

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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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 the 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 and will respond to student behaviours that may pose a potential risk of violence to students, staff and members of the community. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement. 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, Police Services, and Community Partners, will be to reduce and manage school or community violence.

This Protocol supports collaborative planning among schools, community partners, families, children/youth, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about a child/youth who poses a risk for violence towards others and themselves. It is the process of deliberately trying to, “connect the dots” that “paints the picture” that a child/youth 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, Police Services and Community Partners lies in the multidisciplinary composition of the Violence Threat Risk Assessment (VTRA) Team. VTRA Team members will strive to share and review relevant information, details of threatening situations or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise. This collaborative process will respect individuals’ 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. The VTRA Protocol is intended to be used by multidisciplinary teams trained in the theory and practice of student threat risk assessment through Violence Threat Risk Assessment Training.

Duty to Report

Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our schools and communities safe, school staff, community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities.

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**

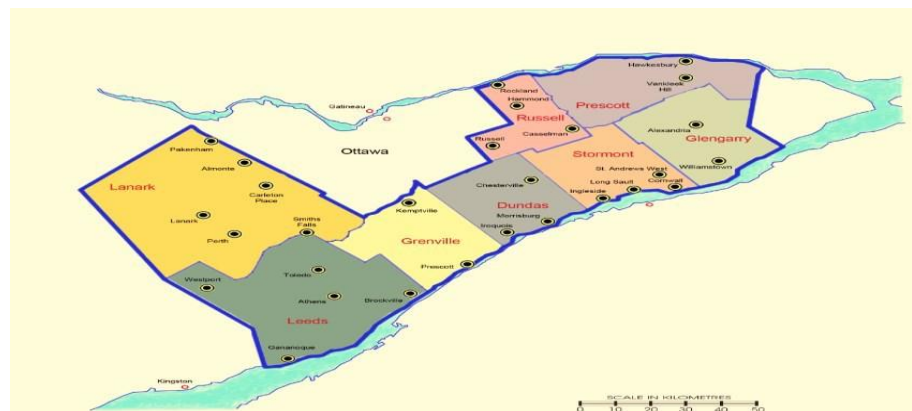
Smiths Falls Police Service
Ontario Provincial Police
RNJ Youth Services
Brockville Police Service
Gananoque Police Service
Probation Services
Family and Children's Services of Lanark, Leeds and Grenville
Children's Mental Health of Leeds & Grenville
Open Doors for Lanark Children and Youth

- **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/caregivers, 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/caregivers 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/youth has unique strengths and needs that should be considered when developing an appropriate service plan, and that intervention plans should be culturally relevant, identity affirming, and trauma informed
- participating in VTRA Team meetings

The Protocol is designed to facilitate communication so that when the VTRA Team is activated, appropriate District School Boards and Community Partners 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 the VTRA 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 VTRA process. VTRA requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-attack behaviours. Personnel who carry out an Assessment of Risk to Others (ARTO) strive to be both accurate and fair.

Building Capacity

VTRA training will be provided to school personnel and community partners. The Steering Committee, made up of District School Boards, Police Service and Community Partners, will continue to encourage training.

Program Review

The VTRA Protocol will be reviewed by the Community VTRA Protocol Steering Committee every two years. This group will be made up of designates from Community Partners and District School Boards.

Contact List

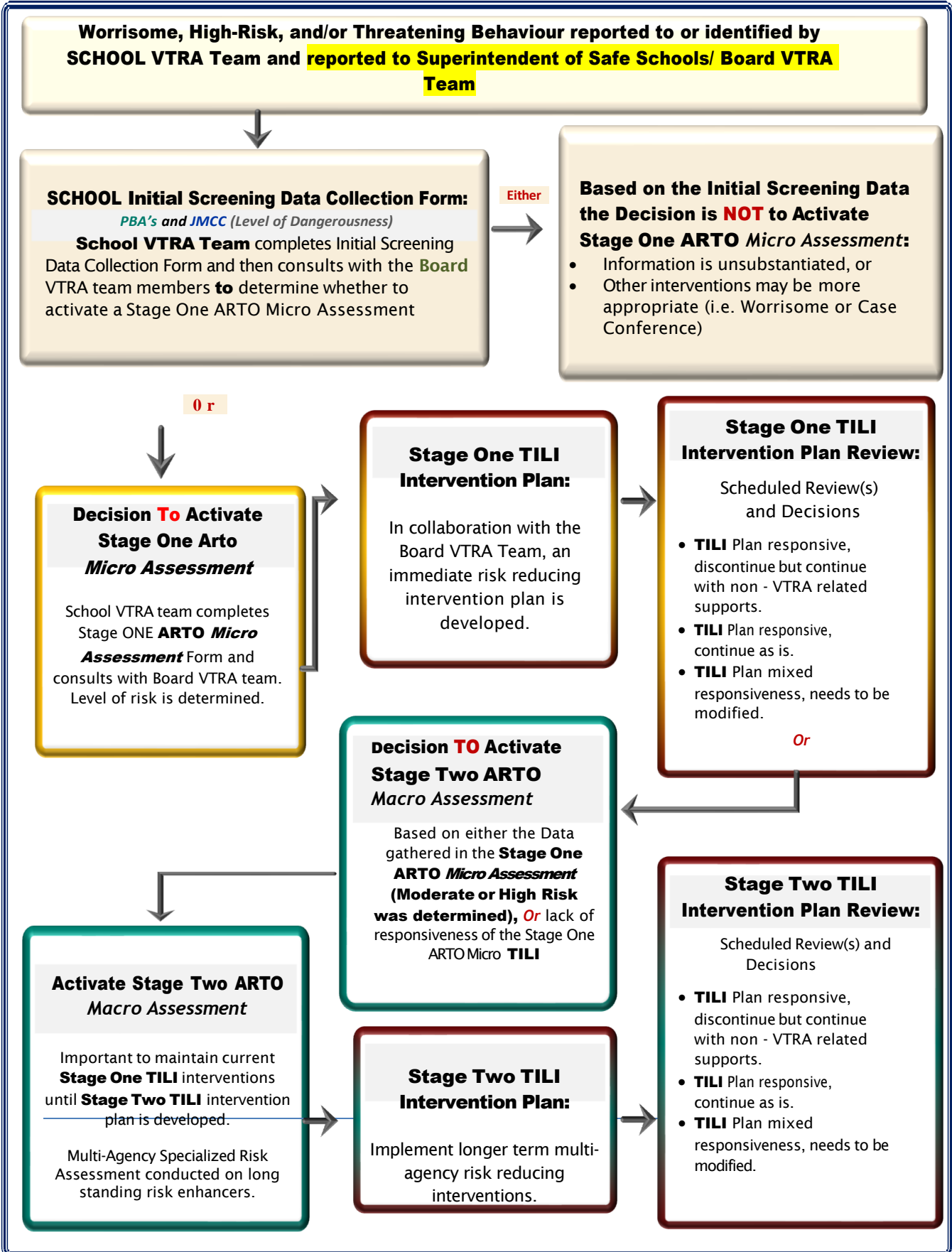
The District School Boards will be the lead agencies in application of the VTRA Protocol. The District School Boards' Superintendents of Safe Schools or designates, will maintain an up-to-date list of lead-contacts for the Community VTRA Protocol partners, and will distribute a copy of the list to all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



