

Community VTRA Protocol:

Violence Threat Risk Assessment

*A Collaborative Response to Assessing
Potential Violence*



A protocol developed by the Catholic District School Board of Eastern Ontario, Upper Canada District School Board, Conseil scolaire de district catholique de l'Est ontarien, and Conseil des écoles publiques de l'Est de l'Ontario in collaboration with Community Agencies and Police Services in Lanark, Leeds & Grenville, Stormont, Dundas & Glengarry, and Prescott & Russell.

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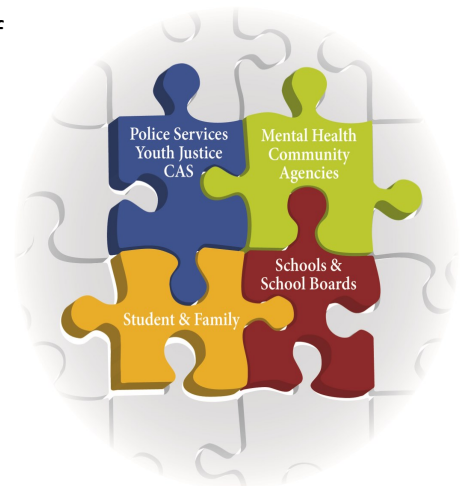
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Acknowledgements

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

We thank the Limestone District School Board, and the Kawartha Pine Ridge District School Boards for sharing their expertise and resources in the development of original version of this document. We would also like to thank the Steering Committee, which is comprised of members of the Police Services, Boards of Education, Children’s Aid Society, Mental Health and Youth Justice from across Lanark, Leeds, Grenville, Stormont, Dundas, Glengarry, Prescott and Russell Counties, for their work in keeping the Protocol current.



RATIONALE

The District School Boards in Eastern Ontario, Police Services, and their Community Partners are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

The District Schools in Eastern Ontario, Police Services, and their Community Partners will respond to student (child/youth) behaviours that may pose a potential risk for violence to children/youth, staff and members of the community. A student refers to all children/youth under the age of 18. Child/Youth will be used in the remainder of this document. The goal of early intervention by the school boards, Community Partners, child/youth and families will be to reduce and manage school or community violence and harm to self or others.

This protocol supports collaborative planning among schools, community partners, families, children and youth, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about a child or youth who poses a risk for violence towards themselves or others. It is the process of deliberately trying to, “connect the dots” that “paints the picture” that a person is moving on a path towards serious violence before a violent act occurs. The protocol promotes supportive and preventive plans being put in place.

The strength of this Partnership between school boards and community partners lies in the multidisciplinary community composition of the VTRA Team. The Violence Threat Risk Assessment (VTRA) members will strive to share and review relevant information, details of threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise. This collaborative process will respect an individual’s rights to privacy and the safety of all, to the fullest extent possible.

Need for Training

This protocol document is not a substitute for training in the field of Violence, Threat, Risk Assessment (VTRA). The VTRA protocol is intended to be used by multidisciplinary teams trained in the theory and practice of student threat-risk assessment through Level 1 Violence, Threat -Risk Assessment Training.

Importance of Safe School Culture

School culture/climate is widely acknowledged as being a key to creating a safe environment. By placing a strong emphasis on safety, tolerance, communication and programming designed to facilitate social responsibility, an environment is created where violence is less likely to occur, and where systems are in place to allow for early identification of potential problems. It is critical for students themselves to be actively involved in the development of safe school initiatives and programming.

COMMUNITY PARTNERS

The District School Boards are the lead partners in the Community VTRA Protocol for our geographical area of **Lanark, Leeds, Grenville, Stormont, Dundas, Glengarry, Prescott and Russell Counties**. Community Partners include local agencies and the following police services, Children's Aid Society and mental health agencies from across the following four regions:



- **Lanark, Leeds & Grenville**

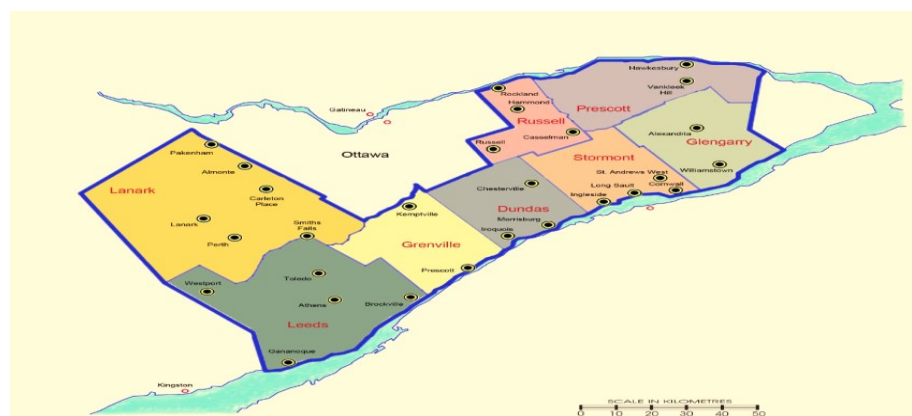
- Smiths Falls Police Service*
- Ontario Provincial Police*
- RNJ Youth Services*
- Brockville Police Service*
- Gananoque Police Service*
- Probation Services*
- Family and Children's Services of Lanark, Leeds and Grenville*
- Children's Mental Health of Leeds & Grenville*
- Open Doors for Lanark Children and Youth*

- **Stormont, Dundas, Glengarry Counties**

- Cornwall Police Service*
- Ontario Provincial Police*
- Probation Services*
- Children's Aid Society of the United Counties of Stormont, Dundas and Glengarry*
- Cornwall Community Hospital Children's Mental Health*
- Laurencrest Youth Services Inc.*

- **Prescott, Russell Counties**

- Ontario Provincial Police*
- Valoris for Children and Adults of Prescott Russell*



VISION AND STATEMENT OF PRINCIPLES

The overarching goal of this protocol and violence threat risk assessment is risk reduction and violence prevention to promote the safety of children/youth, parents/guardians, school staff, and community members.

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

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. We will do so by proactively sharing information, advice, and support.

As partners, we will work together for the benefit of children, youth, and their parents/guardians by:

- building working relationships based on mutual respect and trust
- working in ways that promote safe, caring and restorative school environments and practices
- involving children, youth and their families in planning for services and supports
- recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate service plan
- participating in VTRA Team meetings

The protocol is designed to facilitate communication so that when the VTRA Team is activated, appropriate Community Partners and District School Boards may communicate relevant child/youth information.

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

- protocol review every two years
- staff development in VTRA training
- participation in VTRA meetings
- designating a lead contact within each agency who has been VTRA trained
- maintaining staff awareness of Protocol

KEY APPROACHES IN THREAT/ RISK ASSESSMENT

Sharing of Relevant Information

All partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person.

Investigative Mind-set

An investigative mind-set is central to successful application of the risk/threat assessment process. Violence Threat Risk Assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviours. Personnel who carry out Risk/Threat assessment strive to be both accurate and fair.

Building Capacity

VTRA training will be provided to as many school personnel and community partner staff as possible. The Steering Committee, made up of community partners, police and school boards, will continue to encourage training.

Program Review

The VTRA-Protocol will be reviewed by the Community VTRA Protocol Steering Committee once a year. This group will be made up of designates from Community Partners and District School Boards.

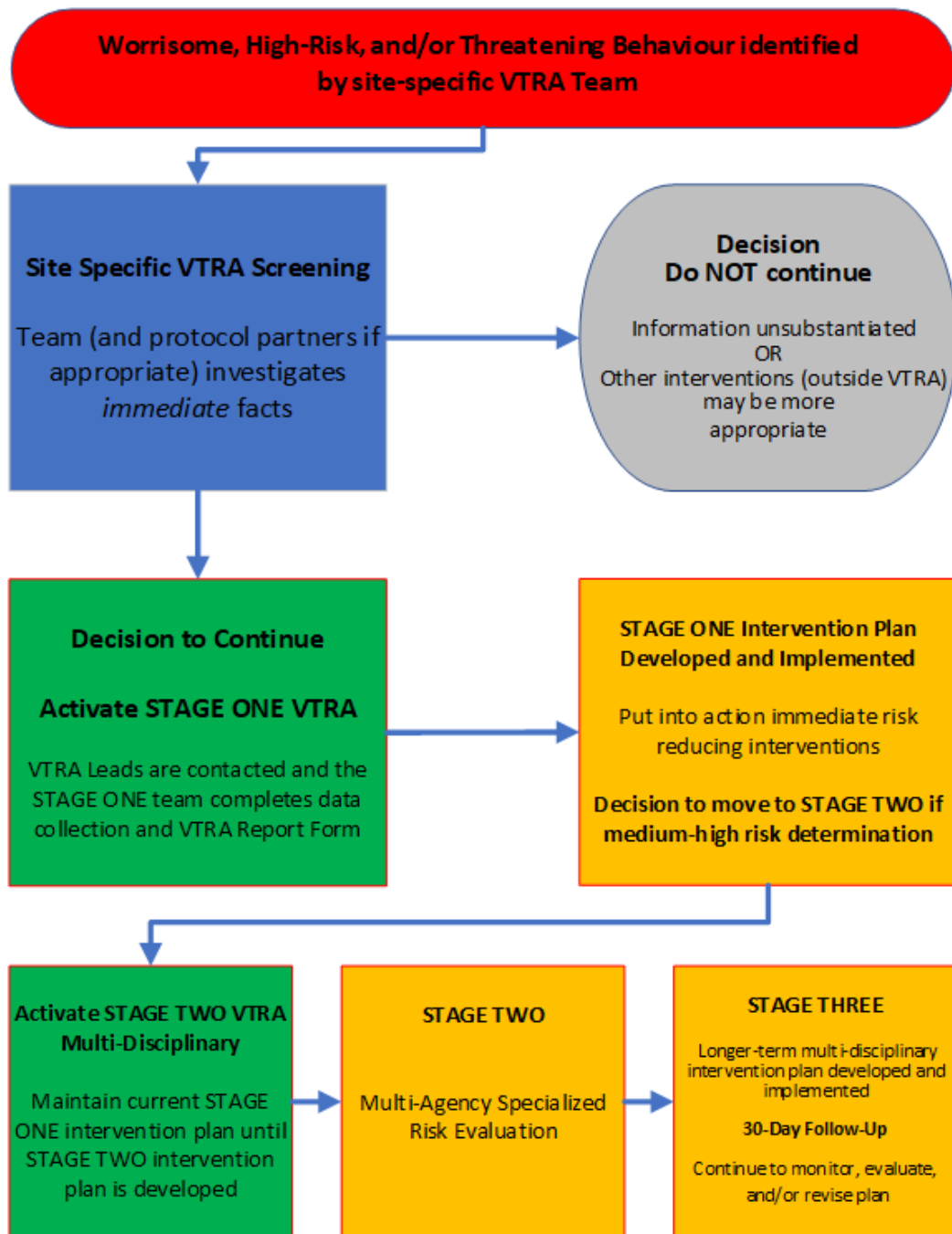
Contact List

The District School Boards will be the lead agencies in application of the protocol. The District School Boards' Superintendents of Safe Schools or designates, will maintain an up-to-date list of lead-contacts for the Community VTRA Protocol partners, and will distribute a copy of the list to all Community Partners.



VTRA RESPONSE

When a child/youth engages in behaviours or makes threatening comments or gestures that may result in serious injury to self and/or others, the VTRA is enacted in the following way:



VTRA RESPONSE – Diagram Description:

1. Worrisome, high-risk, and/or threatening behaviour identified by site-specific VTRA Team.
2. Site Specific VTRA Screening: Team (and protocol partners if appropriate) investigates immediate facts.
 - a. Decision to NOT continue: Information unsubstantiated or other interventions (outside VTRA) may be more appropriate.
 - b. Decision to continue: Activate Stage One VTRA – VTRA leads are contacted and the STAGE ONE Team completes data collection and VTRA Report Form.
 - i. Stage One Intervention Plan Developed and Implemented: Put into action immediate risk reducing interventions. Decision to move to STAGE TWO if medium-high risk determination.
 - ii. Activate STAGE TWO VTRA Multi-Disciplinary: Maintain current Stage One intervention plan until Stage Two intervention plan is developed.
 - iii. Stage Two: Multi-Agency Specialized Risk Evaluation.
 - iv. Stage Three: Longer-term multi-disciplinary intervention plan developed and implemented. 30 day follow-up. Continue to monitor, evaluate, and/or revise plan.

Stage ONE: Data collection and immediate risk reducing interventions

Stage ONE VTRA Teams must include the following three professionals and others as the team or committee deems appropriate

- School Principal and/or designate
- Clinician (School/Board designate)
- Police of Jurisdiction

The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the STAGE ONE VTRA Report Form (**Appendix B**).

