



## **Yukon Education**

# **Violence Threat Risk Assessment Protocol**

## **Signatory Document**

### **Purpose**

This signatory document and the attached *Yukon Education Violence Threat Risk Assessment Protocol* ("the Protocol") reflect the shared understanding and agreement between Yukon Education and the Departments of Health and Social Services and Justice, the RCMP, and Yukon College about how to respond to threats in Yukon schools and communities.

A threat is defined as "*any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted on the internet or made by gesture.*"

### **Rationale**


The Protocol is designed to prevent the occurrence of traumatic events instigated by youth. Effective implementation of a *Violence Threat Risk Assessment Protocol* in Yukon's schools and communities requires timely collaboration between multidisciplinary partners with defined roles and responsibilities.

The Protocol enables the partners to share appropriate information about youth in order to provide for early intervention in situations in the school and/or community setting where a student is involved in a threat or risk based behaviour.

### **Guiding Principles**

The signatory parties agree to:

- A multidisciplinary, collaborative approach to identify, investigate and respond to threats or threat making behaviours to the personal safety of others.

- Signed this 26<sup>th</sup> day of June, <sup>2013</sup>~~2012~~ 

# **Yukon Education**

## **Violence Threat Risk Assessment Protocol**

### **A Protocol for Assessing Violence and Dealing with High-Risk Student Behaviours**

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



# A Protocol for Assessing Violence and Dealing with High-Risk Student Behaviours

## Vision

*To ensure that any violent behaviour or threat by a student to the safety of other students, parents and school staff is assessed in a manner consistent with the best interests of the student, and that appropriate threat assessment team members are identified, involved, trained and available to respond when required to do so.*

## Rationale for the Protocol

Yukon Education and community partners are committed to making our schools safe for students and staff, volunteers and visitors. Accordingly, Yukon Education will respond to all student behaviours which are of a violent nature or which pose a potential risk to other students, staff and members of the community.

In an effort to prevent school violence Yukon Education will intervene early and will collaborate with partners to this protocol. Effective implementation of the protocol requires collaborative planning to prevent traumatic events and the timely sharing of information about students who pose a risk for violence towards others.

The strength of this community partnership lies in a multidisciplinary threat assessment response team. Without delay, the response team will share and review student information and the details of the threatening situation in order to make use of a broad range of expertise. This collaborative process will respect the student's rights to privacy and the safety of all.

Team members are accountable to the protocol rationale and share the obligation to actively take steps to prevent traumatic events and violent acts in schools.

Team members agree to work together for the common goal of threat reduction and school safety by pro-actively sharing information, advice, and support as required to assist in the prevention of a traumatic event.

Team members will work together for the benefit of children, youth, and their families by:

- Building working relationships based on mutual respect and trust
- Involving children and youth and their families in planning for services and supports

- Recognizing that each child and youth has unique strengths and needs that should be considered when developing a service plan to meet their needs
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient and trusting so that we can help children and youth become happy, healthy, active, involved, and caring members of the community

## **Team Members**

Yukon Education is the lead team member at the initial stages under this Violence Threat Risk Assessment Protocol (the Protocol). Specifically, the Director of Student Support Services, Public Schools Branch is responsible for ensuring that the Protocol is in place and for communications with and amongst the team members.

RCMP Division M will remain engaged and will take the lead as required in any Level Two or Three Threat Assessment involving a formal criminal investigation.

A “director”, as defined in the *Child and Family Community Services Act*, will take the lead where it has been determined that a child is in need of protective intervention as defined in that Act.

Team members and signatories to the Protocol include:

- √ *Yukon Education, Public Schools Branch*
- √ *Department of Justice*
- √ *Department of Health and Social Services*
- √ *RCMP Division M*
- √ *Yukon College*

## **Definitions:**

### **Threat**

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

### **Immediate Threat**



A threat posing an immediate risk. Note: School staff will call 911 first (or the local RCMP detachment in rural Yukon), and then contact the school administration/designate. The school will contact the Superintendent who will contact the Director of Student Support Services who will then activate a Level Two Threat Assessment Team.