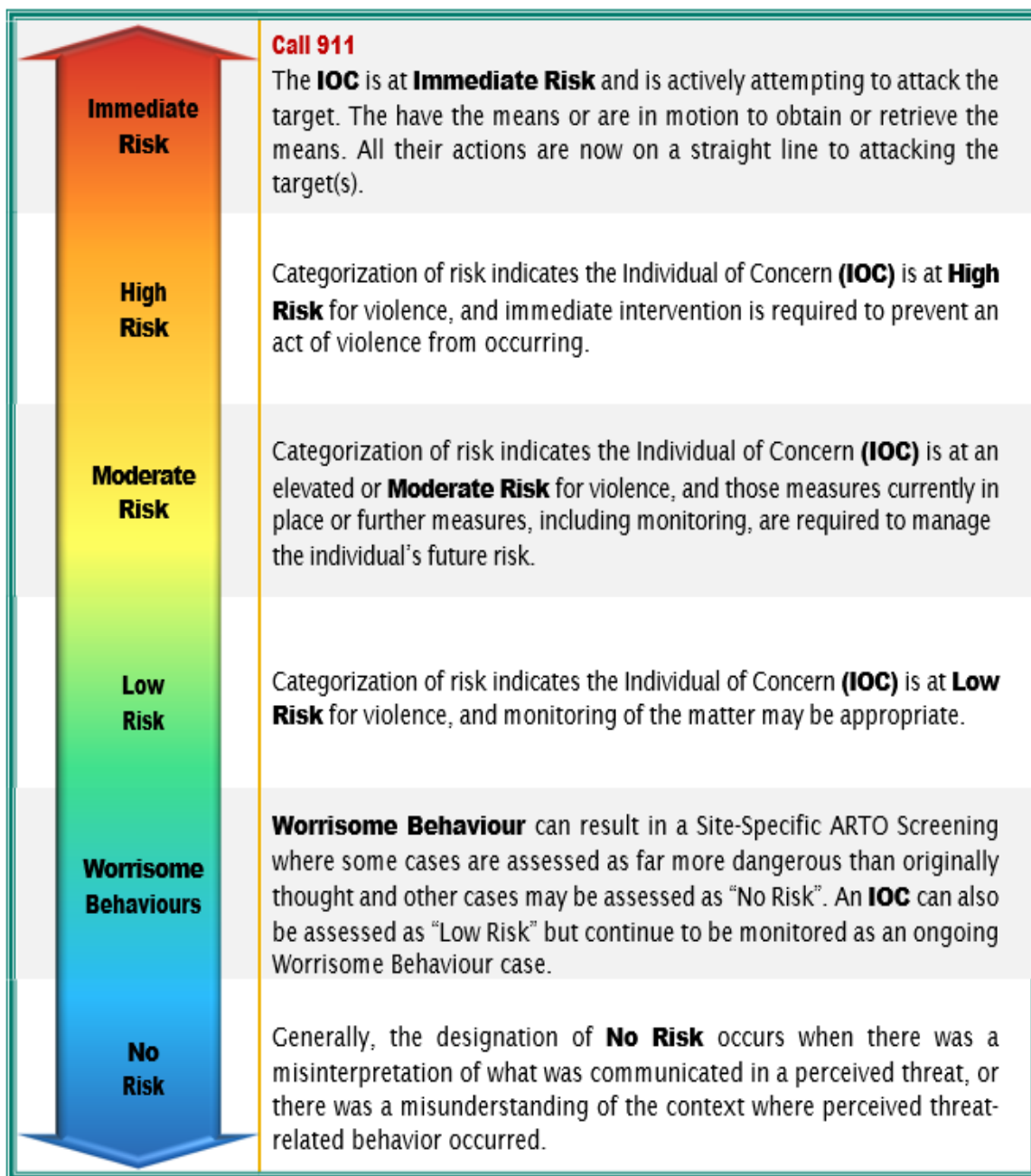
PROCESS TO ACTIVATE VTRA



IMMEDIATE RISK WITH THREATS:
 In the case an immediate risk when an incident/threat is unfolding activate please School Board Protocol
 (contact 911, lock down, hold and secure, shelter in place)



VTRA / ARTO Categories of Risk (Expanded Form – Summary Graphic)



DETERMINING WHEN TO ACTIVATE THE VTRA PROTOCOL

There is 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.

VTRA Team Leadership and Team Activation

In school-based VTRA cases, the principal and or their designate (V.P.) is the VTRA School Team leader. It is their responsibility to maintain a safe and caring learning environment; therefore, their responsibility must be to promptly notify the Superintendent of Safe Schools of any behaviour that activates or should activate the VTRA Protocol. The Superintendent of Safe Schools activates the Board VTRA Team. Once the Board VTRA Team is activated, leadership is shared and collaborative between the Board and School VTRA Teams to decide initial steps that need be taken including the completion of the Initial Screening Data Collection Form. School principals are still responsible for disciplinary measures that may need to be addressed and the overall safety of child/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.

Fair Notice

Prior to any VTRA Protocol being implemented, all students, staff and parents are 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 Letter in **Appendix H**) and should also be posted on the District School Boards’ websites.

Immediate Risk Situations

These situations include individual(s) inside the building or on the periphery, who may pose a significant risk (e.g. armed with gun, knife, explosives or other device/weapon capable of causing serious injury or death). 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 responses and is not a VTRA. District School Boards should refer to their Police-Board Protocol.

Most targeted school and workplace shootings are over in a matter of minutes, usually before police arrive. It is vital that every school has a plan which everyone understands that drills have been conducted, and that everyone knows what to do. In these situations, every additional second we can manufacture to slow a perpetrator down can save lives.

A site-specific lockdown plan which is understood by everyone and practiced on a regular basis will save lives. The importance of having lockdown plans in place can't be overstated. The fact that a solid lockdown plan exists may serve as a deterrent to an individual who may be contemplating an act of targeted violence in a school setting. Also, having an established and practice lockdown plan in place greatly assists in reducing stress, modeling calmness, and minimizing the traumatizing of individuals within the system where the threat occurs.

Note of Caution: Sometimes stand-alone risk assessments are done by a single evaluator such as a hospital emergency room assessment. These are not comprehensive data-driven assessments, but more limited scope assessments focused on acute level of risk. Without data from the appropriate VTRA Protocol partners, even the most skilled threat assessor may underreact to a case that is actually high risk.

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
- Violence with intent to do serious bodily harm
- 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
- Suicidal ideation or attempts as related to “Fluidity” or “Conspiracy of Two or More”

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 prevention, intervention and risk assessment (SPIRR Protocol). Most Protocol partners have (or should have) personnel who are trained in suicide risk assessment and intervention. Therefore, as a standard, this is not a category for action, and the VTRA Protocol is not to be activated. However, those trained in suicide risk assessment should also be VTRA trained and be open to the possibility that the individual being assessed may be fluid. The third formal hypothesis of the VTRA process is: “Is there any evidence of fluidity (interaction between the homicidal and suicidal domains)?”

As well, whenever there is evidence of a suicide pact or evidence that there is a peer dynamic or a “Puppet Master” in the background trying to drive an individual to kill themselves, the VTRA Protocol should be activated. Therefore, the VTRA Protocol should 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

Worrisome Behaviours

Worrisome behaviours are “grey area” cases. This would include instances where an Individual of Concern (IOC) 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 their 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 must be reported by the Principal to the Superintendent of Safe Schools. Worrisome behaviour may not result in activation of a Stage One ATRO Micro because they do not cross clear lines. Yet,

it is appropriate for the School VTRA Team Lead to consult with police even from a consultation perspective. (e.g. “What do you think of this Facebook post?”). 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 Stage One ARTO Micro.

Anonymous Threats

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

Although anonymous threats may be credible in the world of global terrorism, in the field of school VTRA, 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 Anonymous Threat

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

Language of Commitment

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

Identifying the Threat Maker

In many cases the author is never found, but steps can be taken to identify who the author(s) is, such as:

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

Non-Work Hour Cases

If information is received by a School VTRA Team member regarding serious violence, weapons possession or a threat that is “clear, direct, and plausible” that occurred during non-school hours, police will be called, and steps will be taken to assess the Individual of Concern as well as notify and protect the target(s) as required. The School and Board VTRA Teams will be activated if the case at hand is deemed to be high risk. Many evening or weekend incidents can continue to escalate into the school, and many school incidents can escalate into the community (e.g. relational violence, violence at sporting events, family violence).

Children under 12 years of age

If there is a significant increase or shift in baseline behaviour, weapons possession, or clear, direct and plausible threats, a formal VTRA will be activated with children under 12 years of age. 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.

Adverse Childhood Experiences (ACES)

The trauma-informed VTRA process draws on the VTRA Team’s collective knowledge, training, and experience to quickly determine if part of the case at hand is trauma generated. This includes trauma generated threat-making or threat-related behaviours.