Note: VTRA cases can be resolved at the Stage ONE level where the incident proves to either be a moment-in-time bad judgement call by the threat maker that is low risk; information that resulted in the activation of the Stage ONE Protocol proves to be unsubstantiated; or adequate interventions are able to be put in place under the direction of the school/police team that address the needs of the threat maker, target, etc.

Stage TWO: Comprehensive Risk Evaluation

Stage TWO is a “multidisciplinary risk evaluation” which often involves some or all the following:

- police-based threat assessment units,
- psychology, psychiatry, mental health,
- child protection, youth probation, and others.

This second stage is focused on further data collection beyond the initial data set obtained by the Stage ONE Team and as such the Stage TWO members are charged (in collaboration with the Stage ONE Team) with the formal risk assessment and evaluation which may include the use of tests and measures.

Stage THREE: Longer Term Treatment Planning -Multidisciplinary Intervention

This stage requires reconvening partners who are involved in the case at hand for the “**development and implementation of a comprehensive multidisciplinary intervention**” and to pre-determine a follow-up date for case review. The agency that will take the lead at this point is the one that is the most appropriate at the time: **every case on its own merit!** In complex cases one agency may take the initial lead but after stabilization another may assume the leadership/coordinating role

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

DETERMINING WHEN TO ACTIVATE THE VTRA PROTOCOL

There are a wide range of behaviours that are of concern to some families, workplaces, schools and communities. It is sometimes difficult, however, to determine whether or not to activate a formal VTRA process. The following guidelines are intended to help protocol partners make this determination. It is important to carefully consider each and every individual situation to ensure the most appropriate response.

Immediate Risk Situations

These situations included armed (e.g. gun, knife, explosives or other device/weapon capable of causing serious injury or death) intruders inside the building or on the periphery, who may pose a significant risk. When immediate risk is identified, lockdown plans should be activated immediately, followed by a call to 911. In these cases, a threat is unfolding, and the matter is one of immediate police intervention and protective site-specific response, not Stage One VTRA. Boards should refer to their **Police-Board Protocol**.

Formal Categories for VTRA Protocol Activation

Thresholds for VTRA protocol activation include, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Plan for serious assault
- Verbal/written threats to kill/injure others (“clear, direct, and plausible”)
- The use of technology to communicate threats to harm/kill others or cause serious property damage (e.g. computer, mobile phone)
- Possession of a weapon/replica
- Bomb threats (making and/or detonating)
- Fire setting behaviours
- Sexual intimidation or assault
- Chronic, pervasive, targeted bullying and/or harassment
- Gang related intimidation and violence
- Hate incidents motivated by factors including but not limited to race, culture, religion, sexual and/or gender diversity
- Homicidal/suicidal behaviours that threatens safety

Stage ONE VTRA Team Leadership and Team Activation

In school-based VTRA cases the principal and or their designate (V.P.) is the team leader in that it is their responsibility to maintain a safe and caring learning environment and therefore their responsibility must be to promptly notify the Superintendents responsible for Safe Schools of any behaviour that activates or should activate the VTRA protocol. Notification of police partner and board designate should also occur for VTRA activation.

Once the Stage ONE team is activated, leadership is shared and collaborative as the VTRA team decides initial steps that need to be taken for immediate data collection and any immediate risk reducing interventions. School principals are still responsible for disciplinary measures that may need to be addressed and the overall safety of children/youth and staff. Police are responsible for determining if a parallel investigation focusing on any criminal aspect of the case will go forward in addition to being responsible for public safety concerns.

Non-Work Hour Cases

If information is received by a VTRA member regarding serious violence, weapons possession or a threat that is “clear, direct, and plausible” during non-work hours for protocol partners, police will be called and steps will be taken to assess the person of concern as well as notify and protect the target(s) as required. The VTRA team will be activated if the case at hand is deemed to be high risk. Many evening or weekend incidents occur that continue to escalate into workplace/school, and many workplace/school incidents occur that escalate into the community the next day (e.g. relational violence, violence at sporting events, family violence).

Activation of a Violence Threat Risk Assessment by a Community Partner

When staff members of a partner agency become aware of potential risk or a serious incident, they notify their designated lead/supervisor to determine the need to activate the VTRA protocol. If it is determined that a VTRA is necessary, the lead will notify the school Principal.

At all times actions that are necessary to facilitate immediate safety are taken, without delay.

Whenever possible, VTRA meetings will occur on School Boards’ premises.

Threats

Threats may be written, verbal, drawn, posted on internet, gestured and may be:

- Direct
- Indirect
- Conditional
- Veiled

Some threats may not meet the standard of law for criminal charges but do warrant assessment. Prior knowledge of a “clear and discernible pattern of offending” may justify VTRA team members in responding to “pre-incident” indicators.

Anonymous Threats

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

As of this writing, 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 crises/trauma response.

Assessing the Threat

VTRA teams 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

1. Amount of detail (location where the violence is to occur, target(s), date and time the violence is to occur, justifications, etc.).
2. Threatened to do what with what (“kill”, “murder”, “ruin your lives”, “shank”, “shoot”, etc.)?
3. 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?).
4. Is the threat clear, direct, plausible, and consistent?

Worrisome Behaviours

Worrisome behaviours are “grey area” cases. This would include instances where a person of concern may be engaging in behaviours such as drawing pictures, writing stories (and posting or presenting them) or making vague statements that do not, in of themselves, constitute “uttering threats” as defined by law but are causing concern because of violent, sexual, or other concerning content. The primary standard for assessing these types of cases is “the closer to reality, the more concerned we become”.

Worrisome cases are for site-specific VTRA team members to discuss internally and do not result in activation of the community protocol because they do not cross clear lines. Yet, it is appropriate for the site-specific VTRA Lead to consult with their police VTRA partner even from a consultation perspective (e.g. “What do you think of this Facebook post?”). Independent of site-specific VTRA Lead, the police member may do their own background check and if they determine concern, further inquiry will begin.

In many cases, following up with a Worrisome Case Conference (with parental consent) 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 can quickly evolve into the formal activation of a VTRA.

Children under 12 years of age

It there is a significant increase /shift in baseline behaviour, weapons possession, or clear, direct and plausible threats, a formal VTRA will be activated. Nevertheless, when younger children engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Generally, most threat-related behaviour exhibited by young children could fall into the category of “worrisome behaviours” that would result in a worrisome case conference. However, just because a child is under 12 years of age does not mean they cannot pose a significant risk.

Violence, Threat, Risk, Assessment Reminders

Expectation of Responsible Reporting

ANY person in a school and 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 administration, agency lead, or police services. Students seeking adult support for worrisome behaviour is NOT “ratting” or “snitching”. It is an important piece of supporting a culture of safety for all. It is important for all to understand that no action will be taken against the person who makes a report unless the report is made maliciously and without reasonable grounds.

Working with Diversity

It is vital that individuals involved in VTRA recognize and acknowledge the diversity of all parties involved; that culture, language, creed and identity are respected. Professionals may view situations from a place of privilege, therefore VTRA teams may need to challenge their own assumptions and ways of thinking when working with marginalized and diverse families. When language barriers exist it is important, if possible, that respondents speak in their first language and that a neutral interpreter be used to translate, and that culturally relevant services and supports are engaged whenever possible.

Criminal Charges:

Public safety is the primary mandate for police services. The police officer assigned to the VTRA team may determine whether or not a criminal investigation is warranted. **If the law enforcement team member chooses not to proceed with a criminal investigation at the time, then the officer will continue with Stage ONE VTRA Team.** When a criminal investigation is initiated, the police member of the team may refer the case for investigation to a general duty member and continue to participate as an active VTRA team member. **A police investigation does NOT prevent the remaining VTRA members from continuing with data collection relative to the threat assessment including obtaining history of prior target selection, site selection, and changes in baseline behaviours.** Good communication between police and VTRA team is important, so as not to compromise an investigation/prosecution or place unnecessary strain on victim. It is understood that collaboration with VTRA members will be ongoing, notwithstanding the fact that each team member has their own “jurisdiction”.

Violence

When violence occurs, the following general guidelines can help administrators to determine if the case should be dealt with as a disciplinary matter only or as a violence/threat risk assessment case.

Consult with a VTRA member if:

- lower baseline violence appears unprovoked
- clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.)
- no intent to harm present
- if the frequency, intensity, recency (FIR) of the violence denotes an increase in behavioural baseline of the perpetrator(s)

Suicide as a Special Consideration

When site-specific professionals are dealing with a situation where an individual is of concern because of suicidal ideation, they should follow their existing protocols for suicide risk assessment (See SPIRR Protocol). The VTRA protocol should only be used as part of a case with suicidal ideation when there is evidence of:

- Fluidity
- Suicide Pact
- Conspiracy of two or more (Puppet Master)
- Multiple suicides or attempts in quick succession in a community

RESPONDING TO THREAT MAKING BEHAVIOURS

Fair Notice

Prior to any VTRA protocol being implemented, all student, 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. Fair notice is provided to families each school year (see sample of Fair Notice in Appendix H) and should also be posted on school boards’ website.

VTRA Trumps Suspension

In most cases, unless the individual of concern already poses an imminent or obvious safety concern, the Stage ONE team is activated, and the Stage ONE REPORT FORM data is collected within reason before a suspension is even considered. A poorly timed “**out of school**” suspension is high risk as this period is often viewed by high-risk student as the “last straw”. 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 and /or homicidal ideation, to take the final step from planning to action. VTRA may or may not result in a suspension. VTRA is not a disciplinary measure.

Involving Parents in VTRA

***Note:** This section is primarily focused on children and youth under 18 years of age. However, there are adult VTRA cases where parents, caregivers, siblings, spouses (partners) and others associated with the person of concern have been contacted due to concerns regarding risk to self or others.*

Parent(s) or caregiver(s) are an essential part of the assessment process as they are necessary sources of insight and data regarding the “bedroom dynamic”, “An increase or shift in baseline”, and other contextual factors that may be either “risk-reducing or risk-enhancing”. As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and the VTRA Team to more fully assess the young person of concern and collaboratively plan for appropriate

intervention where necessary. A parent(s) or caregiver(s) of a young person under the age of 18, or who is still under the guardianship of an adult, should be notified at the “earliest opportunity”. Specifically, notification should occur after the VTRA team has collected enough initial data to confirm that a Stage One VTRA should be activated. Notification guidelines follow that of the standard practice of, for example, fist fights between two children/youth at a school. Before school administration calls home, they collect some initial data, talk with the child/youth involved and then notify the parent(s) or caregiver(s) of the situation and the circumstances surrounding it.

Depending on the initial level of risk or evolving dynamics of a particular case parent/caregiver notification may be delayed. Common reasons include:

- a) Child protection issues that emerge early in the data collection process. In these situations, a report will be made to Child Protection and that part of the case will be the domain of Child Protection.
- b) Parent/Caregiver poses a potential risk of violence to the Site where the VTRA was activated. In these situations, the police will take the lead of notification.
- c) Where multiple young people of concern (and others) are believed to be part of a conspiracy of two or more and therefore the timing (correlation) of notifying multiple parents/caregivers must be done strategically so as not to escalate a complex peer dynamic.

Parent (Caregiver) Notification - Targets

As a primary purpose of the Community VTRA Protocol is violence prevention, identifying, protecting and supporting the target(s) of the threat is a priority as well. Therefore, parent(s) or caregiver(s) of a young person under the age of 18, or who is still under the guardianship of an adult, should be notified at the “earliest opportunity”. Often the target and his/her parent(s) or caregiver(s) 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. As such, if the threat is “clear, direct, and plausible” or the VTRA team feels violence may be imminent (if the case is unfolding during school hours and the target is present at school), notification will occur after the target is secured/protected from potential harm. If the initial threat is **not** “clear, direct, and plausible”, the VTRA team will continue to collect data to determine the level of risk before the parent(s) or caregiver(s) 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 overreactions 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 prove to be a minor non-threat related situation.

However, there are also cases where notification may be delayed, such as:

- a) Long standing dynamics between two conflicting families that are likely to result in further threats and/or violence once notification occurs. These situations would be seen as “threat management” cases.
- b) The parent/caregiver is highly likely to escalate the situation by overreacting before the VTRA Team can conduct all necessary initial interviews and take protective steps for the target(s)

Supporting Targeted or Victimized Child/ Youth or Staff

The VTRA team clinician (psychologist, therapist, counsellor) is responsible for ensuring that the recipient(s), victim(s) or target(s) of the threats are assessed and that services are provided as necessary. As the threat may be directed towards one or more child/youth, an entire class, or the school population, the circumstances will dictate how far reaching an intervention may be. The VTRA team clinician and the school administration (with consultation with the Superintendent of Safe Schools) 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 has been engaged in high-risk behaviours that may have led to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to also be assessed for high-risk behaviour as well.