### **Threat Making Behaviours**

Defined as any action of an individual who in any manner knowingly utters, conveys or causes any person to receive a threat.

### **High Risk Behaviours**

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

### **Worrisome Behaviour**

Defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat.

Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of the In-School Threat Assessment Team and consultation with the department's Student Support Services unit.

### **Risk Assessment**

A process to determine *if* a student *poses* a risk to some unknown target at some unknown period of time. This is initially carried out by a Level One Threat Assessment Team who collaborate to determine whether a risk exists and the extent of the risk.

After the initial level of risk is assessed and any required immediate risk reducing intervention has occurred, a further risk assessment may be required. This further assessment can also include a lengthy process that involves a number of standardized tests and measures that go beyond the scope of the Level One Threat Assessment

Team assessment. Risk assessment may also be used to determine if a student of concern poses a further or ongoing risk to some known or unknown target(s) at some future time.

The student may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment may be a comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning, and to use that data to guide longer term intervention and treatment goals.

### **Threat Assessment**

Defined as a process to determine if a threat maker (someone who utters, writes or emails a threat to seriously harm or kill a target) *actually poses a risk* to the identified target. Behaviours that might lead to a threat assessment include possession of weapons (including replicas), bomb threats, fire setting and threatening violence. The Threat Assessment Team (In-school, Multidisciplinary or Comprehensive) will assess whether a risk to student or staff safety exists and develop a comprehensive plan to support those students involved, the greater student body, staff, and the community.

Although many students, and others, engage in threat-making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Threat Assessment Teams engage in a data collection process, through semi-structured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk there may be data that indicates a more comprehensive risk assessment is required.

### **Level One Threat Assessment**

The primary function of a Level One Assessment is for an in-school Threat Assessment Team to collect baseline data and determine if the threat poses a risk to other individuals in the school or community.

### **Level One Threat Assessment Team**

A Level One Threat Assessment Team is comprised of the Principal, the School Counselor and/or any other school-based staff trained to assess a threat to student safety by a student or group of students. Yukon Education staff (i.e. Superintendent and Student Support Services staff) will be consulted and will participate in the school based violence threat risk assessment process.

### **Level Two Threat Assessment**

If, after an initial review by the Level One Threat Assessment Team, indicators suggest that a student(s) poses a significant risk or threat to themselves or to student/staff safety, the Principal will call the Superintendent who will then contact the Director of Student Support Services to request that a Level Two Threat Assessment Team be activated.

The primary function of Level Two Threat Assessment is to undertake comprehensive data collection and formulate immediate risk-reducing strategies and interventions in support of the threat makers and individuals being threatened.

### **Level Two Threat Assessment Team**

The core Level Two Threat Assessment Team will include at a minimum the School Principal or their designate, the school counselor, the School Psychologist and an RCMP member trained in threat assessment. The team may also include other professionals trained in threat assessment who have some knowledge or connection to the threat makers involved (i.e. Social Workers, Mental Health Workers, and Child Youth Support Workers).

This team is a multidisciplinary group which could include, in addition to the Yukon Education representatives, staff from the departments of Health and Social Services, Justice, Community Services, and the RCMP, as deemed required in response to the facts

### **Level Three Threat Assessment**

The primary function of the Level Three Threat Assessment is to undertake a Risk Assessment (an evaluation of low, moderate or high) and to develop a long term intervention and treatment plan. A Level Three Threat Assessment will be carried out by Comprehensive Multidisciplinary Threat Assessment Team that includes all of the members of the Level Two team and any additional persons assigned to the case.



