement agencies in North America to assess and improve identification and intervention procedures dealing with adolescent threat making behaviours.

The events of the past decade continue to make it clear that no school or community is immune to acts of extreme violence by youth. At the same time the research clearly underscores the notion that most individuals who plan and carry out these acts have clearly developed and communicated their intentions in the time leading up to the incident. This characteristic of the perpetrator makes it possible for professionals in the community to significantly improve their ability to identify, investigate and intervene to prevent traumatic events when the protocol, training and systems are all in place.

In recent years, researcher and professional consultant Kevin J. Cameron with the *Canadian Centre for Threat Assessment & Trauma Response* has assisted police and educational communities throughout North America develop protocol and the professional capacity of staff in addressing youth violence and extreme behaviours. He has led initiatives in numerous agencies and jurisdictions with the vision and message that we have all the tools we need to effectively plan and implement intervention procedures when there is a foundation of interagency collaboration and cooperation in a community.

The *Comox Valley School District Community Threat Assessment Protocol* has been developed with reference to the work of other jurisdictions that have led the way in creating the procedures that are contained within. We are particularly grateful to the Limestone District School Board in Kingston, Ontario for the ground breaking work they have done to date. The steering committee also recognizes the leadership of the Surrey School District (#36) in this area.

The fundamental purpose of this document is to provide the protocol establishing clear and open lines of communication that underscore the procedures for identifying and intervening with any student who might be moving on a pathway towards violence against him/herself or others. The Threat Assessment Protocol (TAP) is meant to assist schools in their work of sustaining an environment where students, staff, parents and community members feel safe.

Limitations

The ***Threat Assessment Protocol*** (TAP) should not be viewed as a substitute for proper training in the field of violence threat/risk assessment. As such, the School Threat Assessment Team (STAT) should use this protocol until such time as some or all members of the team have received proper training in the field of violence threat/risk assessment. The proper training is provided for multidisciplinary teams by qualified instructors of the “Level 1 Violence Threat/Risk Assessment” program offered through the Canadian Centre for Threat Assessment and Trauma Response.

Importance of Safe School Culture

Pro-social school programs and safe school culture are acknowledged to be the fundamental and only way to effectively reduce school violence. Healthy, safe school cultures provide students with clearly articulated, proactive and pro-social standards of conduct through which all parties are held accountable. Safe school culture establishes the environment where positive interactions and social responsibility are promoted and valued. Student and parent participation in developing of safe school initiatives and programming is essential.

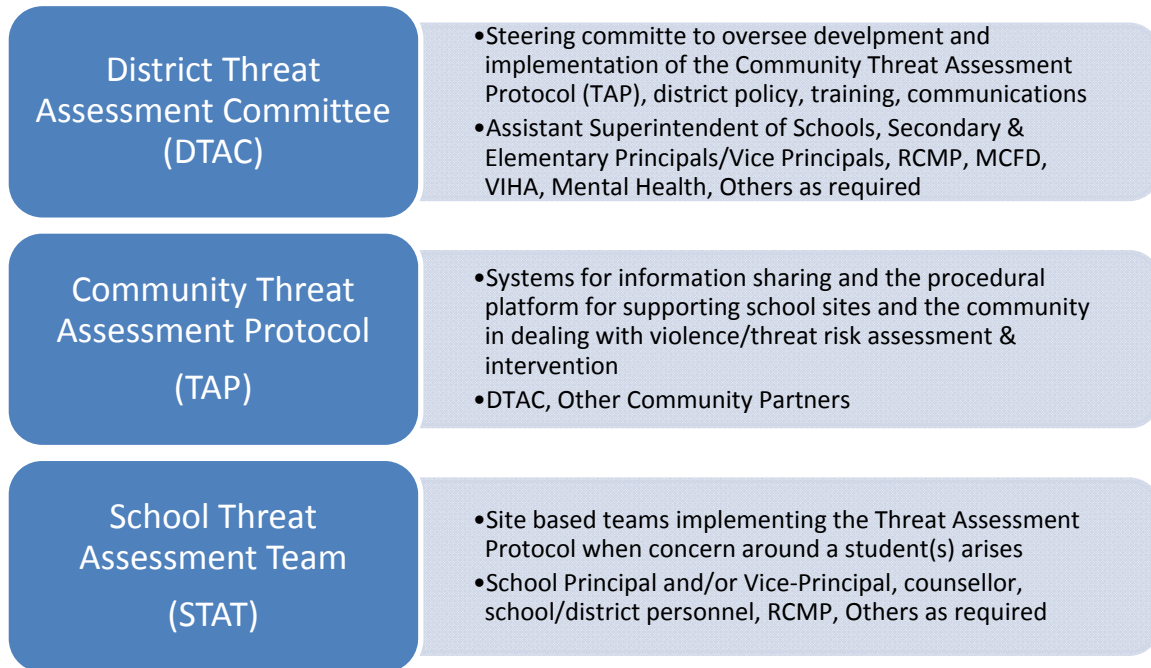
Community Structure Supporting Threat/Risk Assessment & Intervention

The Comox School District’s structure for implementing and sustaining procedures for threat/risk assessment are established through the following three components:

- a) ***District Threat Assessment Committee*** (DTAC): This steering committee oversees the development, implementation and communication of the Community Threat Assessment Protocol (TAP). The committee is comprised of representatives of the core agencies that are responsible for acting on the protocol (RCMP, MCFD, Principals/Vice-Principals, and Senior Management – School District #71). This group meets several times a year to review and update the protocol and ensure that it sustains the imperative of open and effective inter-agency communication and support around the issue of threat/risk assessment in our schools and community.
- b) ***Community Threat Assessment Protocol*** (TAP): The Community Threat Assessment Protocol is the document that all community agencies recognize as the procedures for effectively sharing information and acting on situations that require threat/risk assessment procedures that involve students enrolled in the Comox Valley School District (#71). Once developed the signing authorities agree to support, communicate and implement the protocol within their respective agencies with the purpose of maximizing our ability to respond and intervene in situations that involve student threat/risk making behaviours. It is important that this protocol (TAP) be effectively communicated to the public.

- c) ***School Threat Assessment Teams (STAT)***: The School Threat Assessment Teams are comprised of key personnel at each school site that have received the proper training in violence threat/risk assessment and are responsible for engaging and acting on the district protocol (TAP). The STAT is comprised of the school principal and/or vice-principal, counsellor, a designated school district officer, RCMP and any other personnel from the school or community that the team deem appropriate.

Overview of Violence Threat/Assessment Structures



Stage Definitions of Risk Assessment

STAGE I: Data Collection and Immediate Risk Reducing Intervention

Stage I violence threat/risk assessment is the evaluation of immediate risk based on initial data/evidence collected by the STAT. Interviewing the target, bystanders, peers, teachers, school personnel, parents/guardians, checking the locker and the bedroom are all part of the “data collection and immediate risk reducing intervention” associated with this stage. This stage is focused on the threat or violence at hand and whether or not the student poses an immediate risk to self or others. Some cases are isolated incidents between two or more individuals related to a particular issue. And no actions by the STAT are required beyond the Stage One assessment and intervention. Other cases are simply a moment in time along the complex, evolutionary pathway to serious violence where STAT learn that the incident at hand is one of many increases in the baseline behaviour over the past weeks, months or years and without further intervention the student is likely to escalate further.

Stage I STATs are intended to be in place in every school. These teams are chaired by the school principal, and involve participation by the RCMP and others required according to the circumstances of the case necessary to determine the current level of risk and plan initial interventions when needed. All members of the STAT are equal partners in data collection and the initial assessment with the RCMP taking the lead regarding the criminal disposition of the case and the principal in charge of the disciplinary components of the case.

If the **Stage I STAT** assesses the case as high risk (see below), then appropriate **Stage II STAT** members will be notified by the Stage I team according to the circumstances of the case. **Stage II STAT** occurs after the *Stage I Report Form* has been completed by the school principal.



STAGE I: High Level of Concern

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

- The threat is specific and plausible;
- There is an identified target and evidence the student has the *capacity* to act on the threat: has “engaged in behaviours consistent with the threat.” For example, information indicates that the student who threatened to use a knife has acquired or practiced with the knife in preparation for the attack;
- Information from others suggests a **strong** concern about the student’s potential to act violently: “has communicated ideas and intentions to others”;

- The behaviour of concern denotes a significant increase in baseline behaviour.



STAGE II: Comprehensive Risk Evaluation and Longer Term Treatment Planning

Stage II violence threat/risk assessment is the process by which the Stage I team expands to include agency members outside of the police/school protocol. Possible mental health concerns may be in question, prior criminal offending, family abuse dynamics and many other factors may be identified by the Stage I team. Unlike the typical referral route to agency partners, when the risk has been managed and further services are recommended, Stage II members are called in to participate as formal team members when the level of risk is still considered high but further data/evidence is necessary to be shared between Stage I and Stage II members to “connect the dots” necessary to get a more complete assessment of the situation.

Stage II data collection and information sharing occurs, if necessary, without parent/guardian consent because without immediate intervention serious violence is believed to be imminent.