RESPONDING TO THREAT MAKING BEHAVIOUR: A STAFF GUIDE

Any person who is concerned will report to the school principal, designate or agency lead, any behaviours that are worrisome and may pose a risk or threat to others.

| Worrisome Behaviours | High Risk Behaviours |
|--|---|
| <p>Include but are not limited to:</p> <ul style="list-style-type: none"> Drawing pictures with violent content Writings with violent content Vague threatening statements Unusual interest in fire Significant change in baseline behavior <p style="text-align: center;">↓</p> <p>Conduct a worrisome case conference:</p> <p style="margin-left: 20px;">(a) Information unsubstantiated or no risk - VTRA process ends and other interventions may be more appropriate.</p> <p style="margin-left: 20px;">OR</p> <p style="margin-left: 20px;">(b) Information obtained via case conference increases concern and indicates the need to activate a Stage ONE VTRA.</p> | <p>Include but are not limited to:</p> <ul style="list-style-type: none"> Serious violence or violence with intent to harm or kill Plan for serious assault Verbal/written threat to kill/ injure (clear, direct and plausible) Use of technology to communicate threats to harm/kill others or cause serious property damage (e.g., “burn the school down”) Possession of a weapon/ replica Bomb threats (making and/or detonating) Fire setting behaviours Sexual intimidation or assault Chronic, pervasive, targeted bullying and/or harassment Gang related intimidation and violence Hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual or gender diversity Homicidal/suicidal behaviours that threatens safety |
| IMMEDIATE RISK WITH THREAT related to any of the above: CALL 911 | |
| <p>In the case of an immediate risk when an incident/threat is unfolding and immediate police intervention and protective site-specific response is required, contact 911.</p> <p>Active Police Board Protocol (e.g., lock down, hold and secure, shelter in place).</p> | |
| ↓ | |

| VTRA MODEL ACTIVATION | | |
|--|---|---|
| STAGE | STEPS | VTRA TEAM |
| <p>Stage ONE:</p> <p>Immediate risk reducing interventions</p> <p>Data Collection (1-2 hours) and consolidation</p> | <ul style="list-style-type: none"> Make sure all children/youth are safe. Determine if threat maker has access to weapon. Inform Superintendent of Safe Schools / Agency Director Contact Stage ONE VTRA team members (at minimum police and school board designate (i.e. BCC, SCC) Initiate Stage ONE VTRA Report Form Interview threat maker(s), victim(s), and other individuals directly and indirectly involved. Notify and interview the child/youth’s parent(s) or guardian(s) at the earliest opportunity Review findings with the VTRA Team. Develop and implement immediate risk reducing intervention plan. Conduct 30 Day Follow-Up of Intervention Plan | <p>Stage ONE VTRA Team</p> <p><i>Superintendent Safe Schools*</i></p> <p><i>Home/Family School Superintendent*</i></p> <p>School Administration</p> <p>Designated Regional Board Lead (e.g., BCC, SSC, Head/Chief Psychologist)</p> <p>Police of jurisdiction (VTRA trained)</p> <p>Community Agency VTRA Lead</p> |
| In cases that prove to be moderate to high risk at the Stage ONE level: Stage TWO VTRA may be initiated | | |
| <p>Stage TWO:</p> <p>VTRA Multidisciplinary Risk Assessment and further data collection</p> | <ul style="list-style-type: none"> Further assessment of long-standing risk enhancers (e.g., childhood trauma, drug or alcohol abuse, early caregiver disruptions, etc.) Targeting areas that may need to be addressed strategically and therapeutically to result in lasting gains in reducing baseline behaviour | <p>Stage TWO Multi-Agency Team</p> <p>Stage ONE VTRA Team as needed. Some or all of the following may also be involved:</p> <ul style="list-style-type: none"> Police-based threat assessment units, Psychiatry, Pediatrics, Psychology, Mental Health, Child Protection, Youth Probation |
| <p>Stage THREE:</p> <p>Longer Term Multidisciplinary Intervention</p> | <ul style="list-style-type: none"> Develop and implement longer-term multidisciplinary intervention plan Continue to monitor, evaluate and/or revise intervention plan as needed (30-60-90 day follow up recommended) | <p>Ongoing collaboration with Stage ONE and TWO multi-agency team members as needed</p> |

The school Superintendent or Superintendent of Safe Schools will be consulted by the team at the school and will participate in the VTRA process as required.

Threat Assessment:

A process of determining if a threat maker (someone who utters, writes, emails, etc., a threat to kill a target or targets) actually poses a risk to the target(s) being threatened.

Although many children/youths, and others, engage in threat making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Stage ONE VTRA 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 child/youth of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

Risk Assessment:

A process of determining if a child/youth of concern may pose a risk to some unknown target or targets at some unknown period of time. The child/youth may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of their violence or violence potential may be escalating.

A risk assessment is typically a lengthier process that may involve a number of standardized tests and measures that go beyond the scope of the school –based multidisciplinary VTRA process. After the Stage ONE - initial level of risk - is assessed and immediate risk reducing intervention has occurred, a further risk assessment may be required. 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 child/youth’s functioning and to use that data to guide longer term intervention and treatment goals.

School board/community partners will collaborate to determine whether risk exists and/or the extent of the risk and develop a supportive plan.



Violence Threat/Risk Assessment Intervention and Management

Guidelines for Re-entry into School

When the data suggests that a student poses a threat to others, he/she may be suspended from school until a more comprehensive assessment can be conducted. VTRA teams 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 VTRA team outlines, in writing, steps the student, family, school, and others need to follow to ensure an appropriate assessment(s) is conducted prior to re-entry into the school. Following the completion of necessary assessments, the initial VTRA members may work with the student and the parent(s)/ (caregiver) to develop a plan for re-entry that becomes a signed contract by all participants including the student and parent(s), if circumstances warrant

Supportive Services

Each of the VTRA members needs to have the authority within their own organization to make immediate decisions regarding 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

Trauma Response:

After a traumatic event has occurred the school board and community partners may be called upon to plan for and/or provide post trauma counseling and interventions for child/youth and staff.

ROLES & RESPONSIBILITIES

School principal or designate (as determined by Superintendent of Safe Schools)

- The principal calls the school superintendent to discuss possible activation and coordinate the VTRA after a child/youth has been determined to pose a medium or high level of concern to other child/youth or staff
- co-ordinate the VTRA team and complete Series 1-5 of the STAGE ONE VTRA Report Form within hours
- follow up and coordinate intervention/management plans developed by the team, and forward the STAGE ONE VTRA Report Form and intervention/management plan to the school and safe schools superintendent
- store the intervention/management plan securely

School Resource Officer/ Investigating Police Officer

- be involved in school VTRA team
- wherever possible, a police officer trained in Threat Assessment will be involved in VTRA teams
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted

District School Board staff

- be designated by the Superintendent of Safe Schools to participate in school VTRA team and where appropriate to be the VTRA lead (i.e. *behaviour crisis consultant/special services counsellor, psychologist, etc.*)
- consult with the principal, VTRA team, and superintendents involved
- contact VTRA members to facilitate consultations, and conduct interviews as required, except in criminal investigations, complete the STAGE ONE VTRA Report Form questions Series 1-8 (Appendix B)
- Follow up on recommended intervention/management plans

Guidance counsellor/special education teacher/ student success teacher/ other staff who know the child/youth

- to assist in data gathering as assigned by the principal
- assist the principal in Series 6 — 9 of the STAGE ONE VTRA Report Form and be available for consultation on general issues regarding VTRA procedures relating to mental health
- assist in developing plans or other interventions (e.g., behaviour plan, worker/individual safety plan), and in facilitating access to programs or resources, to reduce the risk of violence and respond to the child/youth's educational needs if consent has been obtained, help families obtain needed assistance

Community Partner Staff

- Follow internal procedures in support of the VTRA
- determine the lead or designate staff for each agency
- have a trained staff member participate in the VTRA
- participate in completion of the STAGE ONE VTRA Report Form questions Series 1-8 (Appendix B)
- participate in a review of school VTRA team findings
- participate in developing any recommended intervention/management plans

INFORMATION SHARING

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

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

| Green Light | Yellow Light | Red Light |
|--|--|---|
| Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances: | In any of the following circumstances obtain more information and/or get advice from supervisor or the board lawyer | Information can NEVER be shared under the following circumstances: |
| <ul style="list-style-type: none"> • With written consent (see page 23 regarding YCJA exclusion). • To avert or minimize imminent danger to the health and safety of any person. • To report a child who might need protection under the Child and Family Services Act (See Child Abuse Protocol). • By order of the Court. • To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (pgs. 14-15 regarding YCJA) | <ul style="list-style-type: none"> • Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s). • To report criminal activity to the police. • To share YCJA records. • Where there is a demand or request to produce information for a legal proceeding • When a professional code of ethics may limit disclosure. • To cooperate with a police and/or a child protection investigation. | <ul style="list-style-type: none"> • There is a legislative requirement barring disclosure. • No consent is given and there is no need to know or overriding health/safety concerns, or • Consent is given but there is no need to know or overriding health/safety concern. |

Key Points Regarding Information-sharing

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes compelling circumstances affecting the health and safety of an individual...” (Part II, 32(h), MFIPPA). PHIPA notes that “a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.” (2004, c. 3, Sched. A, s. 40(1) PHIPA).
- The Children's Aid Societies will endeavour to obtain consent to release information from all their clients involved in a school or community immediate threat assessment. Disclosure of information without consent may be considered if we believe on reasonable grounds that:
 - i) failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm, and
 - ii) the need to disclose is urgent.

Please refer to Part X (Personal Information) of the Child, Youth and Family Services Act.

- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person — including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, child/youth or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.
- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.
- The Occupational Health and Safety Act (OHSA) S.32.O.5(3) states, “an employer’s duty to provide information to a worker under clause 25(2)(a) and a supervisor’s duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury.”

COMMUNICATIONS

Media

As part of the VTRA process, the District School Board and police service involved in the assessment may decide to develop congruent media releases, if needed, to address safety concerns. Any such releases will not violate confidentiality. In the case of a criminal investigation, police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected Community Partners in advance of release to the media.

Parent / Guardian / Staff / Child / Youth

At the beginning of each school year, the District School Boards will send to parents, staff and Community Partners the Risk/Threat Assessment Notification (please see Appendix D), which outlines for parents/guardians and child/youth the VTRA process. Additional communications tools, such as brochures and inclusion of information in child/youth agendas and on the School Boards’ websites, also will be used. All such communications will be shared with the Community Partners. New registrants to Boards should also be made aware of these notifications (Fair Notice).

Intra-Agency

Internal District School Board and Community Partner communication regarding the protocol will be the responsibility of each party to the protocol.

Documentation

The STAGE ONE VTRA Report Form (see Appendix B) will be the written documentation of the VTRA meeting. The VTRA meeting minutes taken in these meetings regarding the community threat/risk assessment, and the resulting shared information, are highly confidential. Only information required for the assessment can be shared, and only with the team involved in the particular assessment. The information cannot be redistributed or exchanged except for the purposes of the assessment itself. A copy of the VTRA Summary Form (**Appendix C**) will be distributed to each community partner involved with child/youth's intervention plan. The report form (Appendix B) will be stored in a confidential file in the office of the superintendent responsible for safe schools. Any school- minutes will be stored in a confidential file in the principal's office and copied to the school superintendent. Minutes (if there are any) should not be stored in the OSR. Documentation will be maintained in compliance with legal requirements with respect to disclosure. Additional information may be added as appropriate for implementation and monitoring.