In order to ensure that VTRA Teams’ are looking through a trauma informed lens, the Adverse Childhood Experiences (ACES) assessment has been included as part of the VTRA process. The ACES questionnaire is a series of 10 questions about common traumatic experiences that occur in early life. Since higher number of ACES often correlate to challenges later in life, including higher risk of certain mental health problems, the questionnaire is intended as an indicator of how likely a person might be to face these challenges. The ACES questions are not asked of the Individual of Concern, rather the purpose of incorporating the ACES is to assist the VTRA Teams to confirm or hypothesize possible exposure to prior trauma of the Individual of Concern and/or the person threatened. This is so the Team does not inadvertently elevate the anxiety or risk of the Individual of Concern and/or the person threatened as well as that of their parent/caregivers etc. **(See APPENDIX D)**

Working With Cultural Diversity

The VTRA process is a trauma-informed and equity-inclusion guided practice.

The potential for cultural bias, systemic racism, and marginalization is well documented in social and psychological literature. When conducting a VTRA, these dynamics may be a function of:

- a. The construct being measured (VTRA between different Indigenous cultures, Western sub-cultures, non-Western cultures, etc.)
- b. The content of the questions and/or how the questions are phrased (i.e. language and culture may influence interpretation with respect to the interviewer and/or respondent)
- c. Members of some cultures experience significant rates of poverty, racism, and discrimination, and language barriers may also exist. These factors, along with possible distrust for authority figures, can lead to the presence of multiple stressors that increase perceived level of risk or actual risk.

Individuals with Special Needs/Disabilities

The VTRA Protocol will not be activated when children/youth with special needs/disabilities engage in threat-making or aggressive behaviors that are typical to their “baseline”. In other words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them, then the VTRA Team will not be called upon to conduct an assessment. For instance, some individuals diagnosed along the Autism Spectrum or Fetal Alcohol Spectrum may have histories of making verbal threats when they are frustrated (e.g., making statements such as, “I’m going to take a knife and kill you” may part of their typical baseline behaviour). This would not result in the activation of the VTRA Team. However, if the child/youth with special needs/disabilities moves beyond their typical baseline and for the first time is caught with a knife in their possession or threatened a target with a knife in their hand, then the School and Board VTRA Teams would be activated to assist in determining why the increase in baseline and if they pose a risk to self or others.

Once the School VTRA Team is activated, the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the child/youth with special needs. Site-specific staff members responsible for program planning and service delivery to individuals with special needs/disabilities will always be consultants to the VTRA Team in these cases. Good case management with child/youth with special needs/disabilities means that staff should already know more about these individuals than others, as proper program planning requires comprehensive assessment in the first place.

This foundational knowledge about child/youth with special needs means that any significant shift in baseline that meets the criteria for the VTRA Protocol activation is easily identified. The purpose of the School VTRA Team would be to assist with determining why the increase in baseline, and then determine if intervention planning is required.

A note of caution: Sometimes School VTRA Team members may underreact to a serious threat posed by a child/youth with special needs/disabilities. This occurs when they assume that a child/youth's behaviours are caused by – or are a result of – their diagnosis only. It is important to remember that a child/youth with special needs can move along a pathway of “justification” as well. The same dynamics and variables that can increase the risk of violence in the non-clinical population of society can also be factors in contributing to the violence potential of the child/youth with special needs/disabilities, independent of their diagnosis.

Supporting Individuals with Neurodevelopmental Disorders

Effectively gathering information from students with neurodevelopmental disorders during the VTRA process will require adapting interview strategies to accommodate each child/youth's general communication skills without modifying the process (e.g., comprehension of information, vocabulary, and ability to express thoughts and feelings).

Planning the Interview:

Children/youth with neurodevelopmental disorders may react to an unexpected change in their schedule and be distressed even with a familiar adult. Advanced planning may help support the child/youth's reaction to the change of routine.

Conducting the Interview:

Children/youth with neurodevelopmental disorders often display some difficulty with social communication and social interaction. The degree of difficulty with verbal and nonverbal communication varies depending on the child/youth's age, development, and language skills. Adjusting verbal and non-verbal communication to meet the child/youth's needs may help the interview be more productive.

Supporting the Individual's Communication:

Children/youth with neurodevelopmental disorders may have difficulty expressing thoughts, ideas, and feelings even if they appear to have normal language skills. Communication skills may weaken when the individual is stressed.

Understanding and Reacting to Individual Specific Behaviour:

Children/youth with neurodevelopmental disorders may exhibit atypical behaviours during the interview. Understanding the message behind behaviour (e.g., fear, anger, confusion), may help the interviewer respond and reduce the level of stress.

Violence, Threat, Risk, Assessment Reminders

Violence Threat Risk Assessment (VTRA) Overrides Suspension

In most cases, unless the Individual of Concern already poses an imminent or obvious safety concern (e.g. currently brandishing a weapon), the VTRA Protocol is activated before a suspension is even considered. Poorly timed disciplinary action can elevate risk as this period is often viewed by the Individual of Concern as the “last straw”. It is in this stage that many threat makers decide to finalize a plan to terrorize their school or carry out a plan to attack a specific target. This caution is relevant to both homicidal and suicidal ideation. Although the suspension does not “cause” the violence to occur, it can create the necessary “context” for the high-risk Individual of Concern, who is already struggling with suicidal and/or homicidal ideation, to take the final step from planning to action.

Violence Threat Risk Assessment (VTRA) is not a Disciplinary Measure

In the past, there have been VTRA trained professionals who have failed to activate the VTRA Protocol for legitimate cases and instead have chosen to issue counter threats to the Individual of Concern that if they engage in the threat making behaviour again then “We will do a threat assessment on you.” This is contrary to the purpose of the VTRA process and a dangerous unidimensional practice. By doing it, the professional (whether they intended to or not) has in essence done a VTRA on their own and determined they do not pose a risk. Therefore, they bear the weight alone should harm occur.

Criminal Charges

Public safety is the primary mandate for police services. The police officer assigned to the School VTRA Team may determine whether or not a criminal investigation is warranted. If the police choose not to proceed with a criminal investigation at the time, then the officer may continue with VTRA process. 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 School VTRA Team member. A police investigation does NOT prevent the remaining School VTRA Team members from continuing with data collection relative to the threat assessment including a history of prior target selection, site selection, and changes in baseline behaviours.

Good communication between police and the VTRA Team is important, so as not to compromise an investigation/prosecution or place unnecessary strain on the victim. It is understood that collaboration with VTRA members will be ongoing, notwithstanding the fact that each team member has their own jurisdiction.

Parent/Caregiver Roles in Violence Threat Risk Assessment (VTRA)

Note: This section is primarily focused on children/youth under 18 years of age.

Parent/Caregiver Notification: Individual(s) of Concern (IOC)

Parent(s)/caregiver(s) are an essential part of the VTRA 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 School and Board VTRA Teams to more fully assess the Individual of Concern and collaboratively plan for appropriate intervention where necessary.

Therefore, parent(s)/caregiver(s) of a child/youth under the age of 18, or one who is still under the guardianship of an adult, should be notified at the “earliest opportunity”. Specifically, notification should occur after the VTRA teams have collected enough initial data to confirm that a Worrisome Case Conference or a Stage One ATRO Micro should be activated. 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, 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 this situation, police will generally take the lead of notification
- c. Where multiple young people of concern are believed to be part of a conspiracy of two or more, the timing of notifying multiple parent/caregivers must be done strategically so as not to escalate complete peer dynamic

Parent/ Notification – Target(s)

The primary purpose of the Community VTRA Protocol is violence prevention, but identifying, protecting and supporting the target(s) of the threat is a priority as well. Therefore, parent(s)/caregiver(s) of a child/youth under the age of 18, or who is still under the guardianship of an adult, who has been threatened, should be notified at the “earliest opportunity”.

Often the target and their parent(s)/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 Teams 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) 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).

Violence Threat Risk Assessment: Managing Beyond the Initial Threat

Guidelines for Re-entry into School

When the data suggests that a child/youth poses a threat to others, they may be suspended from school until a more comprehensive assessment can be conducted. The School and Board VTRA Teams guide the process from initial data collection, to 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 Teams outline, in writing, steps the child/youth, parents/caregivers, school, and others need to follow to ensure an appropriate assessment(s) is conducted prior to re-entry into the school.

Supportive Services

Each of the VTRA Team members needs to have the authority within their own organization to make immediate decisions with regard to recommendations for supportive services. For example, it may be necessary to provide secure residential treatment, psychiatric hospitalization of the Individual of Concern or increased supervision in the targeted setting. It is also important to ensure that the supportive services and interventions are extended beyond the individual to their family (partners, caregivers, etc.) and are culturally appropriate and trauma informed and are accessible within the context of all 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 an already elevated case.