Stage II Team Members: When data from Stage I assessment suggests a high risk to commit a serious act of violence towards self, others or both (fluidity), identified Stage II members, trained in violence/threat risk assessment, will be notified. In some cases they will be contacted and consulted by telephone. In other cases it may require direct participation on the team.

When the Stage I team determines that a situation is deemed a “High Level of Concern,” they will share all relevant information with Stage II members and, according to the relevant legislation. Stage II members will share appropriate information necessary to further assess immediate risk and plan for collaboration around further evaluation.

This is meant to be a same day process where the Stage I team collects initial data/evidence (often within two hours or less) and when the risk is high, activates the Stage II process.

Stage II STAT members may include any or all of the following professionals and others as the team appropriate (on a continuous or case by case basis):

- School/District Personnel
- Mental Health Workers
- Child Protection Workers
- Probation Officers
- Adolescent Crisis Response Program Workers
- Psychiatrists (Forensic and Non-Forensic)
- RCMP (Behavioural Science Units)
- Hospital (ER Units)
- Others

Activation of Stage 1 Threat/Risk Assessment

Categories of Behaviour to Consider

There is a wide range of student behaviour that is of concern to schools, families and the community. It is, however, difficult sometimes to determine whether or not to activate a formal Stage I threat/risk assessment process. The following guidelines are intended to assist school personnel in making the determination to engage the Stage I process, but it should be recognized that there are no hard and fast rules. It is important to carefully consider each and every individual incident to ensure the most appropriate response.

Behaviours that Typically DO NOT Warrant Formal Threat/Risk Assessment as a Primary Intervention:

In practice, the STAT members regularly consult with each other on situations of concern but formal action (i.e. activating the TAP) is only taken when particular criteria are met. There are several situations where the protocol will either NOT be activated or be a later consideration rather than a primary intervention to Stage I.

- A. ***Immediate Risk Situations:*** These situations include armed intruders inside the building or on the periphery of school property, who pose a risk to some target or targets, or active shooter (attacker) scenarios. When immediate risk is identified, the principal will immediately contact the police (**i.e. call 911**), and take steps to ensure the safety of all school members, as denoted in established protocols (**i.e. lockdown procedures**). In these cases, a threat IS REAL and the matter is one of immediate police intervention and a protective school response; NOT Stage I Violence Threat/Risk Assessment.

In these situations the STAT will not undertake formal Threat/Risk Assessment until the situation has been stabilized, the assailant detained and the services of the formal Violence Threat/Risk Assessment requested. In many cases, the legal system will have already refereed the assailant for a comprehensive forensic assessment. DTAC or senior management may still request an assessment or review by the STAT prior to making decisions about re-entry into the regular school system if the assailant is a student.

- B. ***Students under the Age of 12:*** When students under the age of 12 engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Although formal activation of the STAT may not occur, students who are even younger may benefit from police involvement as a way for the law enforcement team member to provide a “teaching moment” for the child. Generally speaking, most threat-related behaviour exhibited by elementary aged students would fall into the category of “Worrisome Behaviours.” However, just because a student is elementary age does not mean they cannot pose a serious risk.

- C. ***Worrisome Behaviours:*** Worrisome behaviours are those that cause concern for members of the school system that may indicate that a student is moving toward greater risk of violent behaviour. This would include instances where a student may be engaging in behaviours such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law, but are causing concern for some members of the school community because of their violent content.

The majority of high-risk behaviours, from Kindergarten to Grade 12 would fall into this category. In keeping with zero tolerance for not responding to threat-related behaviour, all worrisome behaviours will be immediately communicated to the STAT administrative and clinical members for consultation.

In these cases, the STAT is not activated formally. The principal consults with the STAT members as to whether or not some formal action (assessment) should occur. The police member of the STAT may be consulted but not through a formal “complaint” because there is not sufficient data/evidence to warrant that action. If further data is obtained that suggests the student has been violent, uttered threats to kill, or is in possession of a weapon, then the team is formally activated to deal with the new evidence.

In many cases, following up on “Worrisome Behaviours” results in good early intervention measures. There are also cases where “a little data leads to a lot” and what seems like a minor case quickly evolves into the formal activation of the STAT.

- D. ***Non School Hour Cases:*** If information is received by a STAT member regarding a threat that is “clear, direct and plausible” before or after school hours, police will be called and parent(s) or caregiver(s) will be notified immediately so that they can take steps to notify and protect the target.

As a second step, the STAT will be activated if the situation is deemed to have potential to pose ongoing risk to some member(s) of the school community.

Behaviours that Warrant Violence Threat/Risk Assessment

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 - chat line - threats to kill others (refer to Appendix B for abbreviations commonly used on the internet);
- Possession of weapons (including replicas);
- Bomb threats (collecting, making and/or detonating explosive devices);
- Fire Setting – Arson;
- Sexual intimidation or assault;

- Gang related intimidation and violence.

Pre-Suspension Intervention Caution:

It is imperative that school administration develop a preliminary intervention plan to manage threat makers prior to a formal suspension from school. A formal suspension from school may contribute directly to an escalation on the path towards violence as this is often viewed by a high risk student as the “last straw,” which may provide the mental trigger for a serious event. It is in this stage that many threat makers decide to finalize a plan to terrorize their school or attack a specific target. This can include homicidal or suicidal acts.

The suspension does not cause the violence to occur, but creates the necessary context for the high risk student - who is already struggling with suicidal/homicidal ideation – to take the final step from planning to action. Principals and Vice-Principals are responsible for determining whether suspension is warranted. Consultation with the STAT members about the student should always be seen as a necessary step in making a final decision on a suspension. If suspension is necessary a critical question beyond “when” to suspend is “where” to suspend. The isolation and disconnection felt by high-risk students during a formal suspension from school may be exacerbated if steps are not taken to keep the student connected to healthy adult supports.

1. Threats

Threats may be written, verbal, drawn, posted on the Internet or made by gesture only and, as noted by the Federal Bureau of Investigation (FBI) may be:

- Direct
- Indirect
- Conditional
- Veiled

Some threats (veiled and indirect) may not meet the standard of law for criminal charges but do warrant assessment. An example might be when STAT members become aware of a target who is the subject of peer group (i.e. clique or informal gang) related sign or gesture that denotes “let’s get him” or “take him out.” These situations are often unique to the culture and dynamics of each school and community. In other cases, STAT members may know from prior assessments that a particular student of concern has used a non-verbal but veiled throat cutting gesture prior to severely beating his targets. In such a case the STAT would be justified in responding to this pre-incident indicator because, for this student, it has already been determined that the gesture is part of his clear and discernable pattern of offending.

2. Violence

When violence occurs, the following general guidelines can help principals and vice-principals to determine if the case should be dealt with as a disciplinary matter only or as a violence/risk assessment case:

Consult with STAT members if:

- 1) Lower baseline violence appears unprovoked;
- 2) There is a clear victim and perpetrator dyad with power imbalance (age, size, social power etc.);
- 3) There is no intent to harm present;

- 4) If the frequency, intensity, recent timing of violence (F.I.R.) denotes an increase in behavioural baseline of the perpetrator(s).

Activate the STAT and protocol if:

- 1) Serious violence occurs;
- 2) There is intent to seriously injure the target(s)
- 3) When weapons (knives, guns, replicas, machetes, etc.) are brandished or used to commission the offence;
- 4) There is a direct, clear and plausible threat to kill or injure communicated.

3. Exceptional Cases: Over/Under Reaction

Canadian schools are within the impact zones of several high profile school shootings from Littleton, Colorado and Taber, Alberta to Dawson College, Montreal and Virginia Tech. Elevated sensitivity by some students, staff and parents to threat making and worrisome behaviours in the aftermath of these school shootings and other high profile incidents, is typical. As such, there are situations where students engage in threat-related behaviour that would be assessed as “worrisome behaviour,” but due to the **context** of the threat, formal threat/risk assessment may be required (e.g. during lunch hour a fifteen year old posts a picture he drew on the cafeteria wall depicting a boy shooting students in a school cafeteria).

In these exceptional cases, the “worrisome behaviour” occurs in a setting where, by circumstance or design, there is an audience that may be traumatized and their reactions to the incident may trigger a broader trauma response in the school and community. In these cases, failure to recognize the traumatizing impact of high profile “worrisome behaviours” (under-reacting) may result in dramatic over-reacting by members of the school community. To avoid over-reactions, a formal activation of the violence threat/risk assessment protocol is warranted.

4. Students with Special Needs and Violence Threat/Risk Assessment

The multidisciplinary violence threat/risk assessment protocol will not be activated when students with special needs engage in threat-making or aggressive behaviours that are typical to their “baseline” behaviour. In other words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them then the STAT will not be called upon to conduct an assessment. For instance, some students diagnosed along the Autism Spectrum or Fetal Alcohol Spectrum may have histories of verbal threatening when they are frustrated and make statements such as “I’m going to take a knife and kill you” as part of their typical baseline behaviour. This would not result in the activation of the STAT.