## **Procedures of the Yukon Department of Education**

### **Violence Threat Risk Assessment Protocol**

The presence of any of the following must be considered the minimum for protocol activation, per the 9th Edition of the national training Protocol and the Stage I Report Form:

- Serious violence with intent to harm or kill
- Verbal/Written threats to kill others (clear, direct, and plausible)
- Internet (Facebook, YouTube, etc) text messaging threats to kill others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

The Protocol contains the following key steps approaches:

1. Sharing of Relevant Information
2. Adopting an Investigative Mind-Set
3. Building Capacity
4. Program Review
5. Contact List
6. Activating the Team

# **Procedures of the Yukon Education Violence Threat Risk Assessment Protocol**

## **1. Sharing of Relevant Information**

The sharing of information is carried out by any of the team members on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person. (See Information Sharing, page 10.)

## **2. Adopting an Investigative Mind-Set**

Adopting an investigative mind set is critical to the successful application of the violence threat risk assessment process.

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

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

## **3. Building Capacity**

Yukon Education will ensure that threat assessment training will be provided to as many school personnel and community members as possible on a regular and ongoing basis.

## **4. Program Review**

The Yukon Education Violence Threat Risk Assessment Protocol will be reviewed annually.

## **5. Contact List**

To ensure the timely activation of a Level Two or Level Three Threat Assessment Team, possible team members will be identified by each agency and names provided to the Director of Student Support Services, Public Schools Branch as the Protocol Lead. The Director of Student Support Services is responsible for maintaining an up-to-date contact list of possible threat assessment team members and will ensure that all possible team members also have a copy of the list.

The Director of Student Support Services will arrange for a designate to be the Protocol Lead when away from the office.

The Director of Student Support Services will establish a Threat Assessment Steering Committee representing all parties to coordinate and maintain support for this protocol.

## **6. Activating a Threat Assessment Team**

Depending on the analysis of the first five steps, the Level One Threat Assessment Team may deem it appropriate to ask the Director of Student Support Services to

convene a multidisciplinary Level Two Threat Assessment Team, and in the event of a significant threat or risk, a comprehensive multidisciplinary Level Three Threat Assessment Team.

At that time, the Director of Student Support Services will contact the other team members who will take any and all actions seen as necessary to ensure immediate safety.

Whenever possible, all Threat Assessment Team meetings will occur on school premises and the Team Lead will be a representative of Yukon Education and/or the school involved.

## Information Sharing

The general intent of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, consent should be obtained. The individual must know what he/she is consenting to and understand the consequences of the intended disclosure. Valid consent does not exist unless the individual understands the above. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.

At the beginning of each school year, Yukon Education will provide the Threat Assessment Notification To Parents Letter (see Appendix D)

Green Light	Yellow Light	Red Light
Yukon <i>Access to Information and Protection of Privacy Act</i> provides for sharing of relevant information under any of these circumstances:	In any of the following circumstances, obtain more information and receive direction from a supervisor:	Information can NEVER be shared under any of the following circumstance:
<ul style="list-style-type: none"> <li>• With written consent</li> <li>• To avert or minimize imminent danger to the health and safety of any person</li> <li>• To report a child who might need protection under the <i>Child and Family Services Act</i></li> <li>• By order of the Court</li> <li>• To cooperate with a police and/or a child protection investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Written consent is not available but where a health or safety issue may exist</li> <li>• To report criminal activity to the police</li> <li>• When a professional code of ethics may limit disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a legislative requirement barring disclosure</li> <li>• Written consent is not given and there is no need to know and there are no overriding health/ safety concerns, or</li> <li>• Consent is given but there is no need to know nor overriding health/ safety concerns.</li> </ul>

## Key Points Regarding Information Sharing

It is unlawful to disclose "personal information" as defined in the *Access to Information and Protection of Privacy Act* (the "ATIPP Act"), unless the disclosure is permitted by that Act, or another Act that applies notwithstanding the ATIPP Act. Such illegal disclosure is an offence.

Consent in writing always permits disclosure of personal information. Such consent must be informed consent.