Supporting Targeted or Victimized Child/ Youth or Staff

The Board VTRA Team is responsible for ensuring that the emotional well-being of the victim of the threat are assessed and that services are provided as necessary. The circumstances will dictate how far reaching an intervention may need to be, as this threat may be directed towards one or more of the individuals, an entire group of people (hate crimes), or the entire population of a specific-site (e.g., school, community program, church etc.) The Board VTRA Team member responsible for overseeing the crisis/trauma response aspect of the case should determine if crisis counseling or crisis response team is needed to reestablish calm and provide longer terming support. This is the most neglected area in VTRA cases.

ROLES & RESPONSIBILITIES

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

- the principal is the School VTRA Team Lead and calls the Superintendent of Safe Schools to discuss possible VTRA activation
- the principal will coordinate the VTRA School Team and ensure the completion of the Initial Screening Data Collection Form with support from the SCLC within a few hours
- if the VTRA Protocol is activated, the principal and SCLC will ensure the completion of Stage One ARTO Micro Assessment Form, and in consultation with the Superintendent of Safe Schools, and in the Board VTRA Team, participate in developing and implementing the intervention plan (TILI)
- the principal will store the intervention plan securely

School Resource Officer/ Investigating Police Officer

- police may be a member of the School VTRA Team
- wherever possible, a police officer trained in VTRA will be participate in the VTRA process
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted

District School Board staff

- staff will be designated by the Superintendent of Safe Schools to participate in the Board VTRA Team and where appropriate to be the VTRA lead (e.g., Student and Community Liaison Coordinator, Student and Community Liaison Consultant, Special Services Consultant, Psychologist, etc.)
- staff will support the school with completing the Initial Screening Data Collection Form
- staff will contact School VTRA Team members to facilitate consultations, and conduct interviews with the Individual(s) of Concern and the target(s) as required, except in criminal investigations, when deemed necessary, complete the Stage One ARTO Micro Assessment Form
- staff will consult with the Superintendent of Safe Schools and Board VTRA Team
- staff will follow up on recommended intervention plans

Any School staff who know the child/youth

- staff will assist in sharing data as assigned by the principal and be available for consultation on general issues regarding the VTRA process
- assist in developing and implementing plans or other interventions (e.g., behaviour 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 School VTRA Team when necessary
- participate in a review of school VTRA Team findings
- participate in developing any recommended intervention 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 they are consenting to and understands the consequences of the intended disclosure. The individual must be made aware that they 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/caregivers and children/youth aware of the Protocol to be followed in such cases, the District School Boards will send the VTRA Fair Notice letter home with all children/youth at the beginning of every school year. The VTRA Fair Notice letter also will be posted permanently on the District School Boards' websites.

Key Points Regarding Information-sharing

- On May 9, 2008, the Ontario and BC Privacy Commissioners issued a joint message that “personal health information can be disclosed in emergencies and other urgent circumstances” and “that privacy laws are not to be blamed because they do not permit disclosure”. Therefore, if an individual is in possession of reliable information that may indicate that there is imminent danger to the health and safety of any person or persons, the information can be shared without consent. If information has been shared without consent, the individual shall be advised with whom the information was shared as required by law.
- In 1981 the Supreme Court of Canada in *Myers v. Peel (County) Board of Education* defined the standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible, as that of a **careful and prudent parent**.
- The Supreme Court of Canada (1998) has established legal precedent by ruling (in *R. vs M*) that in certain situations, the need to protect the greater student population supersedes the individual rights of the student. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of students and to prevent serious violations of the school rules. The Supreme Court established 2 principles relevant to the VTRA Protocol:
 - *The individual charter rights of the student are lessened to protect the collective need for safety and security of the general student population.*
 - *School officials have greater flexibility to respond to and ensure the safety of the general student population in an educational setting than law enforcement officials have in a public setting.*
- 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 endeavor to obtain consent to release information from all their clients involved in a school or community assessment of risk to others (ARTO). Disclosure of information without consent may be considered if it is believed on reasonable grounds that:
 - *failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm, and*
 - *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 Boards and Police Services involved in a VTRA 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 /Caregiver/ Staff / Child / Youth

At the beginning of each school year, the District School Boards will send to parents the VTRA Fair Notice Letter, which outlines for parents/caregivers and child/youth the VTRA process (**see APPENDIX H**). Any new registrants to Boards should also be made aware of the VTRA Fair Notice Letter.

Intra-Agency

Internal District School Boards and the Community Partner Agency communications regarding the Protocol will be the responsibility of each party.

Documentation

The Initial Screening Data Form, Worrisome Case Conference Form and/or the ARTO Micro Assessment Form and ACES form will be stored in a confidential file in the office of the Superintendent of Safe Schools. Only the TILI Intervention Plan may be shared upon request with consent.

APPENDICES

APPENDIX A: PROCESS TO ACTIVATE VTRA

APPENDIX B: VTRA CHECKLIST

APPENDIX C: ARTO INITIAL SCREENING DATA COLLECTION FORM

APPENDIX D: ADVERSE CHILDHOOD EXPERIENCES FORM (ACES)

APPENDIX E: WORRISOME CASE CONFERENCE AND TILI FORM

APPENDIX F: STAGE ONE ASSESSMENT OF RISK TO OTHERS (ARTO) – Micro Assessment Form