However, if the student with special needs moves beyond their typical baseline behaviour and for the first time is caught with a knife in their possession or threatened a target with a knife in hand, then the STAT would be activated to assist in determining why the increase in baseline and do they pose a risk to self or others. Once the STAT is activated the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the student with special needs. Staff members from the school and district level responsible for program planning and service delivery to students with special needs will always be consultants to the STAT in these cases.

Good case management for students with special needs means that school officials should already know more about these individuals than others as program planning requires comprehensive assessment in the first place. This foundational knowledge about the student means that any significant shift in baseline behaviours that meets the criteria for the STAT protocol activation is easily identified: the purpose of the

team would be to assist with determining why the increase and then contribute to the intervention planning.

There are times when the student with special needs has had a “slow but steady” increase in the frequency and intensity of their violent or acting out behaviours. In these cases there may not be a single incident prompting Stage I Threat Assessment but information may emerge that requires the benefit of all or some of the Stage II members. The Stage II STAT members can include Mental Health, Children’s Services, Probation, Hospital ER Units, and others who can be utilized to assist with more general violence risk assessment and intervention planning.

A Note of Caution: Sometimes school and community members may under react to a serious threat posed by a student with special needs assuming that all of their behaviours are caused by or as a result of their diagnoses rather than consider that a student with special needs can move along a pathway of justification as well. The same dynamics that can increase the risk of violence in the general student population can also be factors in contributing to the violence of the student with special needs, independent of their diagnoses.

Implementing a Violence Threat/Risk Assessment Process

Definition of Threat Assessment:

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, intimates a threat to kill a target or targets) actually poses a risk to the target(s) being threatened. Although many students and others engage in threat-making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Stage I STAT engage in a data collection process through semi-structured interviews to determine initial levels of risk that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk there may be data/evidence that indicates a more comprehensive risk assessment is required.

Definition of Risk Assessment:

A risk assessment is typically a more lengthy process that may involve a number of standardized tests and measures that go beyond the scope of the school-based multidisciplinary STAT process. After the Stage I initial level of risk is assessed and the immediate risk reducing intervention has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some point in time. The student may provide evidence of increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student’s functioning and to use the data to guide longer term intervention and treatment goals.

Fair Notice:

Prior to any violence threat/risk assessment protocol being implemented, all students, staff and parents should be provided with information about the protocol and procedures so that “*fair notice*” is given that violence and threats of violence will not be tolerated. Senior school district personnel should take the lead in presenting the protocol to ensure that students, parents and staff are all aware that the new protocol is a jurisdiction-wide policy and that a consistent message is given regarding the use of the protocol.

Fair notice can be given through school and district websites, letters to parents, brochures, media releases, parent meetings, staff meetings, school assemblies, student orientations or all of the above. Several educational constituencies across the have used some or all of the above and many have also included brief “Fair Notice” statements in student agendas, parent handbooks and within the school codes of conduct.

Notes on “Zero Tolerance”

There are concerns around “zero tolerance” policies around students as these are too difficult to apply to the endless complexities confronting school systems and factors affecting student behaviour. As noted earlier, either under-reacting or over-reacting to threats is a concern. What is critical is that schools have a policy of **zero tolerance for not responding to serious violence or threat-making behaviour**. The onus then is on the adults to ensure that they act to report and effectively respond to these behaviours. Simply put, all high-risk behaviours will be taken seriously and high-risk students will be assessed accordingly. Determining what actions will be taken in any case (legal, disciplinary, mental health evaluation etc.) will depend on the context of the incident.

Creating an Expectation for Responsible Reporting:

All staff and students need to be advised that any person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the school principal, vice-principal and/or designate. It is critical that we actively teach that seeking adult support for worrisome behaviour is not “ratting” or “snitching,” but rather a social responsibility for the well being of all. The entire school community, beginning with the staff, must counter the code of silence around reporting high risk behaviours.

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

Responsible Sharing of Information:

Provinces and states have legislation that permits information sharing under circumstances where there is imminent danger. It is important to review the relevant legislation (education, child protection services etc.) in your own province and state to ensure adherence while providing for school safety.

The *Supreme Court of Canada* (1998) has established legal precedent by ruling [in *R. vs. M (M.R.)*] that in certain situations, the need to protect the greater student population supersedes the individual right 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 of law, relevant to Violence Threat/Risk Assessment Protocols were established by the Supreme Court:

1. The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population.

2. Principals and Vice-Principals 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.

On April 16th 2007, yet another tragic example of extreme violence occurred at Virginia Polytechnic Institute and State University (Virginia Tech). In the aftermath of this shooting and massacre, the Report of the Review Panel presented to Governor Kaine, Commonwealth of Virginia, stated:

University officials in the office of Judicial Affairs, Cook Counselling Center, campus police, the Dean of Students, and others explained their failure to communicate with one another or with Cho's parents by noting their belief that such communications are prohibited by the federal laws governing the privacy of health and education records. In reality, federal laws and their state counterparts afford ample leeway to share information in potentially dangerous situations.

In Ontario and British Columbia, Privacy Commissioners have issued a joint message in May of 2008 that personal health information can be disclosed in emergency and other urgent circumstances. The statement reads:

In light of recent events, such as the tragic suicide of ... 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.

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 are 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 as required by law.

Clearly, procedural, legal precedent and authority exists to support the sharing of personal health information when emergencies exist.

Factors to Consider In Determining Whether a Child Can Consent:

- The ability to consent should be determined on a case-by-case basis through the application of the mature minor (child) rule;
- The agency seeking the disclosure of the child's personal information must determine if the child is capable of appreciating the nature of the intended sharing of information and the consequences of its disclosure;
- Where consent is required, the youth's consent should always be obtained if he/she qualifies as a mature minor (child), unless otherwise provided by statute.

(*Refer to Appendix A for more information*)

Involving Parents in Threat/Risk Assessment:

a) *Parent (Caregiver) Notification: The Threat Maker*

Parents or caregivers of the threat maker should be notified at the earliest opportunity about their child's behaviour. Specifically, notification should occur after the STAT has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential. In such cases, notification guidelines follow that of the standard practice for incidents like fights between two students at a school. Before the principal or vice-principal call home, they collect some initial data, talk with the students involved and notify the parents of the situation and the circumstances surrounding it.

In the case of threat/risk assessment, the parents or caregivers are also part of the assessment process as they are necessary sources of insight and data regarding the "bedroom dynamic," and/or increases or decreases in baseline, and other contextual factors that may either be risk-reducing or risk-enhancing. As such, notification of parents or caregivers is meant to support a collaborative process between home and school to more fully assess the student and collaboratively plan for appropriate intervention where necessary.

b) *Reasons for Delay of Notification*

If the student discloses child abuse during the threat/risk assessment process, Child Protection personnel will collaborate with the STAT on appropriate timing of parent/caregiver notification concerning the threat/risk assessment, as the Child Protection agency may opt to notify parents or caregivers themselves as part of their investigation.

In some cases, prior history with the parents/caregivers of the treat maker may denote that the parents/caregivers pose a risk of violence to staff or others. In these cases, notification of these adults would be timed to minimize potential risk and the police member of the STAT may opt to notify the parents/caregivers themselves.

c) *Parent (Caregiver) Notification: The Target*

The parents or caregivers of the target should be notified at the earliest opportunity. Often the target and parents are fearful or traumatized by the situation. Therefore, notification should be done with skill, tact and planning. A plan should be made for possible emotional supports the family may need. If the threat is "clear, direct and plausible," or the STAT feels violence may be imminent, notification will occur after the target is secured and protected from potential harm - if the case is unfolding during school hours and the target is present at school. If the initial threat is **not** "clear, direct and plausible," the STAT will continue to collect data to determine the level of risk before the parents or caregivers are notified. This is to prevent unnecessarily traumatizing individuals when no risk is present.

Taking the time to do a proper initial assessment can prevent some of the extreme over-reactions that have occurred in several low risk cases across this country.

There are also times when a case may first appear as high-risk, but quickly proves to be a minor non-threat related situation after the initial investigation occurs.