APPENDICES

APPENDIX A: RESPONDING TO THREAT MAKING BEHAVIOUR: STAFF GUIDE

APPENDIX B: STAGE ONE VTRA REPORT FORM

APPENDIX C: VTRA SUMMARY FORM

APPENDIX D: VTRA PARENT NOTIFICATION

APPENDIX E: VTRA ADMINISTRATORS CHECKLIST

APPENDIX F: BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM

APPENDIX G: DEFINITIONS

APPENDIX H: DISTRICT SCHOOL BOARDS: VTRA PARENT/GUARDIAN NOTIFICATION AND
FAIR NOTICE

APPENDIX I: DISTRICT SCHOOL BOARD AND COMMUNITY PARTNER VTRA PROTOCOL
PARTNERS

APPENDIX J: REGIONAL SCHOOL LIST BY BOARD

APPENDIX K: SIGNATORIES TO THE PROTOCOL



APENDIX A: RESPONDING TO THREAT MAKING BEHAVIOUR: A STAFF GUIDE

Any person who is concerned will report to the school principal, designate or agency lead, any behaviours that are worrisome and may pose a risk or threat to others.

| Worrisome Behaviours | High Risk Behaviours |
|---|---|
| <p>Include but are not limited to:</p> <ul style="list-style-type: none"> Drawing pictures with violent content Writings with violent content Vague threatening statements Unusual interest in fire Significant change in baseline behavior <p style="text-align: center;">↓</p> <p>Conduct a worrisome case conference:</p> <p style="padding-left: 20px;">(c) Information unsubstantiated or no risk - VTRA process ends and other interventions may be more appropriate.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">(d) Information obtained via case conference increases concern and indicates the need to activate a Stage ONE VTRA.</p> | <p>Include but are not limited to:</p> <ul style="list-style-type: none"> Serious violence or violence with intent to harm or kill Plan for serious assault Verbal/written threat to kill/ injure (clear, direct and plausible) Use of technology to communicate threats to harm/kill others or cause serious property damage (e.g., “burn the school down”) Possession of a weapon/ replica Bomb threats (making and/or detonating) Fire setting behaviours Sexual intimidation or assault Chronic, pervasive, targeted bullying and/or harassment Gang related intimidation and violence Hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual or gender diversity Homicidal/suicidal behaviours that threatens safety |
| IMMEDIATE RISK WITH THREAT related to any of the above: CALL 911 | |
| <p>In the case of an immediate risk when an incident/threat is unfolding and immediate police intervention and protective site-specific response is required, contact 911.</p> <p>Active Police Board Protocol (e.g., lock down, hold and secure, shelter in place).</p> | |
| ↓ | |

| VTRA MODEL ACTIVATION | | |
|--|---|--|
| STAGE | STEPS | VTRA TEAM |
| <p>Stage ONE:</p> <p>Immediate risk reducing interventions</p> <p>Data Collection (1-2 hours) and consolidation</p> | <ul style="list-style-type: none"> Make sure all children/youth are safe. Determine if threat maker has access to weapon. Inform Superintendent of Safe Schools / Agency Director Contact Stage ONE VTRA team members (at minimum police and school board designate (i.e. BCC, SCC) Initiate Stage ONE VTRA Report Form Interview threat maker(s), victim(s), and other individuals directly and indirectly involved. Notify and interview the child/youth’s parent(s) or guardian(s) at the earliest opportunity Review findings with the VTRA Team. Develop and implement immediate risk reducing intervention plan. Conduct 30 Day Follow-Up of Intervention Plan | <p>Stage ONE VTRA Team <i>Superintendent Safe Schools*</i></p> <p><i>Home/Family School Superintendent*</i></p> <p>School Administration</p> <p>Designated Regional Board Lead (e.g., BCC, SSC, Head/Chief Psychologist)</p> <p>Police of jurisdiction (VTRA trained)</p> <p>Community Agency VTRA Lead</p> |
| In cases that prove to be moderate to high risk at the Stage ONE level: Stage TWO VTRA may be initiated | | |
| <p>Stage TWO:</p> <p>VTRA Multidisciplinary Risk Assessment and further data collection</p> | <ul style="list-style-type: none"> Further assessment of long-standing risk enhancers (e.g., childhood trauma, drug or alcohol abuse, early caregiver disruptions, etc.) Targeting areas that may need to be addressed strategically and therapeutically to result in lasting gains in reducing baseline behaviour | <p>Stage TWO Multi-Agency Team Stage ONE VTRA Team as needed. Some or all of the following may also be involved:</p> <ul style="list-style-type: none"> Police-based threat assessment units, Psychiatry, Pediatrics, Psychology, Mental Health, Child Protection, Youth Probation |
| <p>Stage THREE:</p> <p>Longer Term Multidisciplinary Intervention</p> | <ul style="list-style-type: none"> Develop and implement longer-term multidisciplinary intervention plan Continue to monitor, evaluate and/or revise intervention plan as needed (30-60-90 day follow up recommended) | <p>Ongoing collaboration with Stage ONE and TWO multi-agency team members as needed</p> |

APPENDIX B: STAGE ONE VTRA REPORT FORM

STAGE ONE VTRA REPORT FORM

(Data Collection and Immediate Risk Reducing Interventions)

Violence / Threat Making Behaviours examples: (addressed in this protocol but not limited to)

- Serious violence with intent to harm or kill
- Verbal /written threats to kill other (**Clear, Direct AND Plausible**)
- Internet/ blogs/ MSN/ and other social media - threats to kill others
- Possession of weapons (including replicas)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

| | | | |
|---------------|--|------------------------|--|
| Child/Youth | | School | |
| Date of Birth | | Student Number | |
| Grade | | | |
| Age | | Parent/ Guardian Names | |
| | | | |

Date of Incident

Make sure all children/youth are safe and call police member of the VTRA Team

- **Appropriately monitor and / or detain the child/youth/ or 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**
- **Determine if threat maker has access to the means (knife, gun etc.)**
- **Interview witnesses including all participants directly and indirectly involved**
- **Notify the Child/youth's parent/s or guardian/s**

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

Pre-Interview Considerations:

- When possible, interview the threat maker **after** the initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police partner doing an occurrence check for prior police contacts. This will help to avoid the "uni-dimensional assessment" and provide interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.
- There should **never** be more than two people in the room interviewing the threat maker or child/youth of concern.
- Remember to distinguish between **assessing the threat** versus **assessing the threat maker**.

| | |
|---|--|
| Immediate Data - may be obtained from multiple sources including: | |
| Reporter/s | |
| Target/s | |
| Witnesses | |
| Teachers and other school staff (secretaries, support staff, 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 child/youth's locker, desk, backpack, recent textbooks/assignment/ binders, cars etc. | |
| Check / Search or question parents / caregivers about the child/youth's bedroom etc. | |
| Activities: internet histories, diaries, notebooks | |
| Other Agencies: <i>As per the formal signed protocol, other agency partners may be involved in the Stage I VTRA process as consultants to the school/police team and sources of initial data relevant to the case at hand. There may be past or current involvement with other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.</i> | |
| Call Children's Aid Society for record check relevant to the case at hand | |
| Call Mental Health for record check relevant to the case at hand | |
| Call Youth Probation for record check relevant to the case at hand | |
| Others: | |

Series 1 Questions: The Incident

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 or gesture made?

What was the stated: **Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower the level of risk?**

Who was present and under what circumstances did the incident of 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? Did they add or detract from Justification Process?

What was the response of others who were present at the time of the incident? Did they add or detract from the Justification Process?

Series 2 Questions: Attack Related Behaviours

Has the child/youth 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 child/youth attempted to gain access to weapons or do they have access to weapons they have threatened to use?

Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justifications, maps, floor plans)?

Has the child/youth been engaging in suspicious behaviours? Such as appearing to show inordinate interest in alarm systems, sprinkler systems, and video surveillance in school or elsewhere? Schedules and location of police or security patrol?

Have they engaged in rehearsal behaviour, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?

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

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

Series 3 Questions: Threat Maker Typology

Do they appear to be more:

- Traditional Predominately Behavioural Type?
- Traditional Predominately Cognitive Type?
- Mixed-Type?
- Non-Traditional?

Does the threat maker have a history of violence or threat of violence? If yes, what is their past:

- HTS – History of Human Target Selection
- SS – History of Site Selection
- F – Frequency of Violence or Threats
- I – Intensity of Violence or Threats
- R - Recency

In the case at hand, what is their current

- HTS – Human Target Selection
- SS – Site Selection
- Does it denote a significant increase in **baseline** behaviour?

Does the child/youth have a history of depression or suicidal thinking?

Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Is there evidence of fluidity in their writings, drawings or verbalizations?

Does the threat maker use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?

Series 4 Questions: The Target Typology

In some cases, the Target is a higher risk for violence than the threat maker with the most common case being where the Threat Maker is the victim of bullying and the Target is the bully.

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

If yes, what is the frequency, intensity, and recency (FIR) of the violence?

What has been their past human target selection (have they been engaged in bullying behaviours)?

What has been their past site selection (if yes, then where has the bullying behaviours occurred)?

Is there evidence the target has instigated the current situation?

Series 5 Questions: Peer Dynamics

Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

Who are the threat maker's (subjects) peers, the peer structure, and where does the threat maker fit (leader, co-leader, follower)?

Is there a difference between the threat maker's individual baseline behaviour and their peer group baseline behaviour?

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

Series 6 Questions: Empty Vessel

Does the child/youth of concern have a healthy relationship with a mature adult?

Does the child/youth have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes or incidents, including 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 child/youth (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? |
| What important adult connection(s) could be utilized to stabilize the current situation? |
| Series 7 Questions: Contextual Factors |
| Has the threat maker experienced a recent loss, such as a death of a family member/friend; recent break up; rejection by a peer or peer group; cut from a sports team; received rejection notice from a college, university or military, etc.? |
| Have the parents just divorced or separated? |
| Are they victims of child abuse and has the abuse been dormant but resurfaced at this time? |
| Are they being initiated into a gang and 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 8 Questions: Family Dynamics

How many homes does the child/youth reside in (shared custody, parents, guardians, grandparents, etc.)

Is the child/youth connected to a healthy, mature adult in the home?

Who all lives in the family home? (full 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 child/youth engaged in 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 parents or caregivers concerned for their own safety or the safety of their children or others?

Does the child/youth's level of risk (at home, school or in the community) cycle according to who is in the home? (i.e. the child/youth is low risk when the father is home but high risk when the father travels for work?)

Does the child/youth have a history of trauma? Including car accident, falls, exposed to violence, abuse etc.?

Has the child/youth 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?

GENOGRAM

Convene the Threat Assessment Team and discuss all relevant information regarding the child/youth. As a team, ask the question "to what extent does the child/youth pose a threat to school/others safety?" "Do they pose a threat to themselves or someone outside the school (i.e. Family)?" **Indicate the level of concern**

Low Level of Concern

Risk to target/s, student/s, 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 suggest that the person is unlikely to carry out the treat 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 given to how the threat will be carried out (i.e. Possible place and time).*
- *No clear indication that the child/youth 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 or lingering concerns about the child/youth'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. Child/youth 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 child/youth has acquired or practiced with a weapon or has had a victim under surveillance*
- *Information suggests strong concern about the child/youth's potential to act violently*
- *Significant increase in baseline behaviour*

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

Low to Medium Level of Concern

- Implement the Intervention Plan (Most child/youth can be managed at school with interventions)

Medium to High Level of Concern

- The Threat Assessment Team has determined that further assessment is required - **Stage II Threat Assessment**
- School Threat Assessment lead will notify the Superintendent of the school and the Safe Schools Superintendent to discuss next steps
- If there is **imminent danger** call 911 (i.e. A gun is found)

Use the following intervention plan to address all concerns identified during Stage I Assessment

STAGE ONE: Intervention Plan – attach additional pages as needed

| | | | |
|--|-----------------------|--|--------------|
| Disciplinary action taken: | | | |
| Intended victim warned and / or parents/ guardians notified: | | | Date: |
| Suicide Assessment initiated on: | By: | | |
| Contract not to harm self or other created: (attach) | | | |
| Alert staff and teachers on a need –to-know basis | Name: | | |
| Daily or Weekly check in time with: | (Name / Title) | | |
| Backpack, coat, and other belongings check-in / check-out | Assigned to: | | |
| Identify precipitation / aggravating circumstances and intervene to alleviate tension | | | |
| Late Arrival and /or Early Dismissal | Times: | | |
| Behaviour Management / Safety Plan (attach copy to this Threat Assessment) | • . | | |
| | • | | |
| | • | | |
| Educational Plan | • | | |
| | • | | |
| | • | | |
| Modify daily schedule by: | | | |

| | | | |
|---|--------------|----------------------|--------------|
| Interventions (Psychologist, Superintendent, Designated Regional Board Lead, Mental Health, Justice, Addictions Services, other) | Name: | Intervention: | Date: |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | |
|---|----------------|
| Obtain permission to share information with community partners such as counsellors and therapists (release of information forms) | Date: (Attach) |
|---|----------------|

Other Action:

Parents / Guardians – attach additional pages as needed

Identify CTAP member who will communicate CTAP findings and recommendations with the parent/guardian
 Name:

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

Monitor this Intervention Plan regularly and modify as appropriate

| Team Members | Date | Signature |
|--|--------------------|------------------|
| Principal: | | |
| Vice Principal: | | |
| Clinician / Psychologist: | | |
| School Liaison Officer (Police): | | |
| Superintendent of Education/ Safe Schools: | | |
| Designated Regional Board Lead: | | |
| Children’s Aid Member: | | |
| Mental Health Member: | | |
| Other: | | |
| Review Date: | Meeting called by: | |