APPENDIX G: DEFINITIONS

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

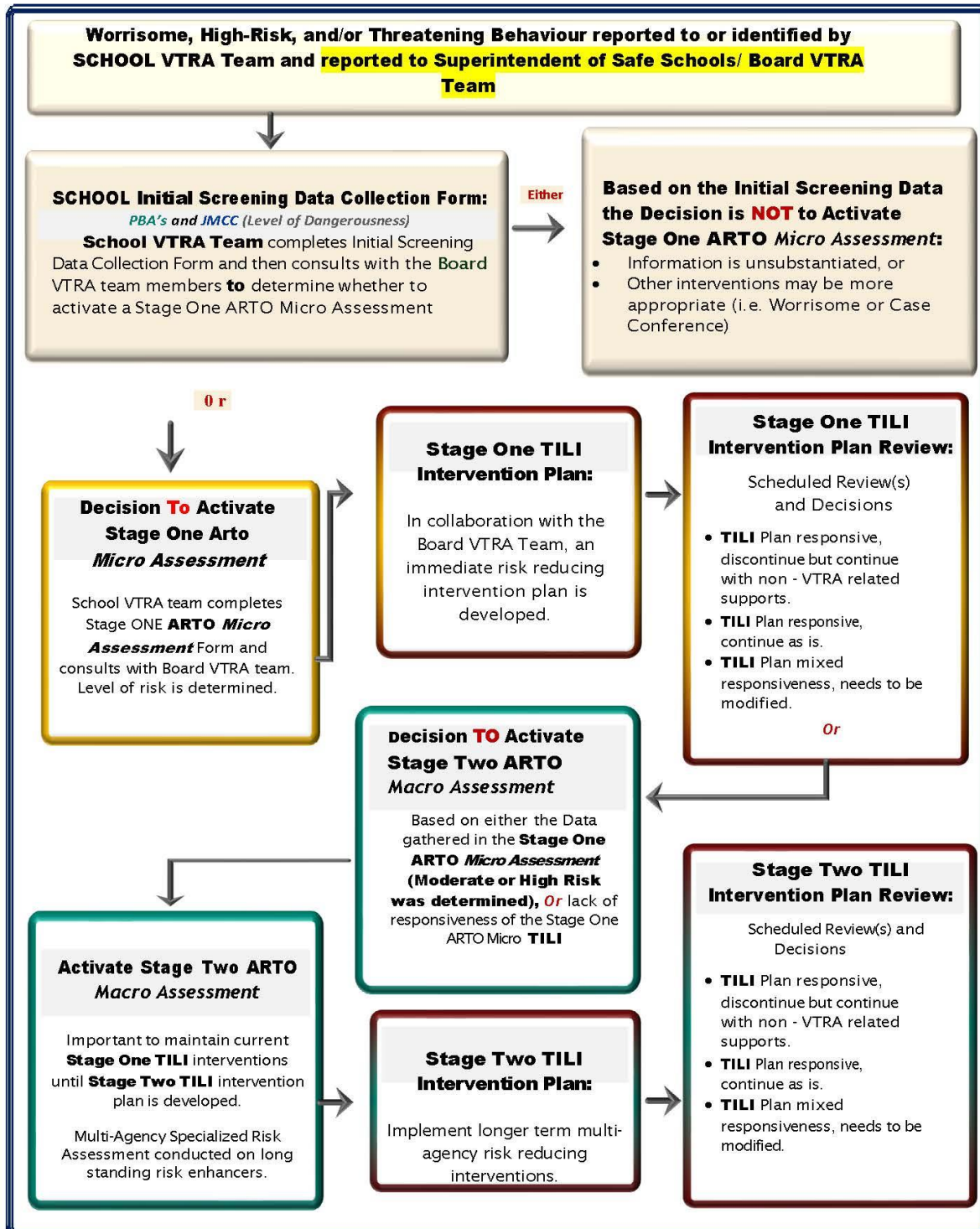
APPENDIX I: DISTRICT SCHOOL BOARD AND COMMUNITY PARTNER VTRA PROTOCOL
PARTNERS

APPENDIX J: REGIONAL SCHOOL LIST BY BOARD

APPENDIX K: SIGNATORIES TO THE PROTOCOL

PROCESS TO ACTIVATE VTRA

IMMEDIATE RISK WITH THREATS:
 In the case an immediate risk when an incident/threat is unfolding activate please School Board Protocol (contact 911, lock down, hold and secure, shelter in place)



APPENDIX B: 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 Superintendent of Safe Schools and Home/Family School Superintendent

Step 2

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

Step 3

- Interview witnesses including all participants directly and indirectly involved
- Interview student in question
- Interview target/victim
- Interview witnesses
- Interview staff

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:

Step 5

- Review OSR
- Review Principal / Administrator's file, discipline records, behaviour logs suspension letters
- Contact previous school/teacher (parental consent required if not imminent risk)
- Contact current Board/ School staff involved with the student/s
- Complete the ARTO Initial Screening Data Collection Form

Step 6

- Contact Superintendent Safe Schools to determine next steps
- Complete either the Case Conference Form, Worrisome Case Conference Form or the Stage ONE (ARTO) – Micro Assessment Form
- If a WCC or Stage One ARTO was completed the VTRA teams (which include parents, police and community partners) will determine level of risk and develop an intervention plan

Step 7

- Schedule a review meeting to monitor the effectiveness of the intervention plan
- Once completed the ARTO Micro Assessment Form is sent to the Superintendent of Safe Schools for storing

APPENDIX C: ARTO – Initial Screening Data Collection Form:

The following Assessment of Risk to Others (ARTO) – Screening Form is only for use by Level I and Level II trained professionals in the Center for Trauma Informed Practices (CTIP) Violence Threat/Risk Assessment (VTRA) Model.

Date of Incident:		Date of ARTO:	
Location of Incident:		ARTO Team Lead:	
Name:		Date of Birth:	
Phone:		Age:	
Address:		Gender:	
School:		Grade:	
Parent/Guardian:		Address	
		Phone:	
Parent/Guardian:		Address:	
		Phone:	
Previous ARTO's	__YES __NO		
Previous Incident type(s)			

Initial Screening Data Collection

1. Who is the reporter(s)?

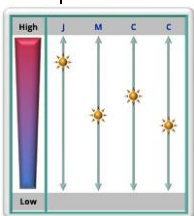
2. Where did the incident happen and when?

3. How did it come to the Reporter's attention?

- What was the specific language of the threat, detail of the weapon brandished, or gestured made?

4. Language Analysis (What was stated?)

- **J- Justification** for the threat?
- **M - Means** to carry out the threat?
- **C - Consequences** weighed out (I don't care if I??)
- **C - Conditions** that could lower the level of risk (unless you take that twitter post down, I will stick my knife in your throat!)
- **NOTE:** The combination of these four aspects of language analysis is referred to as **JMCC**.



5. Dangerousness

6. Who was present and under what circumstance did the incident occur?

7. What was the motivation or perceived cause of the incident?

8. What was the response of the target (if present) at the time of the incident? Did they add to or detract from the Justification Process?
9. What was the response of others who were present at the time of the incident? Did they add to or detract from the Justification Process?
Notes:

REMEMBER:
Three Primary Hypotheses: ONE: Is it a conscious or unconscious “Cry for Help”? TWO: Conspiracy of two or more? Who else knows about it? Who else is involved? THREE: Is there any evidence of fluidity (interaction between the homicidal and suicidal domains)? Confirmed or suspected history of trauma of the Individual of Concern or the Target (ACES)
Notes:

Is the Threat?
Clear, Direct, or Plausible
Notes:

PBA’s
Plausible, IOC’s Baseline Behaviours, IOC’s Attack-related Behaviours, (Current and Historical)
Notes:

Decision based on Initial Screening Data:
Decision NOT to continue: <ul style="list-style-type: none"> ➤ Information is unsubstantiated, or ➤ Other interventions may be appropriate: <ul style="list-style-type: none"> • Case Conference • Worrisome Case Conference
Decision TO refer to Stage One Assessment of Risk to Others ARTO – Micro Assessment: <ul style="list-style-type: none"> ➤ VTRA Leads are contacted, and the VTRA team completes STAGE One Micro Assessment Form
Notes:

VTRA Intervention Team Members:		Signature:	Date:
Principal:			
Vice Principal:			
Superintendent of Safe Schools:			
Head Psychologist:			
Student and Community Liaison Coordinator (SCLCo):			
Student and Community Liaison Consultant (SCLC):			
School Liaison Officer (Police)			
Children's Aid Member:			
Mental Health Member:			
Parent:			
Parent:			
Student:			
Other:			

APPENDIX D: Adverse Childhood Experiences (ACES)

While the Individual of Concern (IOC) was growing up, during their first 18 years of life...	
1. Did a parent or other adult in the household often or very often... Swear at the IOC , insult the IOC , put the IOC down, or humiliate the IOC ? or act in a way that made the IOC afraid that they might be physically hurt? YES or NO (if yes, enter 1)	Yes: C or H
2. Did the parents or other adults in the household often or very often...push, grab, slap, or throw something at the IOC ? Or ever hit the IOC so hard that they had marks or were injured? YES or NO (if yes, enter 1)	Yes: C or H
3. Did an adult or person at least five years older than the IOC ever.... Touch or fondle the IOC or have the IOC touch their body in a sexual way? or attempt or actually have oral, anal, or intercourse with the IOC ? YES or NO (if yes, enter 1)	Yes: C or H
4. Did the IOC often or very often feel that. No one in your family loved you or thought you were important or special? or your family didn't look out for each other, feel close to each other, or support each other? YES or NO (if yes, enter 1)	Yes: C or H
5. Did you often or very often feel that... The IOC didn't have enough to eat, had to wear dirty clothes, and had no one to protect the IOC ? or their parents were too drunk or high to take care of the IOC or take them to the doctor if they needed it? YES or NO (if yes, enter 1)	Yes: C or H
6. Were the IOC's parents ever separated or divorced? YES or NO (if yes, enter 1)	Yes: C or H
7. Was the IOC's mother or stepmother: Often or very often pushed, rob, slapped, or had something thrown at her? or sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or ever repeatedly hit at least a few minutes or threatened with a gun or knife? YES or NO (if yes, enter 1)	Yes: C or H
8. Did the IOC live with anyone who was a problem drinker or alcoholic or who used street drugs? YES or NO (if yes, enter 1)	Yes: C or H
9. What is a household member depressed or mentally ill, or did a household member attempt suicide? YES or NO (if yes, enter 1)	Yes: C or H
10. Did a household member go to prison? YES or NO (if yes, enter 1)	Yes: C or H
(C) Confirmed "YES"	Total:
(H) Hypothesized "YES"	Total:

APPENDIX E: WORRISOME CASE CONFERENCE FORM

Worrisome Case Conference Intervention Plan			
Student Name:		Date of meeting:	
DOB:		Date of review meeting:	
School:		Grade:	
Incident:			
Updates:			
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, Student and Community Liaison Consultant, 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 VTRA member who will communicate VTRA 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:		
Superintendent of Safe Schools:		
Psychologist:		
Student and Community Liaison Coordinator (SCLCo):		
Student and Community Liaison Consultant (SCLC):		
School Liaison Officer (Police):		
Children's Aid Member()::		
Mental Health Agency Member:		
Parents:		
Student:		
Other:		

Review Date:	Meeting called by:
---------------------	---------------------------

Note: Copy of intervention plan to be sent to the school.