Notifying School Medical Officer: Section 91 of BC School Act

It is important to note that Section 91 of the British Columbia School Act clearly directs the school board to report to the School Medical Officer any student whose health condition endangers the health or welfare of other students. Section 91 (5) states:

91 (5) If a teacher, principal, vice principal or director of instruction suspects a student is suffering from a communicable disease or other physical, mental or emotional condition that would endanger the health or welfare of the other students, the teacher, the principal, vice-principal or the director of instruction

(a) must report the matter to the school medical officer, to the school principal and to the superintendent of schools for the district, and

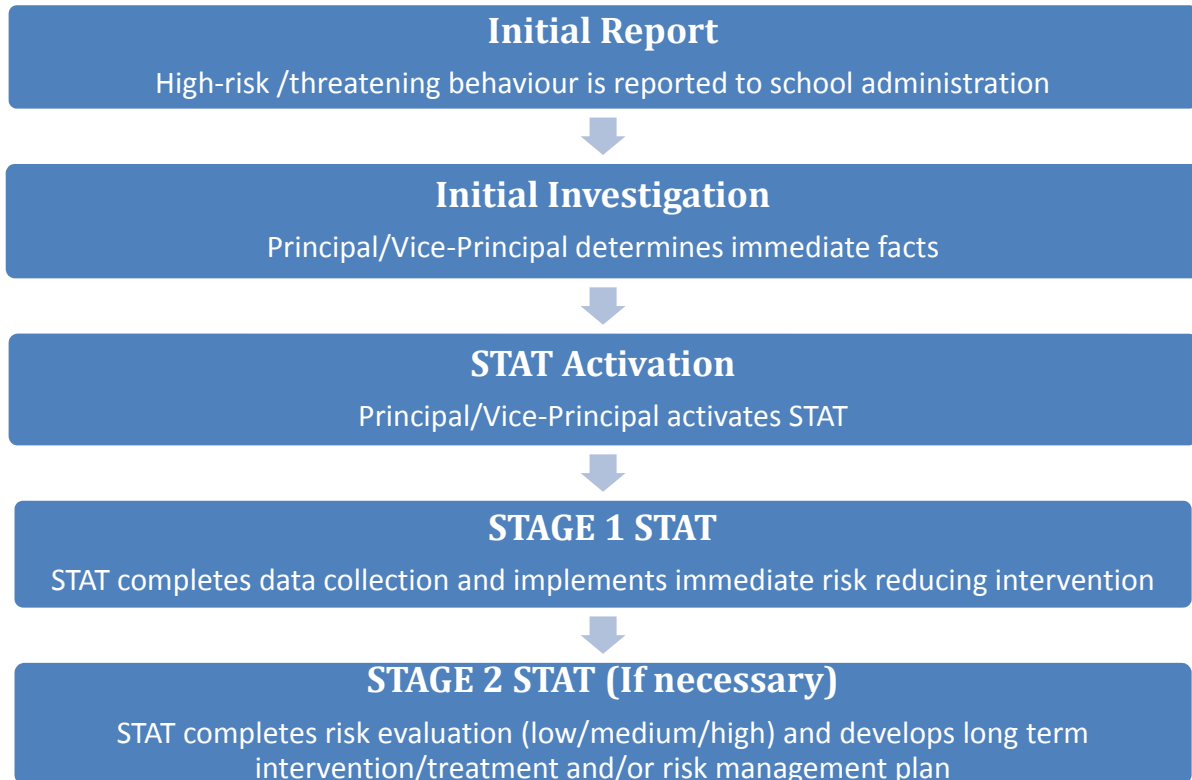
(b) may exclude the student from school until a certificate is obtained for the student from the school medical officer or a private medical practitioner permitting the student to return to the school.

Under these circumstances the school is still required to provide an educational program for the student whose condition is under investigation [see Section 91 (6)].

Therefore, it is essential that when a STAT determines that a student(s) is identified as being a significant risk to the welfare of others, that this information be relayed to the School Medical Officer without delay. Furthermore, the legislation directs the STAT to consult with the School Medical Officer as part of its response to an investigation when the individual is deemed to be a high level of concern.

Conducting a Violence Threat/Risk Assessment

Overview of Procedures:



Data Collection:

First Hypothesis in Threat Assessment:
“It is a cry for help!”
Second Hypothesis:
“Fluidity”

The Interviewer: The Investigative Mindset

“An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.”
(Fein, et. Al. 2002)

The Investigative Mindset

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

Moreover, threat assessors should question the information in front of them continuously. Ideally, there should be credible verification of all essential facts. Information about a potential attacker's interests, statements and actions should be corroborated, whenever possible.

The investigative mindset and perspective also rely on common sense. Threat assessors working to understand a given situation should step back periodically from the individual details of an inquiry or investigation and ask whether information gathered makes sense and supports any hypothesis developed concerning the risk posed by the subject of the threat assessment inquiry.¹
(v. Fien, B. Pollack, R. Modzeleski. 2000)

¹ V. Fein, B. Pollack, R. Modzeleski, Threat Assessment in Schools Guide, 2002.

The Interviewed & the Interview Sequence

The following are individuals who should be interviewed when a formal threat assessment is activated: teachers and other staff, students, target(s), threat maker(s), parents/caregivers and others. Prior to conducting a series of interviews (i.e. those beyond that of the ‘reporter’), the team should ask the following questions:

1. The **first question** to be asked is an over-riding one: *“How much time do we have?”* When threats are clear, detailed and denote a specific time that is imminent, (i.e. A student reports after lunch that his friend said at 2:15 p.m. today he is going to finally “bring a gun to school and blow away the freaks in math class”), action will need to be taken to ensure the safety of possible targets. In these situations, police involvement is critical and lockdown procedures may need to be implemented. When the threat is not imminent, circumstances will help the team determine who and when to engage in the strategic interviewing process. In some instances, the threat maker may be among the last people to be interviewed.

However, most violence threat/risk assessment cases are opened as soon as those behaviours listed in this protocol (“Behaviour that Warrant Threat/Risk Assessment” p. 7) come to the attention of any STAT member.
2. The **second question** to be asked is, *“Who will be interviewed?”* It is understood that those selected for initial interview often provide information that results in further interviews being conducted with more individuals (i.e. the snowball effect). The STAT members need to decide who the most credible and best-informed individuals are and focus on them first.
3. The **third question** to be asked is, *“In what order will we interview them?”* If the threat is not imminent, the STAT has the flexibility (based on circumstance) to decide in what order to interview. For example, the threat maker may be one of the last individuals to be interviewed if initial data suggests that the risk is low and the team wants to look at credible information first (i.e. Talk with some of the threat maker’s teachers before interviewing the threat maker).
4. The **fourth question** to be asked is, *“Who will interview whom?”* The answer to this question will depend on circumstance and relationships between the team members and those to be interviewed. Some individuals may be interviewed one-on-one while the team may decide that two members should be present while interviewing others.

The Primary Interviewer

Depending on the severity of the case one STAT member may serve as the primary interviewer to ensure continuity of data collection and interviewing technique. The higher the level of potential risk the more appropriate it is to use a primary interviewer to lead the process. When criminal charges are likely the police member of the STAT may take the lead; when mental health issues appear to be the dominant concern the clinical member of the STAT may assume that role, etc.

The Strategic Interview

Contextual Data to Be Collected:

The following aspects of the threat maker's life need to be explored through the data gathering process. Contextual data may be obtained from multiple sources including teachers and other school staff, students, target(s), threat maker(s), parents/caregivers and others.

Refer to Appendix C for an explicit and thorough guide to the types of data to be collected by the multidisciplinary violence threat/risk assessment team (STAT).

Series 1 – Details of the Incident

Explores the 5w's (who/what/why/when/where) details of the threat or violence including weapons possession and the type of threats made (direct, indirect, conditional or veiled);

Series 2 – Attack – Related Behaviours

Explores the history of and details of any and all attack/assault related behaviour in the past;

Series 3 – Threat Maker Typology

Explores the personality and behavioural patterns of the threat maker in detail;

Series 4 – Empty Vessel

Explores the threat maker's connection to healthy adult supports and other social-cultural aspects of his/her personality;

Series 5 – Target Typology

Explores the relationship between the threat maker and the target with interest in the target's potential for violence as well;

Series 6 – Peer Dynamics and Structure

Explores the threat maker's influence in the peer group and the peer group's influence upon the threat maker as well as power differentials among peer members;

Series 7 – Contextual Factors (Triggers)

Explores events in the threat maker's life that might be triggers for violence, for example, recent losses, humiliation, stressors, family disruptions etc.;

Series 8 – School Dynamics & Structure

Explores the dynamics of the adult structures in the school (i.e. Naturally Open – Naturally Closed – Traumatically Open – Traumatically Closed) as well as flow of information, leadership styles and processes for managing either negative or positive behavioural patterns;

Series 9 – Family Dynamics and Structure

Explores who all lives in the family, family structure, historical baseline of behaviour at home, disciplinary style and behaviour expectations in the home etc.;

Series 10 – Baseline Overview

Explores the history of human and site target selection; FIR: *Frequency/Intensity/Recency* of violence, threats or weapon possession; difference from individual baseline versus peer group baseline; drug and alcohol baseline and evidence of evolution of a violent pathway etc.

Violence Threat/Risk Assessment: The Evaluation

Following a thorough assessment of all contextual information, risk factors, responsible information sharing and careful consideration of the data and information provided by the family, the STAT makes an evaluation of the threat or risk posed by the student. Typically they will determine if the risk of harm is **low, medium or high**.

It is important to make this determination prior to implementing long term interventions so as to ensure that the interventions are consistent with and responsive to the level of risk posed by the student. Again, it is important that the STAT keep in mind the negative implications of either under responding or over responding.