Section 36 (n) of the ATIPP Act provides for the disclosure of information where a public body determines that compelling circumstances exist that effect anyone's health or safety -- and if notice of disclosure is mailed to the last known address of the individual the information is about.

Section 36 (l) of the ATIPP Act also allows for disclosures of personal information to a

public body or law enforcement agency in Canada to assist in an investigation

- i) undertaken with a view to a law enforcement proceeding, or;
- ii) from which a law enforcement proceeding is likely to result

The RCMP is a law enforcement agency in Canada.

Investigations by a director under the *Child and Family Services Act* are “law enforcement” and a director is a law enforcement agency for the purposes of the ATIPP Act.

Directors under the *Child and Family Services Act* have the power to disclose information in their records as set out in s. 178 of that Act.

Note that education staff members do not have any equivalent authority to disclose personal information, except in the context of law enforcement investigations. Finally, note that s. 20(8) of the *Education Act* makes it an offence to disclose any information from a student record except as permitted in s. 20(3).

Section 125(6), the *Youth Criminal Justice Act (YCJA)* enables information in a *Youth Criminal Justice Act* record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person – including the representative of Yukon Education.

Section 125 (7) of the *Youth Criminal Justice Act (YCJA)* further stipulates that recipients of information disclosed under subsection (6) above shall:

- a) keep the information separate from any other record of the young person to whom the information relates;
- b) ensure that no other person has access to the information except if authorized under the YCJA, or if necessary for the purposes of subsection (6); and
- c) destroy the copy of the record when the information is no longer required for the purpose for which it was disclosed Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation of the young person or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration. Such sharing of information does not require the young person’s consent.

## **Communications**

### **1. Media**

As part of the threat assessment process, Yukon Education and community team members may decide to develop a joint press release. In all other cases, Yukon Education will take a lead role in managing media relations.

## **2. Parent/Staff/Student**

Communication with parents, staff, and students will be developed by the school-based administration in collaboration with the Superintendent who will consult with the Director of Student Support Services.

Yukon Education will provide the "Threat Assessment Notification Letter" to Parents (See Appendix D) that outlines for schools, parents and students the threat assessment process at the beginning of each school year.

## **3. Intra-agency**

Internal communication will be the responsibility of each party to the protocol within their own agency.

## **Documentation**

Appendix C: Violence Threat Risk Assessment Report Form will be the written documentation of the meeting. The minutes taken regarding the community violence threat risk assessment and the resulting shared information are highly confidential and shared only in the strict confidence of the actual assessment with the community protocol.

The collected information cannot be redistributed or exchanged except for the purposes of the assessment itself. A copy of the report will be distributed to each agency present at the meeting and will be stored as per their agency procedures. The official report will be sent to the Director of Student Support Services, Public Schools Branch with a copy to the appropriate Superintendent. Information shall not be stored on a student's permanent record.

If and when the incident is determined to be a Level Two or Level Three threat and where the decision to record the incident has been approved by the Superintendent and the Director of Student Support Services, information may be retained in a separate and confidential Threat Assessment file.



## **APPENDICES**

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

**Appendix B: Responding to Ensure Student and Staff Safety**

**Appendix C: Violence Threat Risk Assessment Report Form**

**Appendix D: Threat Assessment Notification to Parents Letter**

## Appendix A

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

- Any person concerned that a threatening behaviour may pose a risk or threat to others will report that behaviour to the school administrator.
- The Level One Threat Assessment Team may include the Principal, Vice Principal, guidance counsellors, involved teachers, Student Support Services staff, the Superintendent, and the Director of Student Support Services.
- Note: When a Level One Threat Assessment Team member determines the need to activate the Threat Assessment Team they will notify their designated lead team member.