APPENDIX F: STAGE ONE ASSESSMENT OF RISK TO OTHERS (ARTO) – Micro Assessment Form

STAGE ONE: Assessment of Risk to Others (ARTO)

Micro Assessment Form:

The following **STAGE ONE Assessment of Risk to Others (ARTO) – Micro Assessment Form** is only for use by Level I and Level II trained professionals in the Center for Trauma Informed Practices (CTIP) *Violence Threat/Risk Assessment* (VTRA) Model.

Date of Incident:		Date of ARTO:	
Location of Incident:		ARTO Team Lead:	
Name:		Date of Birth:	
Phone:		Age:	
Address:		Gender:	
School:		Grade:	
Parent/Guardian:		Address	
		Phone:	
Parent/Guardian:		Address:	
		Phone:	
Previous ARTO's	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Previous Incident type(s)			

Initial Screening Data Collection Form

CATEGORY ONE QUESTIONS – Details of Incident (Expanded on and Continued from the Initial Screening Data Collection Form)

10. Who is the reporter(s)?

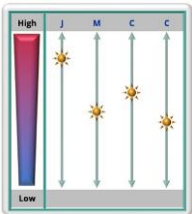
11. Where did the incident happen and when?

12. How did it come to the Reporter's attention?

- What was the specific language of the threat, detail of the weapon brandished, or gestured made?

13. Language Analysis (What was stated?)

- **J- Justification** for the threat?
- **M – Means** to carry out the threat?
- **C – Consequences** weighed out (I don't care if I??)
- **C – Conditions** that could lower the level of risk (unless you take that twitter post down, I will stick my knife in your throat!)
- **NOTE:** The combination of these four aspects of language analysis is referred to as **JMCC**.



14. Dangerousness

15. Who was present and under what circumstance did the incident occur?

16. What was the motivation or perceived cause of the incident?

17. What was the response of the target (if present) at the time of the incident? **Did they add to or detract from the Justification Process?**

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

Notes:

CATEGORY TWO QUESTIONS: Attack-Related Behaviours

1. Has the IOC sought out information consistent with their threat making or threat-related behaviour?
2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
3. Has the IOC attempted to gain access to weapons or do they have access to the weapons they threatened to use?
4. Has the IOC developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)?
5. Has the IOC been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in school, work or elsewhere, schedules and locations of police or security patrol?
6. Has the IOC engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to cardboard tubes cut and taped to look like a pipe bomb, etc.)?
7. Have others been forewarned of a pending attack or told not to come to school/work because "something big is going to happen"?

Notes:

CATEGORY THREE QUESTIONS: Empty Vessel

1. Does the IOC have a healthy relationship with a mature adult (s)?
2. If so, who are they?
3. Is it a bi-directional relationship?
4. Does the IOC have inordinate knowledge versus general knowledge or interest in violent events, themes, or incidents, including prior work, community, or school-based attacks?
5. How have they responded to prior violent incidents (local, national, etc.)?
6. Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?)
7. What themes are present in their writings, drawings, etc.?

Notes:

CATEGORY FOUR QUESTIONS: INDIVIDUAL (IOC) Typology

1. As it relates to the case at hand, does the IOC appear to be more,
 - Traditional Predominantly Behaviour Type?
 - Traditional Predominantly Cognitive Type?
 - Mixed Type?
 - Non-Traditional?
2. Is there evidence that the role of the IOC is playing in this case has been consistent with other cases where the IOC has come to the attention of professionals? (e.g. A clear and discernible pattern of offending)?
3. Does the IOC have a history of violence or threats 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
4. in the case at hand, who has IOC threatened and is it a shift in their baseline?

<ul style="list-style-type: none"> • (HTS) Human Target Selection • (SS) Site Selection
NOTE: In an ARTO assessment, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an increase or shift in baseline . This may also include an individual who has become more withdrawn or quiet as obsessed to acting out!
5. Do they have a history of depression or suicidal thinking\behaviour?
6. Is there evidence of fluidity in their writings, drawings or verbalizations?
Notes:

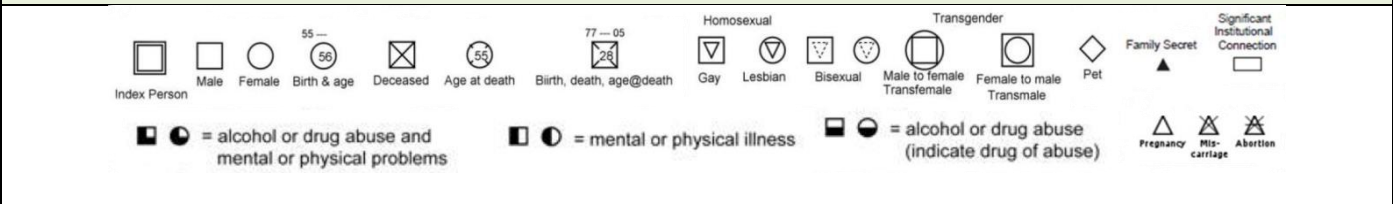
CATEGORY FIVE QUESTIONS: Target Typology
1. Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the IOC is the victim of bullying and the target is the bully. <ul style="list-style-type: none"> • Does the target have a history of violence or threats of violence? If yes, what is their past history? • If yes, what is the frequency, intensity and recency (FIR) of the violence? • What has been their past human target selection? • What has been their past site selection? Is there evidence that target has instigated the current situation?
Notes:

CATEGORY SIX QUESTIONS: Peer Dynamics
1. Are others involved in the incident that may be intentionally or unintentionally contributing to the justification process?
2. Who is in the IOC's peer structure and where does the IOC fit (i.e.: leader, co-leader, or follower)?
3. Who is in the target's peer structure and where does the target fit (i.e.: leader, co-leader, or follower)?
4. Is there a peer/friend/associate who could assist or is assisting with the plan or the obtaining of weapons necessary for an attack?
Notes:

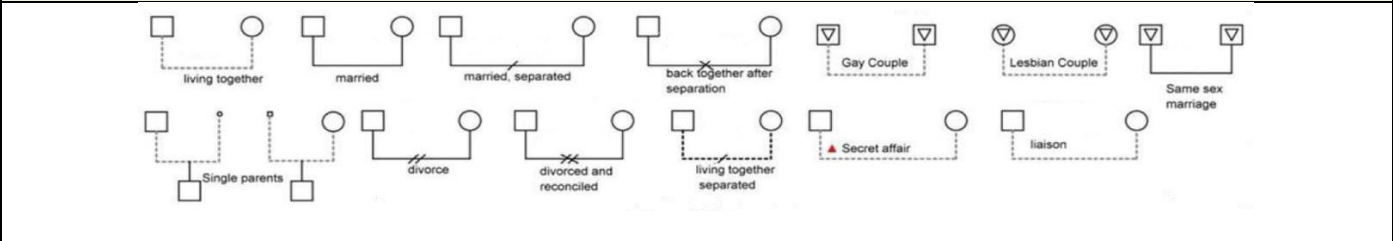
CATEGORY SEVEN QUESTIONS: Family Dynamics
1. How many homes does the IOC reside in (shared custody, cycles through multiple homes/residences)?
2. Is the IOC connected to a healthy/mature adult in the home/residence?
3. Is there bi-directionality in the relationship(s)?
4. Who all lives in the family home/residence (full-time and part-time)?
5. Has anyone entered or left the home who may be influencing level of risk?
6. Has the IOC engaged in violence or threats of violence towards their sibling, parent(s), caregiver(s), partners? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?
7. What is the historical baseline at home/residence? What is the current baseline at home/residence? Is there evidence of evolution at home/residence?
8. Are parent(s), caregiver(s), or partner(s) concerned for their own safety or the safety of their children or others?
9. Does the IOC's level or risk (at home, school, work, or the community) cycle according to who was in the home (i.e. The IOC is low risk for violence when the father is home but high risk during the times their father travels away from home for work?
10. Does the IOC have a history of trauma? Including car accidents, falls, exposure to violence, abuse, etc.
11. Has the IOC been diagnosed with a DSM V diagnosis?
12. Is there a history of mental health disorders in the family?
13. Is there a history of drug or alcohol abuse in the family?
Notes:

GENOGRAM

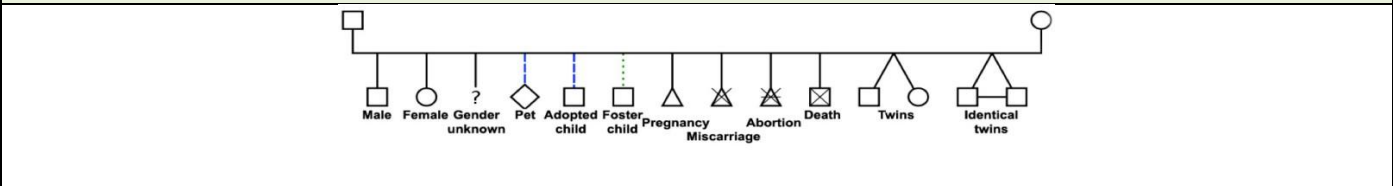
BASIC SYMBOLS:



BASIC COUPLE RELATIONSHIPS:



BASIC CHILD RELATIONSHIPS:



Notes: Genogram

Other Agencies

Other agency partners may be involved in the Stage One VTRA process as consultants to the site-specific team and sources of initial data relevant to the case. Once contacted, partner agencies will check to see if the student in question is, or was, a client. Then the agency determines if they are in possession of information that, in conjunction with the Stage One data, requires them to “disclose”. Generally, Stage Two VTRA team designates will report that a record check has been completed and:

1. There is nothing to report.
2. There is information relevant to the case that needs to be disclosed as per the VTRA Protocol (significant risk of harm to the health or safety of others is present).
3. The risk is not immediate, but a Release of Information Form should be requested to allow for a Full disclosure of the contents of the file prevalent to the case at hand.

Professional/Agency	Contact Name	Comments
Children’s Aid Society		
Mental Health		
Police		
Probation		
Other		
Other		

Risk Enhancer(s)

NOTE: Identify enhancers and reducers as either immediate or long term and be as descriptive as possible.

Examples (may include but not limited to):

- Individual Dynamic: Undiagnosed/unmanaged/mismanaged mental health issues (child and/or parent/guardian).
- Peer Dynamics: recent changes, chronic issues/concerns, influences.
- Family Dynamics: recent changes, chronic issues/concerns, disclosures.
- School Dynamics: recent changes within the school or moving from other schools, recent changes in, or ongoing academic struggles/difficulties, relationships with staff.

Risk Enhancers	Risk Reducers	Immediate	Long-Term

STAGE ONE LEVEL of Risk determined by Team: (circle one)

LOW	MODERATE	HIGH
<p>“Low” categorization of risk does not imply “no risk” but indicates the Individual of Concern (IOC) little risk for violence, and monitoring of the matter may be appropriate.</p> <ul style="list-style-type: none"> • Threat is vague and indirect. • Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence. • Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. • Available information suggests that the person is unlikely to carry out the threat or become violent. • Within the general range for typical baseline behaviour for the Individual of Concern (IOC) in question. • Monitoring of the matter may be appropriate. 		
<p>“Moderate” categorization of risk indicates the Individual of Concern (IOC) is at an elevated risk for violence, and those measures currently in place for further measures, including monitoring, are required in an effort to manage the individual's future risk.</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 (e.g., possible place and time). • No clear indication that the Individual of Concern has taken any preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I'm serious!” • A moderate or lingering concern about the Individual of Concerns potential to act violently. • Increase in baseline behaviour. • Categorization of risk indicates the Individual of Concern (IOC) is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required to manage the individuals future risk. 		
<p>“High” categorization of risk indicates the Individual of Concern (IOC) is at high or imminent risk for violence, or immediate intervention is required to prevent an act of violence from occurring.</p> <ul style="list-style-type: none"> • Threat is specific and plausible. There is an identified target. Individual of Concern (IOC) has the capacity to act on the threat. • Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the Individual of Concern (IOC) has acquired or practiced with a weapon or has had a victim under surveillance. • Information suggests strong concern about the Individual of Concern (IOC) potential to act. • Significant increase in baseline behaviour. • Categorization of risk indicates that the individual is at a high or imminent risk for violence. • Immediate intervention is required to prevent an act of violence from occurring. 		

STAGE ONE Decision/Action Plan determined by the Team (Check Applicable boxes)

Check	
	Low to Medium Level of Concern - develop and implement Trauma Informed and Least Intrusive (TILI) Plan
	Medium to High Level of Concern - develop and implement Trauma Informed and Least Intrusive (TILI) Plan
	Refer to Stage Two Assessment of Risk to Others (ARTO) MACRO Assessment

TRAUMA INFORMED and LEAST INTRUSIVE (TILI) PLAN

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:	•
	•
	•
	•

VTRA Intervention Team Members:

	Consulted	Signature:	Date:
Principal:			
Vice Principal:			
Superintendent of Safe Schools:			
Head Psychologist:			
Student and Community Liaison Coordinator (SCLCo):			
Student and Community Liaison Consultant (SCLC):			
School Liaison Officer (Police)			
Children's Aid Member:			
Mental Health Member:			
Parent:			
Parent:			
Student:			
Other:			

APPENDIX G: Definitions

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.

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.

Immediate Risk: When a threat is currently unfolding and requires immediate police intervention and protective site-specific responses. (e.g., individuals armed with a gun, knife, explosives or other devices capable of causing serious injury or death). When immediate risk is identified, lockdown plans should be immediately activated followed by a call to 911.

High Risk Behaviour: These behaviours include but are not limited to:

- Serious violence or violence with intent to harm or kill
- Violence with intent to do serious bodily harm
- 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
- Suicidal ideation or attempts as related to “fluidity” or “conspiracy of Two or More”

IOC: Individual of Concern (threat maker).

School VTRA Team: School staff trained in VTRA including the principal or designate, Student and Community Liaison Consultant/Special Services Counsellor, Clinician, Police, Children’s Aid Society’s, Community Mental Health Agencies, ARTO Consultants if needed.

Board VTRA Team: Superintendent of Safe Schools, Student and Community Liaison Coordinator, Head Psychologist

Initial Data Screening Form: Data that is collected to determine whether the case at hand requires VTRA Protocol activation.

Data includes:

PBAs:

- Is the threat clear, direct and plausible
- Is there a significant increase or shift in the Individual of Concern's baseline behaviour
- Is there evidence the Individual of Concern has engaged in attack-related behaviours (behaviour that is consistent with their threat)

JMCC: is the combination of four aspects of language analysis of the specific threat.

- J – **Justification** for the threat
- M – **Means** to carry out the threat
- – **Consequences** weighed out (I don't care if I....)
- C – **Conditions** that could lower the level of risk

Consideration of the three hypotheses of VTRA: Cry for Help (conscious or unconscious), Conspiracy of Two or more (who else knows and who else is involved), and Evidence of Fluidity (interaction between homicidal and suicidal domains).

ARTO: Assessment of Risk to Others

Stage One ARTO Micro: 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.

The ARTO Micro assessment consists of series of questions including:

- Details of the incident
- Attack-Related Behaviours
- Empty Vessel
- Individual of Concern Typology
- Target Typology
- Peer Dynamics
- Family Dynamics

Based on the above data, the level of risk posed by the Individual of Concern is determined by the Board and School VTRA Teams. Levels of risk include:

- No Risk
- Worrisome Behaviours
- Low Risk
- Moderate Risk
- High Risk
- Immediate Risk

TILI: Trauma Informed Least Instructive Intervention Plan that included short-term and long-term services and supports for the Individual of Concern, and what agency/professional will be providing the services.

Stage Two ARTO Macro: 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. This is more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the Individual of Concern and determines long term interventions and treatment goals. These assessments are often conducted by community professionals with the benefit of ARTO Micro data

“No Risk”

This designation occurs when:

- there was a misinterpretation of what was communicated in a perceived threat, or
- there was a misunderstanding of the context where perceived threat related behavior occurred

Worrisome Behaviours

Worrisome behaviours are “grey area” cases. This would include instances where an Individual of Concern (IOC) 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 their 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.”

“Low” categorization of risk... does not imply “no risk” but indicates the Individual of Concern (IOC) little risk for violence, and monitoring of the matter may be appropriate.