Violence Threat/Risk Assessment: Intervention & Management

a) Criminal Charges

In cases of violence or criminal threats, the police officer assigned to the STAT has “first call” as to whether or not charges will be laid. If the law enforcement team member chooses not to proceed legally at the time then he/she will continue with the Stage 1 STAT. In many cases where charges are laid, the police member of the STAT will refer the case for investigation to a general duty member so that he/she can continue to participate as an active STAT member in the case at hand. A police investigation does not prevent the remaining STAT members from continuing on with data collection relative to the threat assessment including obtaining history of prior target selection, site selections, and shifts in baseline behaviours. It is understood that collaboration with the STAT members will be ongoing; notwithstanding the fact that each team member has his/her own jurisdiction.

b) Guidelines for Re-entry into School

When data suggests that a student poses a threat to others, the individual may be suspended from school until a more comprehensive assessment can be conducted. STAT members guide the process from initial assessment, to planning interventions to decrease risk, to planning for re-entry into a school where a suspension has occurred. This is best accomplished when the STAT outlines, in writing, steps the student, family, school and others need to follow to ensure an appropriate assessment is conducted prior to re-entry into the school. Following the completion of the necessary assessments, the initial STAT members may work with the student and the parents or caregivers to develop a plan for re-entry that becomes a signed contract by all participants including the student and parents if circumstances warrant.

c) Support Services

Each of the STAT members needs to have the authority within his/her own organization to make immediate decisions with regard to supportive services. For example, it may be necessary to provide secure residential treatment, psychiatric hospitalization or increased supervision in the school setting. It is also important to ensure that the support services and interventions extended to the student and family are culturally appropriate and/or accessible within the context of the limitations of the community. Recommending services that are not readily available or accessible can add to the level of anxiety and risk inherent in the family structure.

d) Supporting Targeted or Victimized Students or Staff

The STAT clinician (psychologist, therapist, counsellor) should be responsible to ensure that the recipients/victims of the student threats and behaviours are assessed and that services are provided as necessary. As the threat may be directed towards one or more students, an entire class, or the school population in general, the circumstances will dictate how far reaching an intervention should be. The STAT clinician and the school administration should determine if crisis counselling or a crisis response team is needed to re-establish calm.

Key Point: There may be cases where the recipient of a threat is engaged in high-risk behaviours that lead to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to be assessed for high-risk behaviour as well.

Anonymous Threats: Assessment and Intervention

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

As of the time of publication of this protocol, there are no known North American cases where an anonymous threat to kill was issued and a homicide occurred on the day the threat stated.

Although anonymous threats may be credible in the world of global terrorism, in the field of school based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

1. Assess the anonymous threat;
2. Attempt to identify the threat maker;
3. Avoid or minimize the crisis/trauma response.

1. Assessing the Threat

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

Language of Commitment

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

2. Identifying the Threat Maker

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

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

Contra-indicators:

Some authors will switch gender and try to lead the reader to believe they are the opposite sex when they are not, or pretend to be someone else, as a setup.

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

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

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

Post Intervention: Crisis/Trauma Management

If the language of threat is **low risk** and only a few people are aware of the incident, there is usually no need to notify students, staff, and/or parents. In some schools and communities, the necessary notification of a “threat related” incident will cause more damage than good.

If the language of the threat is **low risk** but several students, staff, and others are aware of the incident and it appears to be elevating the anxiety of some in the school, then all students, staff and parents should be notified.

Sample

Dear Parents

“You may be aware that information was received by school officials that resulted in the threat assessment protocol being activated at the school. This was a precautionary measure only as the incident was not one that posed any risk to students and staff. However, as part of our ongoing commitment to ensuring a safe learning environment, we take all issues that may affect school safety seriously.”

If the threat is more specific and deemed to be a **moderate to high risk** and includes names of particular targets, then those targeted must be notified. In the case of student targets, parents or caregivers must be notified pending any unique circumstances. If the case is only known to a few and the target selection is very clear and specific, then the rest of the students and staff would be notified if they are directly related to the case.

If the threat is deemed **moderate to high risk**, but several students and staff outside of the target group are aware, then all students, staff and parents should be notified in general terms that an incident is under investigation and the school is following the lead of the police. Ensure everyone that all students and staff are safe and that the situation is being managed collaboratively as part of the multidisciplinary violence threat/risk assessment protocol.

Whether the threat is high risk or not, if the school and community responding traumatically then it is appropriate to consider closing the school for the day upon which the threat was intended to be carried out or, more commonly, increase police presence on the day or time surrounding the intended time the threat was to be carried out. Some school districts may hire a security firm to assist with an increase in visible, adult support during the critical time as well.

Information should always be communicated for the purpose of modeling appropriate openness and reducing/mitigating an increase in system anxiety. How information is shared will depend on circumstances but, in high anxiety situations, it is better to deliver communications in person where possible. This may include an evening information meeting with parents where STAT members will be present and typically take the lead.

Conclusion

The materials and information in this protocol are intended as an informed guide to assessing, intervening with and managing high-risk, violent and threat making behaviour. Importantly, no two cases are the same and each individual incident must be treated as unique. The strengths of this model lie in the use of a multi-disciplinary team that investigates and evaluates all the factors and contexts of the student's life and the specific incident of concern.

Ensuring safe schools requires far more than just threat/risk assessment procedures. It requires evidence-based, preventative safe school initiatives, strong student/staff relationships, on-going training and refining of all policies, procedures and protocols that promote socially responsible behaviour.

Appendix A: Consent Guidelines

The general intent of Access to Information and Protection of Privacy Acts is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, consent 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 of this.

The requirements for proper consent include:

- A clear authorization of what information will be disclosed;
- With whom the information will be shared;
- The purpose of the information to be shared;
- The length of time the information will be shared;
- An indication that the individual understands the risks and benefits of providing or not providing consent.

Sharing Child Safety and Well-Being Information: Child, Family & Community Service Act, BC (Section 79)

A Director may, without the consent of any person, disclose information obtained under this Act if the disclosure is: (a) necessary to ensure the safety or well-being of a child, (a.1) necessary to ensure the safety of a person, other than a child.

Sharing Youth Justice Information: Youth Criminal Justice Act

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

Section 125 (6) of 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 school 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 under⁴ 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 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.

Children's Act Records

Most provincial Acts enable the Director to consent to the disclosure of records maintained under the **Children's Act**. There is no time period limiting this.

Student Records: Providing Consent on Behalf of Another

Individuals may be represented by another person. For example, a child's guardian, lawyers and/or legal representatives, may consent to disclosure of the child's personal information providing that such disclosure is not an unreasonable invasion of the child's privacy.

Student Records: Children's Consent

Children have rights to the protection of their personal information similar to adults. However, their rights may sometimes be exercised by another, in particular a parent or guardian. This is sometimes due to the child being, by reason of age or immaturity, unable to fully understand his/her rights. On the other hand, the child may sometimes be considered significantly mature to exercise his/her rights independently.

Where children can consent, in deciding whether a child can give independent consent to release personal information, the following can be taken into account:

- The governing legislation;
- The age of the child;
- The child's level of maturity. Is the child able to understand the requirements of consent (what, who, why, and how long?);
- The sensitivity of the information and the consequences of releasing it. For example, there may be information about a child that should be shared with a parent; there may be information that must be shared or withheld for the safety or best interests of the child.

Factors to Consider in Determining Whether the Disclosure is an Unreasonable Invasion of a Child's Personal Privacy

- Other relevant information about the disclosure;
- Age of the child;
- The family situation;
- The sensitivity of the information;
- Whether the child supplied the information in confidence;
- Whether the information is likely to be inaccurate or unreliable;
- Whether the information is relevant to a fair determination of the child's rights, not the guardian's rights;
- Whether there are any compelling reasons affecting anyone's health or safety.

Appendix B: Common Internet Abbreviations (MSN – FACEBOOK – EMAIL)

Abbreviation	Meaning	Abbreviation	Meaning
@TEOTD	At the end of the day		
143	I love you		
2G2BT	Too good to be true		
404	I don't know		
4EAE	Forever and ever		
A			
A3	Anytime, anywhere, anyplace	AAF	As a matter of fact
AAK	Asleep at keyboard	AAMOI	As a matter of interest
AAP	Always a pleasure	AAR	At any rate
AAS	Alive and smiling	ACK	Acknowledge
ADD	Address	ADN	Any day now
ADR	Address	AEAP	As early as possible
AFAIK	As far as I know	AFK	Away from keyboard
AFPOE	A fresh pair of eyes	AIGHT	Alright
AISB	As it should be	AKA	Also known as
ALCON	All concerned	AML	All my love
AOTA	All of the above	ASAP	As soon as possible
A/S/L	Age/sex/location	ASL	Age/sex/location
AT	At your terminal	ATM	At the moment
AWOL	Away without leaving	AYEC	At your earliest convenience
AYOR	At your own risk	AYSOS	Are you stupid or something
AYTMTB	And you're telling me this because		
B			
B/F	Boyfriend	B4	Before
B4N	Bye for now	BAK	Back at keyboard
BAU	Business as usual	BB	Be back
BBIAF	Be back in a few	BBIAM	Be back in a minute
BBIAS	Be back in a sec	BBL	Be back later
BBS	Be back soon	BBT	Be back tomorrow
BC	Because	BCNU	Be seein' you
BCOS	Because	BF	Best friend
BDN	Big damn number	BFN	Bye for now
BG	Big grin	BGWM	Be gentle with me
BFG	Big f***ing grin	BIOYN	Blow it out your nose
BLNT	Better luck next time	BM&Y	Between me and you
BOL	Best of luck	BPLM	Big person little mind
BRB	Be right back	BRT	Be right there
BTA	But then again	BTD	Been there, done that
BTW	By the way		
C			
CMIIW	Correct me if I'm wrong	CMON	Come on
COB	Close of business	COS	Because
C/P	Cross post	CR8	Create
CRB	Come right back	CRBT	Crying really big tears
CU	See you	CUA	See you around
CUL	See you later	CUL8R	See you later