Note: Copy of VTRA to be sent/ kept on file with the Superintendent of Safe Schools

APPENDIX C: VTRA SUMMARY FORM

| | | | |
|--|------------------------|--------------------------|-------------|
| Student: | | School: | |
| DOB: | Student Number: | | Age: |
| Parents Names: | | Date of Incident: | |
| <p>The purpose of this process is to determine whether or not a student poses a risk/threat to the safety of others or themselves. The Level of Concern is listed below:</p> <p>Note: A copy of the Summary Form will be distributed to each community partner involved with child/youth(s) intervention plan, and a copy will be sent to/kept on file with the Superintendent of Safe Schools</p> | | | |
| <p><input type="checkbox"/> Low Level of Concern <i>Risk to target/s, student/s, staff, and school safety is minimal</i></p> <ul style="list-style-type: none"> • Threat is vague and indirect • Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism • Available information suggest that the person is unlikely to carry out the treat or become violent • Typical baseline behaviour | | | |
| <p><input type="checkbox"/> Medium Level of Concern <i>The threat could be carried out, although it may not appear entirely realistic. Violent action is possible</i></p> <ul style="list-style-type: none"> • Threat is more plausible and concrete than a 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 child/youth 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 or lingering concerns about the child/youth's potential to act violently • Increase in baseline behaviour | | | |
| <p><input type="checkbox"/> High Level of Concern <i>The threat or situation of concern appears to pose an imminent and serious danger to the safety of others</i></p> <ul style="list-style-type: none"> • Threat is specific and plausible. There is an identified target. Child/youth 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 child/youth has acquired or practiced with a weapon or has had a victim under surveillance • Information suggests strong concern about the child/youth's potential to act violently • Significant increase in baseline behaviour | | | |

Intervention Plan

- Intended victim warned and / or parents or guardians notified
- Suicide assessment initiated on: _____ by _____
- Contract not to harm self or other created (attach)
- Alert staff and teachers on a need to know basis
- Disciplinary action taken
- Alternative setting / long term suspension or expulsion program
- Intervention by Board and School Staff
- Identify precipitating/ aggravating circumstances and develop Intervention Plan
- Drug and/or Alcohol Intervention with: _____
- If Special Education Student, review IEP goals and placement options
- Review Community based resources and interventions with parents/guardians
- Obtain consent to share information with Community Partners such as counsellors and therapists

To be completed at re-entry meeting with school, student, and parents:

- Daily or __x's 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 copy to this Threat Assessment)
- Increased Supervision in the following settings:
 - .
 - .

Parent/ Guardians

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

VTRA Team Members

| | |
|---|--|
| Principal Vice Principal Teacher Board Personnel | Community Partner Police Services CAS Other |
| Date of Meeting: | Follow up Meeting within 30 Days: |

I have reviewed this intervention plan

| | |
|-------------------------|------------|
| Parent/ Guardian's Name | Signature: |
| Date: | |

APPENDIX D: VTRA PARENT NOTIFICATION

PERMISSION TO SHARE INFORMATION CHECKLIST

Parents /Guardians: _____

Date: _____

Once parents/guardians have been notified of the situation and the VTRA, complete the checklist below to obtain information on agencies / services involved with the student in the past and at present. For every agency /service indicated, ask the parents to give *permission for that agency to share information relevant to the threat*.

| Agency / Service Provider | Agency Involvement | | Permission to Share Info | |
|--|--------------------|----|--------------------------|----|
| | YES | NO | YES | NO |
| Mental Health: | | | | |
| Children's Aid Society: | | | | |
| Probation: | | | | |
| Legal/Police Involvement (as provided through provisions of YCJA) | | | | |
| Involvement / Police Contact | | | | |
| Arrested | | | | |
| Charged | | | | |
| Therapist / Counselling: | | | | |
| Other: | | | | |
| | | | | |

Parents gave verbal permission to share items checked:

OR

I (parent/guardian) _____ give permission to share information checked.

APPENDIX E: VTRA ADMINISTRATOR CHECKLIST

Step 1

- Make sure all students are safe
- If there is imminent danger, call police/911
- Detain and supervise the student/s involved separately
- Do not allow access to coats, backpacks, lockers, or cell phones
- Contact the Safe Schools Superintendent and Home/Family School Superintendent
- Contact the School VTRA Designate (SSC, Behavioural Crisis Consultant, psychologist)



Step 2

- Determine if the threat maker has access to the means (knife, gun, etc.)
- Check locker
- Check backpack
- Check desk

Step 3

- Interview witnesses including all participants directly and indirectly involved
- Interview student in question
- Interview target/victim
- Interview witnesses
- Interview staff
- Use **STAGE ONE VTRA Report Form** as a guide for questions

Step 4

- Notify the student's parent/s or guardian/s
- Notify the victim's parent/s or guardian/s
- Reason parent/guardian have not been notified: _____
- Check clothing or belongings

Step 5

- Gather additional information
- Review OSR
- Review Principal / Administrator's file, discipline records, behaviour logs, suspension letters
- Contact previous school/teacher
- Contact Board/ School staff involved with the student/s
- Principal or designate completes Stage ONE VTRA form with information gathered, including notes from interviews, OSR, discipline records, etc.

Step 6

- Contact School / Safe Schools Superintendent to determine next steps

At any point in this process, if an immediate threat is confirmed, call 911.

APPENDIX F: BOARD TEAM: PARENT/CAREGIVER/STUDENT INTERVIEW FORM

| | | | |
|----------------------|--|----------------------------|--|
| Student Name: | | Date of Birth: | |
| Informant | | Relation to Student | |

| |
|--|
| <p>Family Dynamics</p> <ul style="list-style-type: none"> • Family Composition • Current living/custody arrangements • Relationship with siblings/parent • Other significant relationships • Privacy/supervision (e.g. computer in bedroom, etc.) • CAS involvement |
| <p>Medical Development Concerns:</p> <ul style="list-style-type: none"> • Prenatal/delivery complications • Developmental milestones • Previous/pending assessments/diagnoses • Medications (prescribed by who/when/ for what/ effectiveness) • Hospitalizations/ head injury with loss of consciousness • Seizures • Trauma • Suicidal ideation/ attempts • Sleeping / Eating |
| <p>Interests:</p> <ul style="list-style-type: none"> • Books/ Movies / Music • Videos games • Internet searches • Free time / evening activities |
| <p>School:</p> <ul style="list-style-type: none"> • Family relationship with school • Student's relationships with teachers/ administration/ support staff • Attendance • General Achievement |
| <p>Peer Group</p> <ul style="list-style-type: none"> • Who does person associate with? • What activities at school does the student participate in with peer group? |
| <p>Questions Related to the Current Situation:</p> <ul style="list-style-type: none"> • Access to weapons / materials • Indicators (drawings, comments, general concerns) |

APPENDIX G: DEFINITIONS



Child/Youth

Child/Youth refers to all children and youth under the age of 18.

In-School VTRA Team

A team of trained school-based professionals (e.g. principals, vice principals, ACW) trained to assess a threat to child/youth safety by a child/youth or group of child/youth. District staff i.e. School Supervisor and Educational Services Administration will be consulted and will participate in the school-based VTRA process.

School Board Community VTRA Team

When a school-based team has assessed that a child/youth(s) poses a threat to child/youth/staff safety the principal will call the School Supervisor who will then contact the Board Superintendent of Safe Schools to request that the VTRA Team be activated.

Worrisome Behaviour

Defined as those behaviours that cause concern and may indicate that a child/youth is moving toward a greater risk of violent behaviour. Worrisome behaviours include but are not limited to drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of a VTRA and consultation with Educational Services.

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 weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others. VTRA should be activated.

Note: Do not be deceived when traditional risk behaviours do not exist. There is no profile or checklist for the high-risk child/youth. Some child/youth who actually pose a threat display very few traits of the traditional high-risk child/youth. Identify when homicidal and suicidal domains exist together. This is critical to the development of a response to the incident, including the creation of a child/youth support plan.

Threat Making Behaviours

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

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

In the case of immediate threat, staff will **CALL 911** and then contact the school administration/designate. The school will contact the Superintendent of Safe Schools who will then activate the VTRA.

Lockdown – Limited Access Mode

There are immediate risk situations where the threat maker has already left school property to possibly obtain the means to carry out an attack at school where the school may need to go into a peripheral lockdown or limited access mode. In these circumstances the case-at-hand may be deemed a “Threat/Risk Management (rather than “assessment”) Case until otherwise determined by the VTRA members.

Threat Assessment

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

Risk Assessment

Is the process of determining if a child/youth of concern may pose a risk to some unknown target or targets at some unknown period in time.

Unit Categorization of Risk

Low Level of Concern: Risk to target/s, child/youth/s, staff, and school safety is minimal. “**Low**” categorization of risk does not imply “no risk”, but indicates *the individual* is at little risk for violence and monitoring of the matter may be appropriate. Implement the Intervention Plan (*Most children/youth can be managed at school with interventions*).

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism
- Available information suggest that the person is unlikely to carry out the treat 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. “**Moderate**” categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.

- Threat is more plausible and concrete than a 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 child/youth 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 or lingering concerns about the child/youth’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. “**High**” categorization of risk indicates *the individual* is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

- Threat is specific and plausible. There is an identified target. Child/youth 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 child/youth has acquired or practiced with a weapon or has had a victim under surveillance
- Information suggests strong concern about the child/youth’s potential to act violently
- Significant increase in *baseline* behaviour.

Violence

Violence is a continuing process of thoughts and behaviours that is dependent on the interaction between a **person** who is inclined to violence; a **stimulus** that causes the violence; and a **setting** that allows for violence or does nothing to prevent a violent act from occurring. Violence is **dynamic** and multidimensional. It is a process that is developed over time.

APPENDIX H: DISTRICT SCHOOL BOARDS: VTRA PARENT/GUARDIAN NOTIFICATION AND FAIR NOTICE



Dear Parents/Guardians:

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent of Schools Marsha McNair at 613-342-0371 (ext. 1183) or toll free at 1-800-267-7131.





CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Box 2222, 2755 Highway 43 • Kemptville, Ontario • KOG 1J0

Phone: 613-258-7757 Toll-Free: 1-800-443-4562 Fax: 613-258-7134 www.cdsbeo.on.ca

September 2020

Dear Parents/Guardians,

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

When school staff, students and/ or community partners identify that a student (s) behaviour poses a potential threat to themselves and others, the Community Violence Threat Risk Assessment Protocol (VTRA) will be activated, so that school administration can quickly take further steps to protect the well-being of our students, staff and community. Behaviours include, but are not limited to: serious violence or violence with intent to harm, possession of a weapon/replica, making a bomb threat/plan, verbal or written threats to kill or injure (clear, direct and plausible), the use of technology to communicate threats to harm/kill others or cause property damage, fire setting, sexual intimidation/assault, ongoing pervasive bullying and/or harassment, gang related intimidation or violence, and hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation.

Each school has a Violence Threat Risk Assessment Team, which is multi-disciplinary and at a minimum includes the school administration, designated Board staff, including the Superintendent of Safe Schools, and the police.

The Violence Threat Risk Assessment team may also include other community agencies or individuals who work in collaboration to keep our schools safe such as, Family and Children Services Agencies, youth justice, and children's mental health agencies/practitioners.

A Violence Treat Risk Assessment will be completed by the team to:

- Determine if the treat maker actually poses a risk to the target(s) they have threatened
- Put in place immediate risk reducing interventions
- Better understand the factors that contributed to the threat maker's behaviours
- Develop an intervention plan and supportive response for all those involved and impacted by the threat

A more comprehensive risk evaluation may also be deemed necessary to determine if the threat maker poses a further risk to a known or unknown target(s) in the future.

It is important for all parties to engage in the Violence Threat Risk Assessment process. If a parent/guardian cannot be reached, or if they choose not to participate or provide consent, but a concern for safety still exists due to threatening behaviour, the Violence Threat Risk Assessment Protocol will still proceed to ensure a safe and caring environment for all.

Information shared throughout the Violence Risk Assessment process will respect and balance each individuals' rights to privacy with the need to ensure the safety of all. Intervention Plans will be developed and shared with parents, staff and students, as required.

The VTRA Protocol reflects the thinking and work of J. Kevin Cameron, Director of the North American Centre for Threat Assessment and Trauma Response. See Community Violence Threat Risk Assessment Protocol at www.cdsbeo.on.ca.