Level One Threat Assessment Team (Worrisome and High Risk Behaviour)	Level Two Threat Assessment Team Support
<b>Lead - School Principal consult with Level One Threat Assessment Team and Staff to develop a plan and consider the following:</b> determine level of threat, use the Threat Assessment Framework, consult with the Superintendent who will consult with the Director of Student Support Services, access Threat Assessment Team Members, refer media to Communications Coordinator.	<b>Lead - School Principal consult with Level One Threat Assessment Team, Staff, and Level Two Threat Assessment Team to develop a plan;</b> use Threat Assessment Framework, contact Superintendent, Superintendent will inform the Director of Student Support Services as per the Threat Assessment Protocol.

## **Appendix B**

### **Responding to Ensure Student, Staff and Community Safety**

#### **Planning a Supportive Response to Worrisome and High Risk Student Behaviours**

Yukon Education expects that school administrators and staff having responsibility for or involved in a risk or threat assessment process, will be trained in Level One Threat Assessment Training. It is expected that school administrators will participate as outlined in the Violence Threat Risk Assessment Protocol and the Violence Threat Risk Assessment Report Form. Every worrisome or high risk behaviour must be taken seriously, investigated, and responded to in a timely fashion.

Any person in a school having knowledge of worrisome behaviour or high risk behaviours should contact the administrators immediately. In situations of immediate risk, CALL 911 (or the local RCMP detachment in rural Yukon) and staff will contact the administrator immediately.

**Threat Assessment** is the process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to seriously harm or kill a target or targets) actually poses a risk to the target they have threatened.

**Risk Assessment** is the process of determining if a student of concern actually has the means to carry out a threat and therefore does potentially pose a risk to some unknown target or targets.

Communication with parents/guardians is an important aspect of determining student need. In most cases, parents should be contacted. There may be occasions where the administrators should not contact parents, for example following direction from the RCMP, Health and Social Services, or another agency.

## Appendix C: Violence Threat Risk Assessment Report Form

Sources of data may be obtained from multiple sources including former administrators, support staff, teachers and other school staff, students, targets, threat makers, parents/caregivers and others.

- Yukon court records
- Current and previous school/discipline records
- Law Enforcement, Probation, etc.
- Parent interviews: offer support, seek their help in understanding, clarifying interest in/access to weapons
- Searches of the student(s) lockers, and cars
- Searches of the student(s) bedroom, etc.
- Other agency records: Mental Health, Social Services, etc.
- Activities: internet histories, diaries, notebooks, cell phone, student's computer

Student: \_\_\_\_\_ School: \_\_\_\_\_ DOB: \_\_\_\_\_

Personal Education Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

### Level One Assessment: (Completed by the Principal Steps 1 – 6)

#### Step 1: Make sure All Students Are Safe

- Refer to Yukon Education Lockdown Procedures
- Appropriately detain the student(s)
- If there is imminent danger call the RCMP
- Do not allow access to coats, backpacks, desks or lockers

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

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

- Record and attach witness information to your Threat Assessment Form

Step 4: Consider Notification of the Student's Parent(s) or Guardians(s)

- Parents/guardians have been notified of the situation and this assessment.
- Parents/guardians have NOT been notified because: (explain)

Step 5: Contact school Superintendent and the Director of Student Support Services

Step 6: 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?

The Principal documents and discusses all warning signs that apply with the In-School threat assessment team.

The presence of any of the following must be considered the minimum for protocol activation:

- **Serious violence with intent to harm or kill**
- **Verbal/Written threats to kill others (clear, direct, and plausible)**
- **Internet (Facebook, YouTube, etc) text messaging threats to kill others**
- **Possession of weapons (including replicas)**
- **Bomb threats (making and/or detonating explosive devices)**
- **Fire setting**
- **Sexual intimidation or assault**
- **Gang related intimidation and violence**

#### **Series I Questions (The Incident)**

1. Where did the incident happen and when?
2. How did it come to the interviewee's attention?
3. What was the specific language of the threat detail of the weapon brandished or gesture made?
4. Who was present and under what circumstances did the incident occur?
5. What was the motivation or perceived cause of the incident?
6. What was the response of the target (if present) at the time of the incident?
7. What was the response of the others who were present at the time of the incident?