Abbreviation Meaning

CWYL Chat with you later
 CYO See you online

D

D/L Download
 DEGT Don't even go there
 DQMOT Don't quote me on this
 DV8 Deviate

E

EBKAC Error between keyboard and chair
 EG Evil grin
 EMFBI Excuse me for butting in
 ENUF Enough
 EOM End of message
 EZY Easy

F

F2F Face to face
 FBM Fine by me
 FICCL Frankly I couldn't care less
 FOMCL Falling off my chair laughing
 FRT For real though
 FYEO For your eyes only

G

G Grin
 G2CU Good to see you
 G2R Got to run
 GA Go ahead
 GB Goodbye
 GDR Grinning, ducking, and running
 GFI Go for it
 GIAR Give it a rest
 GL Good luck
 GLNG Good luck next game
 GOI Get over it
 GR8 Great
 GT Good try
 GTRM Going to read mail

H

H&K Hugs & kisses
 H8 Hate
 HAGO Have a good one
 HF Have fun
 HOAS Hold on a second
 HTH Hope this helps

I

IAC In any case
 IB I'm back

Abbreviation Meaning

CYA See ya

DL Download
 DIKU Do I know you?
 DTS Don't think so

EF4T Effort
 EMA E-mail address
 EMSG E-mail message
 EOD End of day
 EVA Ever

F2T Free to talk
 FC Fingers crossed
 FISH First in, still here
 FITB Fill in the blank
 FWIW For what it's worth
 FYI For your information

G/F Girlfriend
 G2G Got to go
 G9 Genius
 GAL Get a life
 GBU God bless you
 GD/R Grinning, ducking, and running
 GG Gotta Go or Good Game
 GIGO Garbage in, garbage out
 GL/HF Good luck, have fun
 GMTA Great minds think alike
 GOL Giggling out loud
 GR&D Grinning, running and ducking
 GTG Got to go

H2CUS Hope to see you soon
 HAGN Have a good night
 HAND Have a nice day
 HHIS Head hanging in shame
 HRU How are you?
 HV Have

IANAL I am not a lawyer
 IC I see

Abbreviation Meaning

ICBW	It could be worse
IDTS	I don't think so
IG2R	I got to run
ILBL8	I'll be late
ILY	I love you
IMHO	In my humble opinion
IMO	In my opinion
INAL	I'm not a lawyer
IRL	In real life
IUSS	If you say so
IYO	In your opinion

J

j00r	Your
JIC	Just in case
JK	Just kidding
JP	Just playing

K

K8T	Katie
KB	Keyboard
KIT	Keep in touch
KOC	Kiss on cheek
KOTL	Kiss on the lips

L

I33t	Leet, meaning "elite"
LD	Later, dude / Long distance
LMAO	Laughing my a** off
LTM	Laugh to myself
LYLAS	Love you like a sis

M

M8	Mate
MorF	Male or female?
MSG	Message
MTFBWU	May the force be with you
MYOB	Mind your own business

N

n00b	Newbie
NBD	No big deal
NE1	Anyone
NIMBY	Not in my back yard
NM	Nothing much / Never mind
NO1	No one
NP	No problem
NVM	Never mind
NW)	No way out

O

OIC	Oh, I see
-----	-----------

Abbreviation Meaning

IDK	I don't know
IDUNNO	I don't know
IIRC	If I remember correctly
ILU	I love you
IM	Instant message
IMNSHO	In my not so humble opinion
IMS	I am sorry
IOW	In other words
IRMC	I rest my case
IYKWIM	If you know what I mean
IYSS	If you say so

JAC	Just a sec
JJA	Just joking around
JMO	Just my opinion

k/b	Keyboard
KISS	Keep it simple, stupid
KNIM	Know what I mean?
KOTC	Kiss on the cheek

L8R	Later
LERK	Leaving easy reach of keyboard
LOL	Laughing out loud
LTNS	Long time no see

MFI	Mad for it
MoS	Mother over shoulder
MTF	More to follow
MUSM	Miss you so much

N1	Nice one
NE	Any
NFM	None for me / Not for me
NLT	No later than
NMH	Not much here
NOYB	None of your business
NRN	No response/reply necessary
NW	No way

OMG	Oh my God
-----	-----------

Abbreviation Meaning

OMW On my way
 OOH Out of here
 OP On phone
 OTL Out to lunch
 OTT Over the top
 OTW Off to work

P

PCM Please call me
 PLMK Please let me know
 PLZ Please
 PMFI Pardon me for interrupting
 POAHF Put on a happy face
 PPL People
 PRT Party
 PTL Praise the Lord
 PXT Please explain that

Q

Q Queue
 QT Cutie

R

RL Real life
 ROFL Rolling on floor laughing
 ROTFLUTS Rolling on the floor laughing unable to speak
 RSN Real soon now
 RUOK Are you okay?

S

SAL Such a laugh
 SETE Smiling Ear-to-Ear
 SIG2R Sorry, I got to run
 SIT Stay in touch
 SMHID Scratching my head in disbelief
 SO Significant other
 SOMY Sick of me yet?
 SPK Speak
 SRY Sorry
 SSDD Same stuff, different day
 STR8 Straight
 SUITM See you in the morning
 SUP What's up?

T

T+ Think positive
 TAFN That's all for now
 TBC To be continued
 TBH To be honest
 TGIF Thank God it's Friday
 THNX Thanks
 TIA Thanks in advance

Abbreviation Meaning

OO Over and out
 OOTD One of these days
 OTB Off to bed
 OTOH On the other hand
 OTTOMH Off the top of my head
 OVA Over

PDQ Pretty darn quick
 PLS Please
 PM Private Message
 PMFJI Pardon me for jumping in
 POS Parent over shoulder
 PROLLY Probably
 PRW People/parents are watching
 PTMM Please tell me more
 PU That stinks!

QIK Quick

RME Rolling my eyes
 ROTFL Rolling on the floor laughing
 RTFM Read the f***ing manual

SC Stay cool
 SICNR Sorry, I could not resist
 SIS Snickering in silence
 SLAP Sounds like a plan
 SNAFU Situation normal all fouled up
 SOL Sooner or later
 SOTMG Short of time, must go
 SPST Same place, same time
 SS So sorry
 SSINF So stupid it's not funny
 STW Search the Web
 SUL See you later
 SYL See you later

TA Thanks a lot
 TAM Tomorrow a.m.
 TBD To be determined
 TC Take care
 THX Thanks
 THNQ Thank-you
 TIAD Tomorrow is another day

Abbreviation Meaning

TLK2UL8R	Talk to you later
TMI	Too much information
TMWFI	Take my word for it
TNSTAAFL	There's no such thing as a free lunch
TPTB	The powers that be
TTFN	Ta ta for now
TTYL	Talk to you later
TU	Thank you
TYT	Take your time

U

UCMU	You crack me up
UKTR	You know that's right
UR	Your / You're
UW	You're welcome

V

VEG	Very evil grin
VGC	Very good condition
VM	Voice mail

W

WAM	Wait a minute
WAYF	Where are you from?
WB	Welcome back
WCA	Who cares anyway
WDALYIC	Who died and left you in charge
WIIFM	What's in it for me?
WITW	What in the world
WK	Week
WRT	With regard to
WOMBAT	Waste of money, brains and time
WTB	Wanted to buy
WTG	Way to go
WU?	What's up?
WUF?	Where are you from?
WWYC	Write when you can
WYSIWYG	What you see is what you get

X

X	Kiss
---	------

Y

YA	Your
YCMU	You crack me up
YKWYCD	You know what you can do
YR	Your
YRYOCC	You're running your own cookoo clock
YW	You're welcome

Z

ZZZZ	Sleeping (or bored)
------	---------------------

Abbreviation Meaning

TMB	Text me back
TMOT	Trust me on this
TPM	Tomorrow p.m.
TSTB	The sooner, the better
TTTT	These things take time
TTYL	Talk to you soon
TY	Thank you
TYVM	Thank you very much

UGTBK	You've got to be kidding
UL	Upload
UV	Unpleasant visual

VFM	Value for money
VIP	Very important person
VSF	Very sad face

WAN2TLK	Want to talk
W/B	Write back
WC	Who cares
WIBNI	Wouldn't it be nice if
WDYK	What do you know
WISP	Winning is so pleasurable
WIU	Wrap it up
WKD	Weekend
WRK	Work
WRUD	What are you doing?
WTF	What the f*ck
WTH	What the heck?
WUCIWUG	What you see is what you get
WWJD	What would Jesus do?
WYLEI	When you least expect it

XLNT	Excellent
------	-----------

YBS	You'll be sorry
YGBKM	You've got to be kidding me
YMMV	Your mileage may vary
YR	Yeah right
YSYD	Yeah sure you do

Appendix C: Strategic Interviewing – Guide to Data Collection

Note: The following 10 “series” of questions are comprehensive and cover data collection useful for Stage I and Stage II Violence Threat/Risk Assessment. However, when a Stage I V-TRA is being conducted at the school level the teams will use the condensed “Stage I Report Form”.