APPENDIX I: DISTRICT SCHOOL BOARD AND COMMUNITY PARTNER VTRA PROTOCOL PARTNERS

Catholic District School Board of Eastern Ontario

Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0
Telephone: 613-258-7757
Toll-free: 1-800-443-4562
Fax: 613-258-7134
www.cdsbeo.on.ca

Upper Canada District School Board

Administration Building
225 Central Ave. W
Brockville, ON K6V 5X1
Telephone: 613-342-0371
Toll-free: 1-800-267-7131
www.ucdsb.ca

Conseil scolaire de district catholique de l'Est ontarien

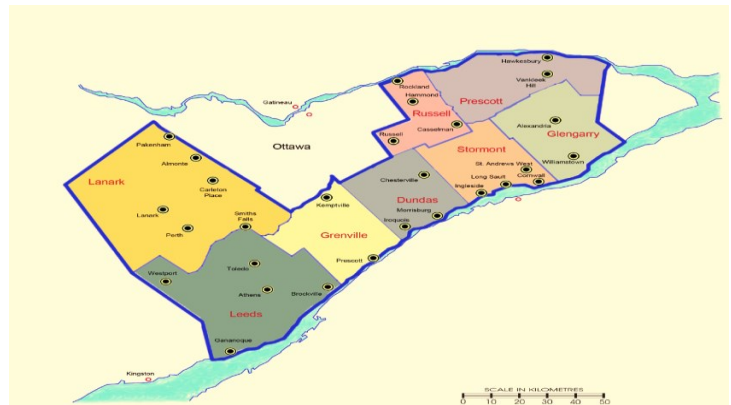
875, chemin de Comté 17
L'Original, ON K0B 1K0
Téléphone: 613-675-4691
Fax: 613-675-2921
www.csdceo.ca

Conseil des écoles publiques de l'est de l'Ontario

2445 Boulevard St Laurent,
Ottawa, ON K1G 6C3
Téléphone: 613-742-8960
Toll-free: 1-888-33CEPEO
Fax: 613-747-3810
www.cepeo.on.ca

Conseil des écoles catholiques du Centre-Est

4000 Labelle St.
Ottawa, ON K1J 1A1
Téléphone : 613-744-2555
Toll-free : 1-888-230-5131
Fax : 613-746-3081
www.ecolecatholique.ca



POLICE SERVICES

Ontario Provincial Police

EASTERN REGION HEADQUARTERS

525 Queen Street
Smiths Falls, ON K7A 5B8
Telephone: 613-284-2700
Fax: 613-285-2796

Leeds County OPP Detachments

THOUSAND ISLANDS

874 County Road 3
Lansdowne, ON K0E 1L0
Telephone: 613-659-5200
Fax: 613-659-5210

LEEDS COUNTY

(Brockville)
4109 County Road 29
Brockville, ON K6V 5V8
Telephone: 613-345-1790
Fax: 613-345-3202

RIDEAU LAKES

2761 Hwy 15
Portland, ON K0G 1V0
Telephone: 613-272-9402
Fax: 613-283-3451

Grenville County OPP Detachments

GRENVILLE COUNTY

(Prescott)
200 Development Drive
Prescott, ON K0E 1T0
Telephone: 613-925-4221
Fax: 613-925-1115

GRENVILLE COUNTY

(Kemptville)
236 County Rd. 44
Kemptville, ON K0G 1J0
Telephone: 613-258-3441
Fax: 613-258-2146

Lanark County OPP Detachments

PERTH/LANARK COUNTY

75 Dufferin Street
Perth, ON K7H 3E3
Telephone: 613-267-2626
Fax: 613-267-8868

CARLETON PLACE

15 Coleman Street
Carleton Place, ON K7V 2V0
Telephone: 613-257-5610
24 hour: 888-310-1122
Fax: 613-257-8847

Stormont Dundas & Glengarry Counties OPP Detachments

WINCHESTER

547 St. Lawrence St
Winchester, ON K0C 2K0
Telephone: 613-774-2603
Fax: 613-774-6648

ALEXANDRIA

624 Main Street South
Alexandria, ON K0C 1A0
Telephone: 613-525-1954
Fax: 613-525-1956

LANCASTER

45 Pine Street
Lancaster, ON K0C 1N0
Telephone: 613-347-2449
Fax: 613-347-2286

LONG SAULT

4 Mille Roches Road
Long Sault, ON K0C 1P0
Telephone: 613-534-2223
Fax: 613-534-2486

MORRISBURG

6 – 5th Street West
Hwy 31 at Hwy 2
Morrisburg, ON K0C 1X0
Telephone: 613-543-2949
Fax: 613-543-4150

Prescott-Russell Counties OPP Detachments

RUSSELL COUNTY

411 New York Central Ave.
Embrun, ON K0A 1W1
Telephone: 613-443-4499
Fax: 613-443-5051

RUSSELL COUNTY

(Rockland)
626 de la Baie
Rockland, ON K4K 1K6
Telephone: 613-446-5124
Fax: 613-446-6357

HAWKESBURY

125 Cameron Street
Hawkesbury, ON K6A 1V9
Telephone: 613-632-2729
Fax: 613-632-8621

Community Police Services

GANANOQUE POLICE SERVICE

340 Herbert Street Gananoque,
Gananoque, ON K7G 1R1
Telephone: 613-382-4422
Fax: 613-382-7167
www.gananoquepoliceservice.com

BROCKVILLE POLICE SERVICE

2269 Parkedale Avenue
Brockville, ON K6V 3G9
Telephone: 613-342-0127
Fax: 613-342-0452
www.brockvillepolice.com

SMITHS FALLS POLICE SERVICE

7 Hersey Drive
Smiths Falls, ON K7A 4W7
Telephone: 613-283-0357 ext. 0
Fax: 613-283-1253
www.sfps.ca

CORNWALL POLICE SERVICE

340 Pitt Street
Cornwall, ON K6H-5T7
Telephone: 613-932-2110
Fax: 613-932-0121
www.cornwallpolice.com



COMMUNITY PARTNERS

LANARK

RNJ Youth Services

270 Brockville St., Unit B
Smiths Falls, ON K7A 5L4
Tel# 613-284-8304
Toll-Free: 1-866-349-0538
Fax# 613-284-8300
rnjyouth@cogeco.net

Open Doors for Lanark Children and Youth

Unit A1 -88 Cornelia Street W.
Smiths Falls, ON K7A 5K9
Tel# 613-283-8260
Toll-Free: 1-877-232-8260
Fax# 613-249-3548
www.opendoors.on.ca

Family and Children's Services of Lanark, Leeds & Grenville

385 County Road 29
Smiths Falls, ON K7A 4S5
Tel# 613-498-2100
Toll-Free: 855-667-2726
Fax# 613-498-2108
www.fcslg.ca

Youth Justice Services

Suite 2, 2211 Parkdale Ave.
Brockville, ON K6V 6B2
Tel# 613-498-1427 X110
Toll-Free: 866-353-7345
Fax# 613-498-1060

LEEDS & GRENVILLE

RNJ Youth Services

779 Chelsea St., Suite BL2
Brockville, ON K6V 6J8
Tel# 613-342-4238
Toll Free: 1-866-349-0539
Fax# 613-342-4211
rnjyouth@cogeco.net

Children's Mental Health of Leeds and Grenville

779 Chelsea Street, Suite BU,
Brockville, ON K6V 6J8
Tel# 613-498-4844
Toll-Free: 1-800-809-2494
Fax# 613-498-2402
www.cmhlg.ca

Family and Children's Services of Lanark, Leeds and Grenville

438 Laurier Blvd.
Brockville, ON K6V 6C5
Tel# 613-498-2100
Toll-Free: 855-667-2726
Fax# 613-498-2108
www.fcslg.ca

Youth Justice Services

Suite 2, 2211 Parkdale Ave.
Brockville, ON K6V 6B2
Tel# 613-498-1427 X110
Fax# 613-498-1060

STORMONT, DUNDAS & GLENGARRY

Laurencrest Youth Services Inc.

510 Mercier Ave.
Cornwall, ON K6K 1K2
Tel# 613-933-6362
Fax# 613-936-2533

Children's Aid Society of the United Counties of Stormont, Dundas and Glengarry

150 Boundary Road
Cornwall, ON K6H 6J5
Tel# 613-933 2292
Fax# 613- 933-6767

Cornwall Community Hospital - Children's Mental Health Services

840 McConnell Ave.,
Cornwall, ON K6H 1Y4
Tel# 613-361-6363
Fax# 613-361-6364

Youth Justice Services

Suite 402, 132 Second St. E
Cornwall, ON K6H 1Y4
Tel# 613-933-7674
Toll-Free: 866-557-9959
Fax# 613-933-7037

PRESCOTT & RUSSELL

VALORIS for Children and Adults of Prescott-Russell

Head Office - Plantagenet

173, Old HWY 17
Plantagenet, ON K0B 1L0
Tel# 613-673-5148
Toll-Free: 1-800-675-6168
Fax# 613-446-7838
info@valorispr.ca

VALORIS for Children and Adults of Prescott-Russell Hawkesbury

411 Stanley Street
Hawkesbury, ON K0B 1L0
Tel# 613- 673-5148
Fax# 613-446-7838
info@valorispr.ca

VALORIS for Children and Adults of Prescott-Russell Casselman

41 Racine Street
Casselman, ON K0A 1M0
Tel# 613-673-5148
Fax# 613-764-7449

VALORIS for Children and Adults of Prescott-Russell

Embrun

8 Valoris Street
Embrun, ON K0A 1W1
Tel# 613-673-5148
Fax# 613-446-7838

VALORIS for Children and Adults of Prescott-Russell

Clarence-Rockland

860 Caron Street
Clarence Creek, ON K4K 1H1
Tel# 613-673-5148
Fax# 613-446-7838
info@valorispr.ca

Youth Justice Services

251 Hampden St.,
Hawkesbury, ON K6A 1Y4
Tel# 613-632-5550
Fax# 613-632-0255



APPENDIX J: REGIONAL SCHOOLS LISTED BY BOARD

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

LANARK

Holy Name of Mary Catholic School

Box 789, 110 Paterson St.
Almonte, ON K0A 1A0
Tel# 613-256-2532
Fax# 613-256-0899

Notre Dame Catholic High School

157 McKenzie Street
Carleton Place, ON K7C 4P2
Tel# 613-253-4700
Fax# 613-253-5544

**Sacred Heart of Jesus
Catholic School**

Box 164, 134 North Street
Lanark, ON K0G 1K0
Tel# 613-259-2113
Fax# 613-259-5343

St. Francis de Sales Catholic School

4 Ross Street
Smiths Falls, ON K7A 4L5
Tel# 613-283-6101
Fax# 613-283-4976

St. Gregory Catholic School

176 Townline Road West
Carleton Place, ON K7C 3P7
Tel# 613-257-8468
Fax# 613-257-1336

**St. James Catholic Education
Centre**

5 Catherine Street
Smiths Falls, ON K7A 3P7
Tel# 613-284-2613

St. John Catholic Elementary

34 Wilson Street East
Perth, ON K7H 1L6
Tel# 613-267-2865
Fax# 613-267-6631

St. John Catholic High School

RR#3, 2066 Scotch Line Road
Perth, ON K7H 3C5
Tel# 613-267-4724
Fax# 613-267-1890

St. Luke Catholic High School

5 Catherine Street
Smiths Falls, ON K7A 3P7
Tel# 613-283-4477
Fax# 613-283-7622

St. Mary Catholic School

4 Hawthorne Avenue
Carleton Place, ON K7C 3A9
Tel# 613-257-1538
Fax# 613-257-1960

LEEDS & GRENVILLE

JL Jordan Catholic School

294 First Ave
Brockville, ON K6V 3B7
Tel# 613-342-7771
Fax# 13-342-6474

St Edward Catholic School

BOX 309, 51 Bedford Street
Westport, ON K0G 1X0
Tel# 613-273-2926
Fax# 613-273-2636

St. Francis Xavier Catholic School

74 Church Street
Brockville, ON K6V 3X6
Tel# 613-342-0510
Fax# 613-342-7313

St. John Bosco Catholic School

12 Durham Street
Brockville, ON K6V 7A4
Tel# 613-498-0656
Fax# 613-498-2610

St. Joseph Catholic School

235 Georgiana Street
Gananoque, ON K7G 1M9
Tel# 613-275-2353
Fax# 613-275-1452

St. Mary Catholic High School

40 Central Avenue
Brockville, ON K6V 4N5
Tel# 613-342-4911
Fax# 613-342-2971

Holy Cross Catholic School

P.O. Box 250, 521 Clothier St. W.
Kemptville, ON K0G 1J0
Tel# 613-258-7457
Fax# 613-258-9867

St. Mark Catholic School

P.O. Box 1720, 420 McAuley Rd.
Prescott, ON K0E 1T0
Tel# 613-925-4342
Fax# 613-925-0512