#### **Series II Questions (Attack-related Behaviours)**

1. Have they developed a plan and how general or specific is it (time, date, identified target

selection, site selection, journal of justifications, maps and floor plans?)

2. Has the student (subject) 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 and the locations of police or security patrol?
3. 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 and tapes to look like a pipe bomb, etc.)
4. Is there any evidence of attack related behaviours in their locker, backpack, car trunk, etc. at school or bedroom, shed, garage, etc. at home?
5. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen"?
6. Has the student (subject) attempted to gain access to weapons or do they have access to the weapons they have threatened to use?

### **Series III Questions (The Threat Maker/Subject)**

1. Does the threat maker (subject) have a history of violence or threats of violence?
2. If yes, what is the frequency, intensity and how recent? (FIR) of the violence?
3. What has been their past human target selection?
4. What has been their past site selection?
5. Do they have a history of depression or suicidal thinking/behaviour?
6. Is there evidence that the threat maker is moving to changing or additional targets?
7. Is there evidence the target has instigated the current situation?
8. Are others involved in the incident who may intentionally or unintentionally be contributing to the justification?
9. Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (i.e. leader, co-leader, and follower)? Process?
10. Is this a difference from the student's threat making baseline behaviour?
11. Who is in the target's peer structure and where does the target fit (i.e. leader, co-leader and follower)?
12. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?
13. Does the student of concern (subject) have a healthy relationship with a mature adult?
14. Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?
15. How have they responded to prior violent incidents (local, national, etc.)?



16. Is the student on an Individualized Education Plan that is relevant to this behaviour?
17. What type of violent games, movies, books, music, internet searches, does the student (subject) fill themselves with?
18. Is there evidence that what they are filling themselves with (TV shows, games, reading materials) is influencing their behaviour (Imitators vs. Innovators)?
19. What related themes are present in their writings, drawings, etc.?
20. Is there evidence of religiosity?
21. History of behaviour patterns (personal and familial).
22. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparents' home)?
23. Is the student (subject) connected to a healthy/mature adult in the home and/or community?
24. Who lives in the family home (full-time and part-time) or is present on a regular basis in the student's life?
25. Who seems to be in charge of the family and how often are they around?
26. 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, how recent?
27. Does this look like an escalation of the student's behaviour at home or at school? Are the student's parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
28. 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 the father travels away from home for work)?
29. Does the student have a history of trauma, including car accidents, falls, exposed to violence, abuse, etc.?
30. Has the student been diagnosed with a DSM IV diagnoses? (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV))
31. Is there a history of mental health disorders in the family?
32. Is there a history of drug or alcohol abuse in the family?

## **Level Two Assessment:**

### **Review Findings with a Multidisciplinary Level Two Threat Assessment Team (Step 7)**

If it has been determined at the school level that the risk or threat is of significant concern, and a decision is made to include other agencies, this step involves raising the level of involvement of other agencies by the Director of Student Support Services convening the Level Two Threat Assessment Team to 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?*  
Does the student pose a threat to someone outside the school (i.e. family)?

#### ☐ **Low Level of Concern**

- Risk to the target(s), students, staff and school safety is minimal.
- Threat or risk 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 or risk could be carried out, although it may not appear realistic. Violent action is possible.
- Threat is more plausible and concrete than low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e. possible place and time).
- No clear indication that the student of concern has taken preparatory steps (i.e. weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate any lingering concerns about the student's potential to act violently.
- Increase in baseline behaviour.
- 

#### ☐ **High Level of Concern**

- The threat or risk 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.

## Decide on a Course of Action (Step 8)

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

### ☐ **Low to Medium Level of Concern**

- Implement the Intervention Plan (Most students can be managed at school or department program alternatives with supportive intervention).