Series I: Details of the Incident

Threats (Weapon Possession)

- ✓ Where did the incident happen & when?
- ✓ How did it come to the team’s attention?
- ✓ What was the specific language of the threat?
- ✓ **Was the threat direct, indirect, conditional, or veiled?**
- ✓ Who was present & under what circumstance was the threat made?
- ✓ What was the response of the target (if present) and/or others who were present at the time of the threat?

Violence

- ✓ Where did the incident happen & when?
- ✓ How did it come to the team’s attention?
- ✓ What was the specific language used during the violent incident?
- ✓ Who was present & under what circumstance did the violence occur?
- ✓ What was the response of the target and/or others who were present at the time of the incident?
- ✓ Was the violence provoked or unprovoked?
- ✓ Was intent to harm present?
- ✓ Were illegal weapons (knives, guns, replicas, machetes, etc.) brandished or used in the commission of the offence?
- ✓ Was there intent to seriously injure the target(s)

Series II: Attack – Related Behaviours

- ✓ Has the threat maker sought out information consistent with their threat making behaviour (i.e.: has the student who threatened to “bomb the school” been downloading bomb making instructions off the Internet)?
- ✓ Has the threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?
- ✓ Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?
- ✓ Has the threat maker been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?
- ✓ Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e.: lighting fire to card board tubes cut & taped to look like a pipe bomb, etc.)?
- ✓ Is there any evidence of attack related behaviours in their locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?

Series III: Threat Maker Typology

- ✓ Does the threat maker have a history of violence or threats of violence?
- ✓ If yes, what is the frequency, intensity & recency (FIR) of the violence?
- ✓ Does the frequency, intensity, recency (FIR) of the violence denote a significant increase in behavioural baseline of the perpetrator(s)
- ✓ What has been their past human target selection?
- ✓ What has been their past site selection?
- ✓ Have they primarily engaged in instrumental violence or affective violence?
- ✓ Do they have a history of depression or suicidal thinking/behaviour?
- ✓ Is there evidence of fluidity?
- ✓ Are they open and honest about the incident or dishonest?
- ✓ Is the current incident an increase in behavioural baseline?
- ✓ Do they feel justified in attacking the target and have they also dehumanized the target?

Series IV: Empty Vessel

- ✓ Does the threat maker or student of concern have a healthy relationship with a mature adult?
- ✓ If they do not have a healthy connection what (or who) are they filling themselves with?
- ✓ Have there been any communications suggesting ideas or intentions to attack a target?
- ✓ Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen?”
- ✓ Does the student have inordinate knowledge or interest in violent events, themes, or incidents, especially prior school – based attacks?
- ✓ How have they responded to prior violent incidents (local, national, etc.)?
- ✓ Do they identify with the aggressors & justify their actions?
- ✓ Do they critique the aggressor’s behaviours & talk about how they would or could do it better?
- ✓ What type of violent games, movies, books, music, Internet searches, does the threat maker fill themselves with?
- ✓ Is there evidence that what they are filling themselves with is influencing their behaviour?
- ✓ Imitators vs. Innovators?
- ✓ What related themes are present in their writings, drawings, etc?
- ✓ Is there evidence of fluidity and/or religiosity?

Series V: Target Typology

- ✓ Does the target have a history of violence or threats of violence?
- ✓ If yes, what is the frequency, intensity & recency (FIR) of the violence?
- ✓ What has been their past human target selection?
- ✓ What has been their past site selection?
- ✓ Have they primarily engaged in instrumental violence or affective violence?
- ✓ Do they have a history of depression or suicidal thinking/behaviour?

- ✓ Is there evidence of fluidity?
- ✓ Are they open and honest about the incident or dishonest?
- ✓ Is there evidence of an increase in their baseline behaviour?
- ✓ Do they feel justified in attacking the threat maker and have they also dehumanized the threat maker?

Series VI: Peer Dynamics and Structure

- ✓ Was there a clear victim and perpetrator dyad with power imbalance (age, size, social power, etc?)
- ✓ Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?
- ✓ Is the target more at risk for perpetrating violence than the threat maker?
- ✓ Who is in the threat makers peer structure & where does the threat maker fit (i.e.: leader, co-leader, and follower)?
- ✓ Are there others in the threat makers peer structure that may be directly or indirectly influencing the threat maker & is their baseline behaviour higher or lower than the threat makers?
- ✓ Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?
- ✓ Who is in the targets peer structure & where does the target fit (i.e.: leader, co – leader, follower)?
- ✓ Are there others in the targets peer structure who may be directing or influencing the target & is their baseline behaviour higher or lower than the targets?
- ✓ Is there a difference between the targets individual baseline & their peer group baseline behaviour?

Series VII: Contextual Factors (Triggers)

- ✓ Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc?
- ✓ Have their parents just divorced or separated?
- ✓ Are they victims of child abuse & has the abuse been dormant but resurfaced at this time?
- ✓ Are they being initiated into a gang & is it voluntary or forced recruitment?
- ✓ Have they recently had an argument or “fight” with a parent/caregiver or someone close to them?
- ✓ Have they recently been charged with an offence or suspended or expelled from school?
- ✓ Is the place where they have been suspended to likely to increase or decrease their level of risk?

Series VIII: School Dynamics & Structure

- ✓ What is the history of trauma in the school/community?
- ✓ Is the current incident occurring in a defined international, national, or local critical period?
- ✓ Is the flow of information typically open between all levels of the system (i.e. Naturally Open – Naturally Closed – Traumatically Open – Traumatically Closed)?
- ✓ Is the flow of information in this case open or is some other dynamic influencing this particular case (i.e. the threat/violence occurred in the back of the school while the witnesses and threat maker were smoking “pot” and no one wants to implicate themselves)?
- ✓ Could a parent(s) or caregiver(s) be adding to or maintaining the justification process?
- ✓ Could a staff member(s) be adding to or maintaining the justification process?
- ✓ If several parents or staff members seem to be overreacting or under-reacting is there an underlying “human systems dynamic” driving the behaviour?

Series IX: Family Dynamics and Structure

- ✓ How many homes does the student reside in (shared custody, goes back and forth from parent to grandparents home)?
- ✓ Is the student connected to a healthy/ mature adult in the home?
- ✓ Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off-limits?
- ✓ If they do not know the contents of the bedroom is it due to a “rule-the-roost” dynamic or a parental attitude about privacy?
- ✓ Who all lives in the family home (full-time and part-time)?
- ✓ What is the family structure (i.e. patriarchal, matriarchal, chaotic, stage two parentification, etc.)?
- ✓ Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?
- ✓ What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
- ✓ Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
- ✓ Does the students level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?
- ✓ Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.
- ✓ Has the student been diagnosed with a DSM IV diagnoses?
- ✓ Is there a history of mental health disorders in the family?
- ✓ Is there a history of drug or alcohol abuse in the family?

Series X: Baseline Overview

- ✓ What is the history of human target selection?
- ✓ What is the history of site selection?
- ✓ What is the Frequency, Intensity, Recency (FIR) of violence, threats, or weapon possession?
- ✓ Is there a difference from individual baseline versus peer group baseline?
- ✓ Is there a drug and alcohol baseline related to violence and is it different from when the student is clean?
- ✓ What is the student's cognitive baseline and is there evidence of evolution?
- ✓ What is the student's affective baseline and is there evidence of evolution

Appendix D: Stage One STAT Report Form

(Data Collection and Immediate Risk Reducing Interventions)

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

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill others (“clear, direct, and plausible”)
- Internet website/MSN threats to kill others (refer to Appendix B for abbreviations commonly used on the Internet)
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire Setting
- Sexual intimidation or assault
- Gang related intimidation and violence

Student: _____ School: _____

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

Parents Name: _____ Date of incident: _____

Step 1: Make Sure All Students Are Safe and Call Police Member of the STAT Team

- Appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
- Do not allow access to coats, backpacks, desks, or lockers.
- If there is imminent danger call 911

Step 2: Determine if the threat maker has access to the means (knife, gun, etc.)

Step 3: Interview witnesses including all participants directly and indirectly involved.

Step 4: Notify the Student’s Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and this assessment
- Parents/guardians have NOT been notified because: _____

Step 5: Initiate the Stage 1 STAT Data Collection.

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Sources of Immediate Data may be obtained from multiple sources including:

- Reporter(s)
- Target(s)
- Witnesses
- Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- Friends, classmates, acquaintances
- Parents/caregivers (call both parents)
- Current and *previous* school records (call the sending school)
- Police record check
- Check the student(s) locker, desk, backpack, recent textbooks/assignment binders, cars, etc.
- Check/Search or question parents/caregivers about the student(s) bedroom etc.
- Activities: internet histories, diaries, notebooks

Other Agencies: As per the formal signed protocol, other agency partners may be involved in the Stage 1 STAT process as consultants to the school/police team and sources of initial data relevant to the case at hand such as past or current involvement by other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.