St. Michael Catholic High School

2755 Highway 43
Kemptville, ON K0G 1J0
Tel# 613-258-7232
Fax# 613-258-3527

STORMONT, DUNDAS & GLENGARRY

Bishop Macdonell Catholic School

300 Adolphus Street
Cornwall, ON K6H 3S6
Tel# 613-933-6739
Fax# 613-933-1310

St. Andrew's Catholic School

17283 County Road 18
St. Andrews West, ON K0C 2A0
(613-932-6592
(613-932-2763

St. Mary Catholic School

Box 429, 37 Main St.
Chesterville, ON K0C 1H0
Tel# 613-448-2158
Fax# 613-448-2740

Iona Academy

RR#2, 20019 King's Road
Williamstown, ON K0C 2J0
Tel# 613-347-3518
Fax# 613-347-1510

St. Joseph Catholic Secondary School

1500 A Cumberland St.
Cornwall, ON K6J 5V9
Tel# 613-932-0349
Fax# 613-936-0419

St. Anne's Catholic School

607 Surgenor Street
Cornwall, ON K6J 2H5
Tel# 613-933-4615
Fax# 613-933-7982

St. Peter Catholic School

1811 Second Street East
Cornwall, ON K6H 6P1
Tel# 613-933-1007
Fax# 613-933-5584

St. Mary-St. Cecilia Catholic School

28 Shea Drive
Morrisburg, ON K0C 1X0
Tel# 613-543-2907
Fax# 613-543-4048

St. Finnan's Catholic School

220 Main Street
Alexandria, ON K0C 1A0
Tel# 613-525-4274
Fax# 613-525-4276

Sacred Heart Catholic School

1500 Cumberland Street
Cornwall, ON K6J 4K9
Tel# 613-933-3337
Fax# 613-933-0623

Our Lady of Good Counsel

Box 428, 52 Dickinson Drive
Ingleside, ON K0C 1M0
Tel# 613-537-2556
Fax# 613-537-8540

Holy Trinity Catholic Secondary School

P.O. Box 248
18044 Tyotown Road, RR#1
Cornwall, ON K6H 5R5
Tel# 613-936-0319
Fax# 613-936-0663

St Matthew Catholic Secondary School

323 Augustus Street
Cornwall, ON K6H 4B4
Tel# 613-930-9928
Fax# 613-932-2887

PRESCOTT & RUSSELL

Mother Teresa Catholic School

1035 Concession Street
Russell, ON K4R 1C7
Tel# 613-445-3788
1-888-263-2715
Fax# 613-445-3789

St. Patrick Catholic School

1001 Heritage Drive
Rockland, ON K4K 1R2
Tel# 613-446-7215
1-888-240-8602
Fax# 613-446-1145

Pope John Paul II Catholic School

3818 Legault Road
Hammond, ON K0A 2A0
Tel# 613-487-3075
1-888-921-2252
Fax# 613-487-3083

St. Thomas Aquinas Catholic High School

1211 South Russell Road, RR#2
Russell, ON K4R 1E5
Tel# 613-445-0810
Toll-Free 877-559-7729
Fax# 613-445-1520

St. Francis Xavier Catholic High School

Box 159, 1235 Russell Road
Hammond, ON K0A 2A0
Tel# 613-487-2913
1-888-416-2373
Fax# 613-487-3856

St. Jude Catholic School

5355 Highway 34
Vankleek Hill, ON K0B 1R0
Tel# 613-678-5455
Fax# 613-678-5452

UPPER CANADA DISTRICT SCHOOL BOARD

LANARK

Arklan Community Public School

123 Patterson Cres.,
Carleton Place, ON K7C 4R2
Tel# 613-257-8113
Fax# 613-257-8971

Caldwell Street Public School

70 Caldwell Street,
Carleton Place, ON K7C 3A5
Tel# 613-257-1270
Fax# 613-257-8968

Chimo Elementary School

11 Ross Street
Smiths Falls, ON K7A 4V7
Tel# 613-283-1761
Fax# 613-283-8398

Glen Tay Public School

155 Harper Road, RR#4
Perth, ON K7H 3C6
Tel# 613-267-1909
Fax# 613-267-2519

Naismith Memorial P. S.

260 King Street, Box 280
Almonte, ON K0A 1A0
Tel# 613-256-3773
Fax# 613-256-3825

Perth & District Collegiate

13 Victoria Street
Perth, ON K7H 2H3
Tel# 613-267-3051
Fax# 613-267-4538

Smiths Falls D.C.I.

299 Percy Street
Smiths Falls, ON K7A 5M2
Tel# 613-283-0288
Fax# 613-283-0461

Almonte and District High School

126 Martin St. North, Box 880
Almonte, ON K1A 1A0
Tel# 613-256-1470
Fax# 613-256-0599

Carambeck Public School

351 Bridge Street
Carleton Place, ON K7C 3H9
Tel# 613-257-1455
Fax# 613-257-1470

Drummond Central School

1469 Drummond School Rd.
Perth, ON K7H 3C8
Tel# 613-267-4789
Fax# 613-267-1394

Maple Grove Elementary School

151 George Street, P.O. Box 90
Lanark, ON K0G 1K0
Tel# 613-259-2777
Fax# 613-259-5438

North Elmsley Elem. School

209 County Road 18, R.R. #5,
Perth, ON K7H 3C7
Tel# 613-267-1371
Fax# 613-267-5517

Queen Elizabeth Elem. School

80 Wilson Street East
Perth, ON K7H 1M4
Tel# 613-267-2702
Fax# 613-267-2856

The Stewart School

7 Sunset Blvd.,
Perth, ON K7H 0A1
Tel# 613-267-2940
Fax# 613-267-7277

Beckwith Public School

1523 9th Line of Beckwith, RR#2
Carleton Place, ON K7C 3P2
Tel# 613-253-0427
Fax# 613-253-8941

Carleton Place High School

215 Lake Avenue West
Carleton Place, ON K7C 1M3
Tel# 613-257-2720
Fax# 613-253-3002

Duncan J. Schouler P. S.

41 McGill Street,
Smiths Falls, ON K7A 3M9
Tel# 613-283-1367
Fax# 613-283-1955

Montague Public School

1200 Rosedale Road South, RR#5
Smiths Falls, ON K7A 4S6
Tel# 613-283-6426
Fax# 613-283-3164

Pakenham Public School

109 Jeanie Street, P.O. Box 130
Pakenham, ON K0A 2X0
Tel# 613-624-5438
Fax# 613-624-5964

R. Tait McKenzie Public School

175 Paterson Street
Almonte, ON K0A 1A0
Tel# 613-256-8248
Fax# 613-256-4791



LEEDS & GRENVILLE

Athens District High School

21 Church Street, P.O. Box 279
Athens, ON K0E 1B0
Tel# 613-924-2618
Fax# 613-924-1525

Commonwealth Public School

166 Pearl Street
Brockville, ON K6V 1R4
Tel# 613-345-5031
Fax# 613-345-5040

Kemptville Public School

215 Reuben Cres., P.O. Box 70
Kemptville, ON K0G 1J0
Tel# 613-258-2206
Fax# 613-258-7650

Lyn Public School

38 Main Street East, P.O. Box 184
Lyn, ON K0E 1M0
Tel# 613-345-1242
Fax# 613-345-3391

Merrickville Public School

306 Drummond St. East, Box 520
Merrickville, ON K0G 1N0
Tel# 613-269-4951
Fax# 613-269-3742

Pineview Public School

8 George Street, Box 220
Athens, ON K0E 1B0
Tel# 613-924-2055
Fax# 613-924-9281

South Branch Elementary School

2649 Concession Road, Box 2009
Kemptville, ON K0G 1J0
Tel# 613-258-1919
Fax# 613-258-5959

South Grenville District High

1000 Edward St. North, Box 670
Prescott, ON K0E 1T0
Tel# 613-925-2855
Fax# 613-925-2864

Brockville Collegiate Inst.

90 Pearl Street East
Brockville, ON K6V 1P8
Tel# 613-345-5641
Fax# 613-498-2563

Front Of Yonge Elem. School

1504 County Road 2,
Mallorytown, ON K0E 1R0
Tel# 613-923-5284
Fax# 613-923-2381

Linklater Public School

300 Stone Street
Gananoque, ON K7G 1Y8
Tel# 613-382-3689
Fax# 613-382-7552

Maynard Public School

21 Stewart Drive
Prescott, ON K0E 1T0
Tel# 613-925-4291
Fax# 613-925-1590

North Grenville D.H.S.

304 Prescott Street
Kemptville, ON K0G 1J0
Tel# 613-258-3481
Fax# 613-258-1028

Rideau District High School

251 Main Street
Elgin, ON K0G 1E0
Tel# 613-359-5391
Fax# 613-359-6328

South Crosby Public School

1 Halladay Street, P.O. Box 16
Elgin, ON K0G 1E0
Tel# 613-359-5933
Fax# 613-359-1142

Sweet's Corners Elem. School

276 Lyndhurst Road
Lyndhurst, ON K0E 1N0
Tel# 613-928-2777
Fax# 613-928-2640

Centennial '67 Public School

7 Henderson Street, P.O. Box 100,
Spencerville, ON K0E 1X0
Tel# 613-658-3114
Fax# 613-658-2808

Gananoque Intermediate & Secondary School

175 William Street South, Box 640
Gananoque, ON K7G 1S8
Tel# 613-382-4741
Fax# 613-382-8240

Lombardy Public School

596 Highway 15
Lombardy, ON K0G 1L0
Tel# 613-283-0860
Fax# 613-284-1523

Meadowview Public School

9234 Addison-Greenbush Road
Addison, ON K0E 1A0
Tel# 613-924-2880
Fax# 613-924-1338

Oxford-On-Rideau Public School

50 Water Street, P.O. Box 217,
Oxford Mills, ON K0G 1J0
Tel# 613-258-3141
Fax# 613-258-4762

Rideau Vista Public School

9921 Highway # 42
Westport, ON K0G 1X0
Tel# 613-273-2842
Fax# 613-273-2596

South Edwardsburg P. S.

8 Second Street, R.R. #3
Prescott, ON K0E 1T0
Tel# 613-925-4183
Fax# 613-925-0651

Thousand Islands Elem School

101 King Street W., P.O. Box 90
Lansdowne, ON K0E 1L0
Tel# 613-659-2216
Fax# 613-659-2264

Thousand Islands Sec. School

2510 Parkedale Avenue
 Brockville, ON K6V 3H1
 Tel# 613-342-1100
 Fax# 613-342-7758

Toniata Public School

24 Scace Avenue
 Brockville, ON K6V 2A4
 Tel# 613-342-6310
 Fax# 613-342-6062

Vanier Public School

40 Vanier Drive
 Brockville, ON K6V 3J5
 Tel# 613-342-8081
 Fax# 613-498-0586

Wellington Elementary School

920 Boundary Street, Box 1329
 Prescott, ON K0E 1T0
 Tel# 613-925-2803
 Fax# 613-925-3461

Westminster Public School

29 Central Avenue,
 Brockville, ON K6V 4N6
 Tel# 613-345-5552
 Fax# 613-345-3550

STORMONT, DUNDAS & GLENGARRY**Central Public School-Cornwall**

200 Amelia Street
 Cornwall, ON K6H 0A5
 Tel# 613-932-0857
 Fax# 613-932-8345

Chesterville Public School

38 College St., P.O. Box 489
 Chesterville, ON K0C 1H0
 Tel# 613-448-2224
 Fax# 613-448-2389

Cornwall Collegiate V.S.

437 Sydney Street
 Cornwall, ON K6H 3H9
 Tel# 613-932-8360
 Fax# 613-932-8128

Char-Lan District High School

19743 County Road 17
 Williamstown, ON K0C 2J0
 Tel# 613-347-2441
 Fax# 613-347-1290

Eamer`s Corners Public School

2258 Pitt Street
 Cornwall, ON K6K 1A3
 Tel# 613-933-0644
 Fax# 613-933-6663

Glengarry District High School

212 Main Street North
 Alexandria, ON K0C 1A0
 Tel# 613-525-1066
 Fax# 613-525-0119

Iroquois Public School

6 Lakeview Drive, P.O. Box 9
 Iroquois, ON K0E 1K0
 Tel# 613-652-4580
 Fax# 613-6521750

Laggan Public School

20345 Gleneig Road,
 Dalkeith, ON K0B 1E0
 Tel# 613-525-3112
 Fax# 613-525-4428

Longue Sault Public School

13 Bethune Street, P.O. Box 460
 Long Sault, ON K0C 1P0
 Tel# 613-534-2415
 Fax# 613-534-2850

Maxville Public School

15 Alexander Street, P.O. Box 550
 Maxville, ON K0C 1T0
 Tel# 613-527-2195
 Fax# 613-527-1573

Morrisburg Public School

16 Second Street, Box 817
 Morrisburg, ON K0C 1X0
 Tel# 613-543-3166
 Fax# 613-543-93371

Nationview Public School

3045 County Road 1, P.O. Box 140
 South Mountain, ON K0E 1W0
 Tel# 613-989-2600
 Fax# 613-989-1107

North Dundas D.H.S.