### ☐ **Medium to High Level of Concern**

- The school-based Threat Assessment Team has determined that further assessment is required.
- School Principal will notify the School Superintendent and the Director of Student Support Services to discuss next steps.
- *If there is imminent danger, call 911 (or the local RCMP detachment in rural Yukon).*
- *If there is concern that child is in need of protective intervention, contact Child and Family Services.*

## Level Three Assessment:

### Develop an Intervention Plan (Step 9)

- Use the following Intervention Plan to address all concerns identified during the Violence Threat Risk Assessment.

#### Intervention Plan (attach additional pages as needed)

- ☐ Restorative action and supports offered to the student.
- ☐ 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):
- ☐ Backpack, coat, and other belongings check-in and check-out by:
- ☐ Late Arrival and/or Early Dismissal:
- ☐ Modify daily schedule by:
- ☐ Behaviour Management/Safety Plan (attach a copy to this Threat Assessment) – increased supervision in these settings.

- ☐ Intervention by Student Support Services staff.
- ☐ Identify precipitating/aggravating circumstances and develop intervention plan.
- ☐ Drug and/or alcohol intervention with:
- ☐ If special needs student, review IEP goals and placement options.
- ☐ Obtain consent to share information with community partners such as counsellors and therapists.
- ☐ Other action:

**Parents/Guardians (attach additional pages as needed)**

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

**Review this Intervention plan regularly and modify it as appropriate.**

Threat Assessment Team Members (signature, dates)

Principal or Vice Principal \_\_\_\_\_

Superintendent \_\_\_\_\_

RCMP \_\_\_\_\_

Other \_\_\_\_\_

## **Appendix D: Violence Threat Risk Assessment Notification to Parents**

***To be sent home from each School on School Letter head each Fall***

**Re:** Yukon Education Violence Threat Risk Assessment Protocol

Dear Parents/Guardians:

The safety of our children is a top priority for everyone. The tragedies that have occurred where students commit violent acts against other students and educators in Canada and in the United States have caused government officials, educators, parents, students and other community members to assess how we make our schools and communities safe for our children and students.

Public Schools Branch staff members have been involved in an intensive safety training program with our community partners, the Royal Canadian Mounted Police, Yukon Department of Health and Social Services, Yukon Department of Justice, and Yukon College. From what we have learned in this training we know that student acts of violence are not random; individuals do not suddenly 'snap' and commit serious acts of violence. In cases where serious acts of violence have occurred there have been many indicators and escalating signs that these individuals are on a path to commit serious harm to themselves or others. The training has helped our professionals to recognize these signs, assess them, and put in place interventions to support and reduce the level of risk. Together with our community partners, Public Schools Branch has developed a plan to respond to situations in which students may be demonstrating behaviours that pose a risk to themselves or others.

We wish to advise parents that we have adopted a protocol which requires schools to undertake a threat assessment in all cases of students making threats to harm others. These threats may be physical, verbal or written, they may be gestures or messages posted on the Internet. The purpose of the Yukon Education Violence Threat Risk Assessment Protocol is to determine how best to support students considered at risk so that their behaviour does not become hurtful or destructive to themselves or others.

The complete Yukon Education Violence Threat Risk Assessment Protocol is available at [www.education.gov.yk.ca](http://www.education.gov.yk.ca).

Parents can play an active role in keeping our schools safe by advising the school of any information communicated to them from their children concerning threatening behaviours that their children may have been subjected to, in or out of school, and continuously monitoring their children's use of the Internet and Internet chat lines.

This letter is intended to provide you with notice that all Yukon schools will respond to all threats in a professional manner that provides for safe, healthy, and caring learning environments. Any threats or threat making behaviours will be taken seriously and assessed accordingly.

We are pleased to be able to provide this level of support to our school communities and appreciate having the ongoing support of our community partners.

Yours sincerely,

Principal  
School name