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

Series I Questions (The Incident)	Notes
➤ Where did the incident happen and when?	
➤ How did it come to the interviewee’s attention?	
➤ What was the specific language of the threat, detail of the weapon brandished, or gesture made?	
➤ Who was present & under what circumstance did the incident occur?	
➤ What was the motivation or perceived cause of the incident?	
➤ What was the response of the target (if present) at the time of the incident?	
➤ Was the threat direct, indirect, conditional, or veiled?	

Series II Questions (Attack-Related Behaviours)	Notes
➤ Has the student (subject) sought out information consistent with their threat making or threat-related behaviour?	
➤ Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
➤ Has the threat maker attempted to gain access to weapons or do they have access to the weapons they have threatened to use?	
➤ Have they developed a plan & how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?	

➤ Has the threat maker been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?	
➤ Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?	
➤ Is there any evidence of attack related behaviours in their locker (backpack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?	

Series III Questions (The Threat Maker Typology)	Notes:
➤ Does the threat maker have a history of violence or threats of violence?	
➤ If yes, what is the frequency, intensity & recency (FIR) of the violence?	
➤ Does the FIR of the violence denote a significant increase in behavioural baseline of the perpetrators?	
➤ What has been their past human target selection?	
➤ What has been their past site selection?	
➤ Do they have a history of depression or suicidal thinking/behaviour?	
➤ Is there evidence of fluidity?	
➤ Does the threat maker use drugs or alcohol?	

Series IV Questions (Empty Vessel)	Notes:
➤ Does the threat maker or student of concern have a healthy relationship with a mature adult?	
➤ If they do not have a healthy connection what (or who) are they filling themselves with?	
➤ Have there been any communications suggesting ideas or intentions to attack a target?	
➤ Have others been forewarned of a pending attack or told not to come to school because "something is going to happen?"	

➤ Does the student have an inordinate knowledge or interest in violent events, themes or incidents, especially prior school-based attacks?	
➤ How have they responded to prior violent incidents (local, national, etc.)?	
➤ Do they identify with the aggressors and justify their actions?	
➤ Do they critique the aggressor's behaviours and talk about how they would or could do it better?	
➤ What type of violent games, movies, books, music, Internet searches, does the threat maker fill themselves with?	
➤ Is there evidence that what they are filling themselves with is influencing their behaviour?	
➤ Imitators vs. Innovators?	
➤ What related themes are present in their writings, drawings, etc.?	
➤ Is there evidence of fluidity and/or religiosity?	

Series V Questions (The Target)	Notes:
➤ Does the target have a history of violence or threats of violence?	
➤ If yes, what is the frequency, intensity & recency (FIR) of the violence?	
➤ What has been their past human target selection?	
➤ What has been their past site selection?	
➤ Is there evidence the target has instigated the current situation?	

Series VI Questions (Peer Dynamics)	Notes :
➤ Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
➤ Who is in the threat maker's (subject's) peer structure & where does the threat maker (subject) fit (i.e.: leader, co-leader, and follower)?	

➤ Is there a difference between the threat maker's individual baseline & their peer group baseline behaviour?	
➤ Who is in the target's peer structure & where does the target fit (i.e.: leader, co-leader, and follower)?	
➤ Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	

Series VII Questions (Empty Vessel)	Notes :
➤ Does the student of concern (subject) have a healthy relationship with a mature adult?	
➤ Does the student have inordinate knowledge or interest in violent events, theme, or incidents, including prior school-based attacks?	
➤ How have they responded to prior violent incidents (local, national, etc.)?	
➤ What type of violent games, movies, books, music, Internet searches, does the student (subject) fill themselves with?	
➤ Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?)	
➤ What related themes are present in their writings, drawings, etc?	
➤ Is there evidence of fluidity and/or religiosity?	

Series VIII Questions (Family Dynamics)	Notes:
➤ How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents home)?	
➤ Is the student (subject) connected to a healthy/mature adult in the home?	
➤ Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?	
➤ Who seems to be in charge of the family and how often are they around?	
➤ Has the student engaged in violence or threats of violence towards their siblings or parent(s) caregiver(s)? If so, what form of violence and to	

whom including Frequency, Intensity, Recency (FIR)?	
➤ What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
➤ Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?	
➤ Does the student's level of risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
➤ Does the student have a history of trauma, including car accidents, falls, exposed to violence, abuse, etc?	
➤ Has the student been diagnosed with a DSM IV diagnoses?	
➤ Is there a history of mental health disorders in the family?	
➤ Is there a history of drug or alcohol abuse in the family?	

Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "*To what extent does the student pose a threat to school/student safety?*" "Do they pose a threat to themselves or someone outside the school (i.e. family)?"

○ **Low Level of Concern**

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.

○ **Medium Level of Concern**

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

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been give to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be ambiguous or inconclusive references pointing

to that possibility. There may be a specific seeking to convey that the threat is not empty: "I'm serious!"

- Moderate or lingering concerns about the student's potential to act violently.
- Increase in baseline behaviour.

○ **High Level of Concern**

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

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

Step 7: Decide on a Course of Action

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

○ **Low to Medium Level of Concern**

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

○ **Medium to High Level of Concern**

- The Threat Assessment Team has determined that a Stage II Threat Assessment is needed.
- *District Resource Counselor will notify Student Support Service Administration.*
- *If there is imminent danger, call the RCMP Liaison Officer or 911 (e.g., a gun is found).*

Step 8: Develop an Intervention Plan

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

Stage I Intervention Plan (attach additional pages as needed)

Disciplinary action taken:

- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ by _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or Weekly check-in with (Title/Name):
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by:

- Late Arrival and/or Early Dismissal.
- Increased supervision in these settings:
- Modify daily schedule by:
- Behaviour plan (attach a copy to this Threat Assessment).
- Intervention by support staff (Psychologist, Social Worker, Counsellor).
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:
- Drug and/or alcohol intervention with:
- Referral to IEP team to consider possible Special Education Assessment.*
- If Special Education student, review IEP goals and placement options.*
- Review community-based resources and interventions with parents or caretakers.
- Obtain permission to share information with community partners such as counselors and therapists (See District Release of Information form).

- Other action:

PARENT/GUARDIANS (attach additional pages as needed)

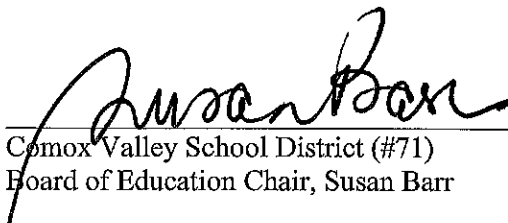
- Parents will provide the following supervision and/or intervention:
- Parents will:

Monitor this Intervention Plan and modify it as appropriate.

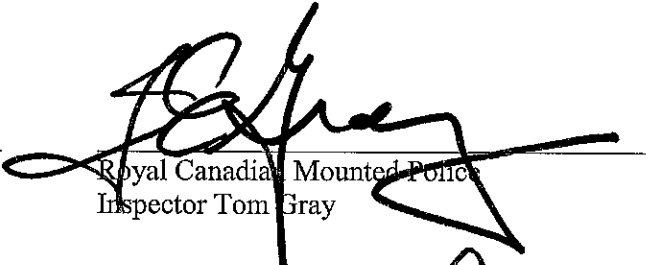
STAGE 1 STAT Report Signatures

STAT Members	Date: Signature:
Principal or Vice Principal	Date: Signature:
Clinician	Date: Signature:
School Liaison Officer (RCMP)	Date: Signature:
Other	Date: Signature:
Other	Date: Signature:

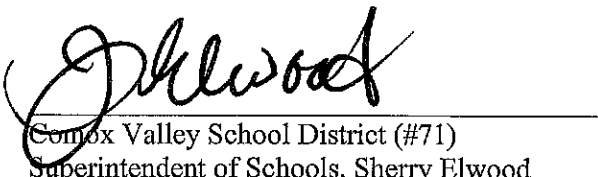
Signatories to the Community Threat Assessment Protocol



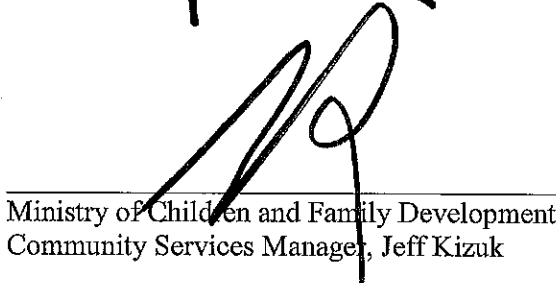
Comox Valley School District (#71)
Board of Education Chair, Susan Barr



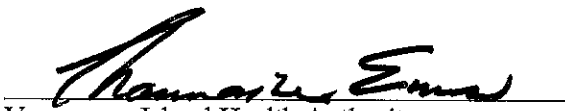
Royal Canadian Mounted Police
Inspector Tom Gray



Comox Valley School District (#71)
Superintendent of Schools, Sherry Elwood



Ministry of Children and Family Development
Community Services Manager, Jeff Kizuk



Vancouver Island Health Authority
School Health Officer, Charmaine Enns