- Threat is vague and indirect.
- Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the Individual of Concern (IOC) in question.
- Monitoring of the matter may be appropriate

“Moderate” categorization of risk... indicates the Individual of Concern (IOC) is at an elevated risk for violence, and those measures currently in place for 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 (e.g., possible place and time).
- No clear indication that the Individual of Concern (IOC) has taken any preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- A moderate or lingering concern about the Individual of Concerns (IOCs) potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates the Individual of Concern (IOC) is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required to manage the individuals future risk.

“High” categorization of risk... indicates the Individual of Concern (IOC) is at high or imminent risk for violence, or immediate intervention is required to prevent an act of violence from occurring.

- Threat is specific and plausible. There is an identified target. Individual of Concern (IOC) has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the Individual of Concern (IOC) has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the Individual of Concern (IOC) potential to act.
- Significant increase in baseline behaviour.
- Categorization of risk indicates that the individual is at a high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

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.





2024-2025

Dear Parents/Guardians/Caregivers,

The Catholic District School Board of Eastern Ontario and community partners are committed to making our schools safe for all. 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, 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 site-specific Violence Threat Risk Assessment Team, which is multi-disciplinary. At a minimum, the team includes the school administration, designated Board staff, including the Superintendent of Safe Schools, a Board clinician, 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 partners, and children's mental health agencies/practitioners.

Initial data will be collected by the Violence Threat Risk Assessment Team to:

- Determine if the threat maker actually poses a risk to the target(s) they have threatened.
- Put in place immediate risk reducing interventions.
- Determine if an Assessment of Risk to Others (ARTO) needs to be conducted to better understand the factors that contributed to the threat maker's behaviours, and to develop a trauma informed intervention plan including supportive services for all those involved and impacted by the threat.

A more comprehensive Assessment of Risk to Others may also be deemed necessary to determine if the threat maker poses a further risk to other targets beyond what initially drew the team's attention, and to consider other factors, outside of the school setting, that could be impacting on the threat maker's behaviour.

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 Threat Risk Assessment process will respect and balance each individuals' rights to privacy with the need to ensure the safety of all. The Intervention Plan will be developed and shared with parent(s)/guardians/caregivers, staff, and students, as required.

DUTY TO REPORT? Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities.

The VTRA Protocol reflects the thinking and work of J. Kevin Cameron, Executive Director of Center For Trauma Informed Practices. See Community Violence Threat Risk Assessment Protocol at www.cdsbeo.on.ca.

Educating and inspiring... heart, mind, body, and soul!

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.

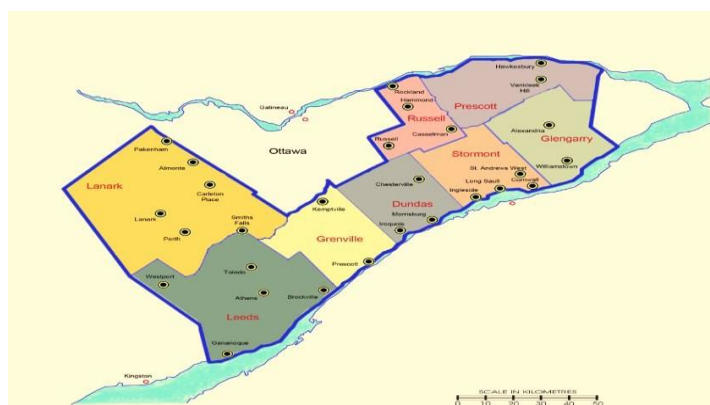
Ottawa, ON K1J 1A1

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

B0X 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

St. 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

St. 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. Schoular 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

**École élémentaire catholique Curé-
Labrosse**
5050, rue Fatima
Saint-Eugène ON K0B 1P0
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

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

**École élémentaire catholique
Saint-Isidore**
20, rue de l'École
Saint-Isidore ON K0C 2B0
Tel# 613-524-2945
Fax# 613-524-2739

**École secondaire catholique
L'Escale**
1535, avenue du Parc
Rockland ON K4K 1C3
Tel# 613-446-5169
Fax 613-446-6219
Pavillon intermédiaire
Tel# 613-446-5169
Fax# 613-446-5992

**École élémentaire catholique Du
Rosaire**
2410, chemin du Lac
Saint-Pascal-Baylon ON K0A 3N0
Tel# 613-488-2494
Fax# 613-488-3901

**École élémentaire catholique
Saint-Grégoire**
50, rue Home
Vankleek Hill ON K0B 1R0
Tel# 613-678-2126
Fax# 613-678-3147

**Centre d'Éducation et de
Formation de l'Est Ontarien
Administration**
750, rue Principale
Casselmann 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

**École élémentaire catholique
Saint-Joseph**
3250, rue Principale
Wendover ON K0A 3K0
Tel# 613-673-5276
Fax# 613-673-2661

CONSEIL DES ÉCOLES PUBLIQUES DE L'EST DE L'ONTARIO

ÉCOLES DE STORMONT, DUNDAS & GLENGARRY, PRESCOTT & RUSSELL

**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
124, rue Anthony
Cornwall ON K6H 5K1
Campus d'Alexandria
Alexandria ON
Tel# 613-525-4140

**École élémentaire publique Rose
des Vents**
1650, 2e rue Est
Cornwall ON K6H 2C3
Tel# 613-932-4183
Fax# 613-932-8055

**École secondaire publique
L'Héritage**
1111, chemin Montréal
Cornwall ON K6H 1E1
Tel# 613-933-3318
Fax# 613-938-5445

**École élémentaire publique
Carrefour Jeunesse**
927, rue St-Jean
Rockland ON K4K 1P4
Tel# 613-446-1248
Fax# 613-446-6083

**École élémentaire et École
secondaire publique L'académie de
la Seigneurie**
731, rue des Pommiers
Casselman ON K0A 1M0
Tel# 613-764-0550
Fax# 613-764-0110

**École élémentaire publique Terre
des Jeunes**
33, rue Lochiel Est
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**
429, rue Abbott
Hawkesbury ON K6A 2E2
Tel# 613-632-4100
Fax 613-632-0413

**Centre d'Éducation et de Formation de l'Est Ontarien
Campus Rockland**
2303, rue Laurier
Rockland ON K4K 1K4
Tel# 613-446-1685
Fax# 613-446-1686

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

CONSEIL DES ÉCOLES CATHOLIQUES DU CENTRE-EST

ÉCOLES DE LANARK, LEEDS & GRENVILLE, STORMONT, DUNDAS & GLENGARRY, PRESCOTT & RUSSELL

École élémentaire catholique

J-L Couroux

10 avenue Findlay
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
Fax 613-345-4421

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: DATE:

Director of Education
Catholic District School Board of
Eastern Ontario

François Turpin
Directeur de l'éducation et secrétaire
Conseil scolaire de district catholique de l'Est
ontarien



Sylvie Tremblay
Directrice de l'éducation
Conseil des écoles publiques de l'Est de l'Ontario



Réjean Sirois
Directeur de l'éducation et secrétaire-trésorier
Conseil des écoles catholique du Centre-Est



Stephen Sliwa
Director of Education
Upper Canada District School Board



Karl Thomas
Chief Superintendent, East Region
Ontario Provincial Police



Scott Fraser
Chief of Police
Brockville Police Service



Danny Aikman
Chief of Police
Cornwall Police Service



Gary Hull
Chief of Police
Gananoque Police Service



Mark MacGillivray
Chief of Police
Smiths Falls Police Service



Erin Lee Marcotte
Executive Director
Family and Children's Services
of Lanark, Leeds and Grenville



Rachel Daigneault
Executive Director
Children's Aid Society of
Stormont, Dundas and Glengarry



Hélène Fournier
Executive Director
Valoris for Children and Adults of
Prescott-Russell



Jeanette Despatie
Chief Executive Officer
Cornwall Community Hospital



Lorena Crosbie
Executive Director
Children's Mental Health of Leeds and Grenville



Kevin Clouthier
Executive Director
Open Doors for Lanark Children and Youth



Rachel Burns
Executive
Director RNJ Youth
Services



Dan O'Rourke
Executive Director
Laurencrest Youth Services Inc.



Joanne Patey
Probation Manager
Ministry of Children, Community and
Social Services