12835 Highway # 43, R.R. #3
 Chesterville, ON K0C 1H0
 Tel# 613-448-2328
 Fax# 613-448-1794

North Stormont Public School

57 Cockburn Street, Box 100
 Berwick, ON K0C 1G0
 Tel# 613-984-2061
 Fax# 613-984-0052

Rothwell-Osnabruck School

1 College Street, P.O. Box 40
 Ingleside, ON K0C 1M0
 Tel# 613-537-2474
 Fax# 613-537-8696

Roxmore Public School

16279 Fairview Drive, P.O. Box 39
 Avonmore, ON K0C 1C0
 Tel# 613-346-5502
 Fax# 613-346-0068

Seaway District High School

2 Beach Street, P.O. Box 100
 Iroquois, ON K0E 1K0
 Tel# 613-652-4878
 Fax# 613-652-1315

St. Lawrence Intermed. School

1450 Second Street East
 Cornwall, ON K6H 5Z8
 Tel# 613-933-8410
 Fax# 613-933-0131

St. Lawrence Secondary
1450 Second Street East
Cornwall, ON K6H 5Z8
Tel# 613-933-8410
Fax# 613-933-0131

Tagwi Secondary School
16750 Highway # 43, R.R. #1
Avonmore, ON K0C 1C0
Tel# 613-346-2122
Fax# 613-346-0193

Viscount Alexander P. S.
1401 Dover Road
Cornwall, ON K6J 1V6
Tel# 613-932-4131
Fax# 613-932-0735

Williamstown Public School
19754 County Road 17, Box 100
Williamstown, ON K0C 2J0
Tel# 613-347-3641
Fax# 613-347-7186

Winchester Public School
547 Louise Street South,
P.O. Box 280
Winchester, ON K0C 2K0
Tel# 613-774-2607
Fax# 613-7741381

PRESCOTT & RUSSELL

Cambridge Public School
2123 Route 500 W
Embrun, ON K0A 1W0
Tel# 613-443-3024
Fax# 613-443-3012

Pleasant Corners Public School
4099 Highway # 34
Vankleek Hill, ON K0B 1R0
Tel# 613-678-2030
Fax# 613-678-5764

Rockland Public School
999 Giroux Street
Rockland, ON K4K 1C2
Tel# 613-446-4552
Fax# 613-446-1857

Rockland District High School
1004 St. Joseph Street
Rockland, ON K4K 1P6
Tel# 613-446-7347
Fax# 613-446-1667

Russell High School
982 North Russell Road,
Russell, ON
K4R 1C8
Tel# 613-445-2659
Fax# 613-445-2660

Russell Public School
14 Mill Street
Russell, ON
K4R 1E1
Tel# 613-445-2190
Fax# 613-445-0634

Vankleek Hill Collegiate Inst.
5814 Highway 34
Vankleek Hill, ON K 0B 1R0
Tel# 613-678-2023
Fax# 613-678-6490

CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DE L'EST ONTARIEN

ÉCOLES DE STORMONT, DUNDAS & GLENGARRY

**École élémentaire catholique
Elda-Rouleau**
115, rue Sandfield
Alexandria ON K0C 1A0
Tel# 613-525-1281
Fax# 613-525-1316

**École secondaire catholique
Le Relais**
100, rue McNab
Alexandria ON K0C 1A0
Tel# 613-525-3315
Fax# 613-525-5596

**École élémentaire catholique
Sainte-Lucie**
17337, rue Dow, R.R.1
Long Sault ON K0C 1P0
Tel# 613-932-9493
Fax# 613-936-8010

**École élémentaire catholique La
Source**
17095, ch. McLean, R.R.1
Moose Creek ON K0C 1W0
Tel# 613-538-2401
Fax# 613-538-2405

**École élémentaire catholique
Marie-Tanguay**
1500, boul. Holy Cross
Cornwall ON K6H 2X1
Tel# 613-938-9337
Fax# 613-938-3919

**École élémentaire catholique de
l'Ange-Gardien**
4831, Second Line Road
North Lancaster ON K0C 1Z0
Tel# 613-347-2728
Fax# 613-347-1905

**École élémentaire catholique
Notre-Dame**
420, 15^e Rue Ouest
Cornwall ON K6J 3K5
Tel# 613-932-1594
Fax# 613-932-1204

**École secondaire catholique La
Citadelle**
510, avenue McConnell
Cornwall ON K6H 4M1
Tel# 613-933-0172
Fax# 613-933-3886
Pavillon intermédiaire
Tel# 613-933-0172
Fax# 613-933-2204

**École élémentaire catholique
Notre-Dame-du-Rosaire**
9, Concession Ouest
Chrysler ON K0A 1R0
Tel# 613-987-2034
Fax# 613-987-2593

**Centre d'Éducation et de
Formation de l'Est Ontarien
Campus Cornwall**
124, rue Anthony
Cornwall ON K6H 5K1
Tel# 613-932-3376
Fax# 613-933-0129

**Centre d'Éducation et de
Formation de l'Est Ontarien
Campus de Alexandria**
Alexandria ON
Tel# 613-525-4140

ÉCOLES DE PRESCOTT & RUSSELL

**École élémentaire catholique
Saint-Victor**
38, rue Saint-Paul
Alfred ON K0B 1A0
Tel# 613-679-4373
Fax# 613-679-2563

**École élémentaire catholique
Saint-Mathieu**
3155, chemin Gendron
Hammond ON K0A 2A0
Tel# 613-487-2404
Fax# 613-487-2169

**École élémentaire catholique
Sacré-Cœur**
2233, rue Dollard
Bourget ON K0A 1E0
Tel# 613-487-2734
Fax# 613-487-3095

**École élémentaire catholique
Paul VI**
500, rue Principale Est
Hawkesbury ON K6A 1A9
Tel# 613-632-2734
Fax# 613-632-2736

**École élémentaire catholique de
Casselman**
Pavillon Sainte-Euphémie
215, rue Laurier
Casselman ON K0A 1M0
Tel# 613-764-2855
Fax# 613-764-3539

**École élémentaire catholique de
Casselman**
Pavillon Saint-Paul
133, rue Laurier
Casselman ON K0A 1M0
Tel# 613-764-2960
Fax# 613-764-3019

**École secondaire catholique
régionale de Hawkesbury**
572, rue Kitchener
Hawkesbury ON K6A 2P3
Tel# 613-632-7055
Fax# 613-632-5455
Pavillon intermédiaire
Tel# 613-632-7055
Fax# 613-632-1344

**École secondaire catholique de
Casselman**
778, rue Brébeuf
Casselman ON K0A 1M0
Tel# 613-764-2991
Fax# 613-764-3390
Pavillon intermédiaire
Tel# 613-764-2991
Fax# 613-764-1593

**École élémentaire catholique
Sainte-Félicité**
1647, rue Landry
Clarence Creek ON K0A 1N0
Tel# 613-488-2890
Fax# 613-488-2892

**École élémentaire catholique
Saint-Viateur**
205, chemin Limoges
Limoges ON K0A 2M0
Tel# 613-443-1976
Fax# 613-443-1859

**École élémentaire catholique
Saint-Jean-Baptiste**
35, rue Longueuil
L'Original ON K0B 1K0
Tel# 613-675-4878
Fax# 613-675-2403

**École élémentaire catholique
Embrun
Pavillon Saint-Jean**
1045, rue Notre-Dame
Embrun ON K0A 1W0
Tel# 613-443-2850
Fax# 613-443-5685

**École élémentaire catholique
Embrun
Pavillon La Croisée**
1215, rue Saint-Augustin
Embrun ON K0A 1W0
Tel# 613-443-4881
Fax# 613-443-4885

**École élémentaire catholique
Saint-Paul**
260, rue Main
Plantagenet ON K0B 1L0
Tel# 613-673-4880
Fax# 613-673-1530

**École secondaire catholique
Embrun**
1276, rue Saint-Jacques
Embrun ON K0A 1W0
Tel# 613-443-2186
Fax# 613-443-9043
Pavillon intermédiaire
Tel# 613-443-2186
Fax# 613-443-7341

**École élémentaire catholique
Sainte-Trinité**
879, rue Saint-Joseph
Rockland ON K4K 1C2
Tel# 613-446-5128
Fax# 613-446-1361

**École secondaire catholique de
Plantagenet**
6150, ch. de comté 17
Plantagenet ON K0B 1L0
Tel# 613-673-5124
Fax# 613-673-2294
Pavillon intermédiaire
Tel# 613-673-5124
Fax# 613-673-5403

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Labrosse**
5050, rue Fatima
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Tel# 613-674-2145
Fax# 613-674-3067

**École élémentaire catholique
Saint-Joseph**
1008, ch. Russell Nord
Russell ON K4R 1C8
Tel# 613-445-2947
Fax# 613-445-2931

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116, rue Principale
Saint-Albert ON K0A 3C0
Tel# 613-987-2157
Fax# 613-987-5540

**École élémentaire catholique
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20, rue de l'École
Saint-Isidore ON K0C 2B0
Tel# 613-524-2945
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L'Escale**
1535, avenue du Parc
Rockland ON K4K 1C3
Tel# 613-446-5169
Fax 613-446-6219
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2410, chemin du Lac
Saint-Pascal-Baylon ON K0A 3N0
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50, rue Home
Vankleek Hill ON K0B 1R0
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Fax# 613-678-3147

**Centre d'Éducation et de
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Administration**
750, rue Principale
Casselman ON K0A 1M0
Tel# 613-764-1941
Fax# 613-7643135

**Centre d'Éducation et de
Formation de l'Est Ontarien
Campus Casselman**
Tel# 613-764-7332
Fax# 613-764-0991

**Centre d'Éducation et de Formation de l'Est Ontarien
Campus Rockland**
2303, rue Laurier
Rockland ON K4K 1K4
Tel# 613-446-1685

**Centre d'Éducation et de Formation de l'Est Ontarien
Campus Hawkesbury**
429, rue Abbott
Hawkesbury ON K6A 2E2
Tel# 613-632-4100

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Centre d'Éducation et de Formation de l'Est Ontarien
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Fax# 613-764-0110

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Alexandria ON K0C 1A0
Tel# 613-525-1843
Fax# 613-525-1922

École élémentaire publique De la Rivière Castor
100, rue Maheu
C.P. 1229
Embrun ON K0A 1W0
Tel# 613-443-2226
Fax# 613-443-5024

École secondaire publique Le Sommet
894, boulevard Cécile
Hawkesbury ON K6A 3R5
Tel# 613-632-6059
Fax# 613-632-7808

École élémentaire publique Nouvel Horizon
433, boulevard Cartier
Hawkesbury ON K6A 1V9
Tel# 613-632-8718
Fax# 613-632-1744

**Centre d'Éducation et de Formation de l'Est Ontarien
Campus Hawkesbury**
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Hawkesbury ON K6A 2E2
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2303, rue Laurier
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**Centre d'Éducation et de Formation de l'Est Ontarien
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Casselman ON K0A 1M0
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Carleton Place, ON K7C 4K1
Tel# 613-521-0607
Fax 613-253-2457

École élémentaire catholique

Sainte-Marguerite-Bourgeoys

306 rue Read
Merrickville, ON K0G 1N0
Tel# 613-521-4213
Fax 613-269-2840

Académie catholique

Ange-Gabriel

1515 promenade Kensington
Brockville, ON K6V 6H9
Tel# 613-345-5914
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École élémentaire catholique

Sainte-Thérèse-d 'Avila

9575 ch. Marionville
Marionville, ON K4R 1E5
Tel# 613-745-0282
Fax 613- 445-0565

École élémentaire catholique

Saint-Guillaume

5750 ch. Buckland
Vars, ON K0A 3H0
Tel# 613-745- 5981
Fax 613 – 835- 2999

Académie catholique Notre-Dame

50, promenade Campus
Kemptville, ON K0G 1J0
Tel# 613-258-7883

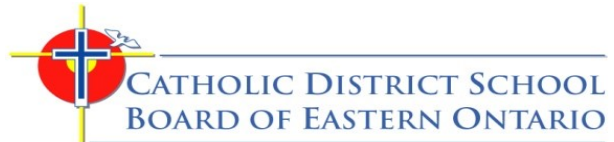


APPENDIX K: SIGNATORIES TO THE PROTOCOL

**Community VTRA Protocol:
Violence Threat Risk Assessment**
A Collaborative Response to Assessing Potential Violence

Effective: December 2020

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