



# Community Violence Threat Risk Assessment Protocol Guide for British Columbia



Ministry of  
Education

**erase**  
EXPECT RESPECT &  
A SAFE EDUCATION



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## Purpose

In British Columbia, school districts, independent school authorities, First Nation Schools and community partners are committed to making our schools safe for students and staff, volunteers and visitors. In 2012, a comprehensive prevention and intervention student safety strategy, Expect Respect and a Safe Education (*erase*), was launched by the Ministry of Education. The *erase* strategy is designed to foster school connectedness; address bullying; prevent violence; and provide support to school districts during critical incidents.

All education and community partners have a shared obligation to actively take steps to address safety concerns through a Community Violence Threat Risk Assessment (VTRA) protocol process. A Community VTRA Protocol is designed to reflect the shared understanding and agreement between boards of education, independent school authorities and community partners about how to collaboratively respond to threat-making and worrisome behaviour. The Community VTRA Protocol will enhance communication and the sharing of pertinent information among all partners in order to facilitate the VTRA process. This document is intended as a guide for the development of local Community VTRA Protocols.

The strength of this community partnership lies in a multi-disciplinary threat assessment response team. In situations where data suggests a child, youth, or adult may pose a significant risk to themselves and/or others, the Community VTRA Protocol partners agree to work together for the common goal of violence prevention, threat management, and safety planning. Multi-disciplinary VTRA, with its emphasis on data collection, is referred to as the missing link in violence prevention.

Trained VTRA teams from community agencies work from the premise that serious violence is an evolutionary process and therefore no one just snaps. Pre-incident data is often available that can help school administrators, counsellors, police, mental health clinicians, and others intervene and prevent serious violence. This is achieved by sharing information, advice, and support that assists in the reduction of risk in the following ways:

- » Build collaborative working relationships based on mutual respect and trust.
- » Work in ways that promote safe, caring, and restorative practices for schools, protocol partners, and the community as a whole.
- » Provide coordinated and integrated supports and services for persons of concern and as appropriate for their families.
- » Involve families in planning for services and supports for children and youth.
- » Recognize the unique strengths of each person of concern when developing interventions, supports, and services.
- » Ensure [Fair Notice](#) is provided to all VTRA partners, students, parents, and school staff.

**Note:** The Community VTRA Protocol is intended to be used by community-based multi-disciplinary teams that have received Basic and Advanced VTRA training. A Community VTRA Protocol is not a substitute for training and should not be used until adequate training is received.

**Please note:** This document is not intended to provide legal advice on any matter, including but not limited to the applicability of privacy legislation as it relates to the collection, use and disclosure of personal information. Users of this document should obtain legal advice from their respective legal advisors whenever they consider it necessary to do so.

## Community VTRA Protocol Development

The Community VTRA Protocol is a document that all community agencies use to effectively share information and act on situations that require threat/risk assessment procedures. Once developed, the signing authorities agree to support, communicate and implement the Protocol within their respective agencies with the purpose of maximizing the ability to respond and intervene in situations involving threat-related behaviours. It is important that this Protocol be effectively communicated to the public.



### Community VTRA Protocol Committees

The development of the Community VTRA Protocol consists of two committees - a Community VTRA Committee and a Community VTRA Sub-Committee. Every community has unique factors to take into consideration when developing the Community VTRA Committee and Sub-Committee. Engage with your Indigenous community leaders when determining representatives for the VTRA committees.

#### VTRA Committee

Community VTRA Committee members consist of leaders from community organizations that will be involved in signing the formal protocol that commits their organizations together in this multi-agency initiative. The key roles of the Community VTRA Committee are to endorse the protocol and ensure their individual organizations have staff trained in VTRA.

It is suggested that the Board of Education or Independent School Authority will lead this committee. Ideally, the VTRA Committee will meet on an annual basis to ensure the VTRA Community Protocol is up-to-date and current best practices are implemented. Having some consistent members of the VTRA Committee is highly recommended. The Committee could include the following members (please note that this list is not mandatory nor exhaustive):

- » Superintendent of Public Schools
- » Head of Independent School Authority
- » Police Chief/Detachment Commander/Officer in Charge
- » Probation/Parole Director

- » Ministry of Children and Family Development  
Executive Director of Service
- » Regional Health Authority
- » Head of First Nation Schools
- » University/College President
- » Hospital and/or Health  
Region Lead
- » Delegated Indigenous Agency Representative
- » Delegate from local First Nation/Band Council



The VTRA Committee as signatory parties will agree to:

- » A multi-disciplinary, collaborative approach to identify, investigate, and respond to threat-related and worrisome behaviours.
- » Share necessary and relevant information that they have the lawful authority to disclose under their respective legislative regimes.
- » Exchange appropriate information without delay while respecting the individuals' rights to privacy.
- » Follow the process set out in the Community VTRA Protocol in undertaking a Violence Threat Risk Assessment to determine if the person of concern actually poses a risk.
- » The Board of Education, Independent School Authorities and their community partners will commit to ongoing professional development in threat assessment training and program review.

### **VTRA Sub-Committee**

The VTRA Sub-Committee members are designates who act on behalf of the organizational leads within the VTRA Committee and have received VTRA training. Factors such as numbers of students, location (urban or rural), availability of community agencies, historical dynamics, and working relationships may influence the composition of the VTRA Sub-Committee. The VTRA Sub-Committee should meet at times throughout the year to review and update the Community VTRA Protocol if necessary, determine training needs, review specific cases, etc.

VTRA Sub-Committee members could include some of the following members (please note that this list is not mandatory nor exhaustive):

- » Safe School Coordinator
- » District Lead for Student Support Services
- » District Lead for Inclusive Education
- » Supervisor of Community Clinical Services
- » Mental Health Clinician/Psychiatrist/Psychologist
- » MCFD Team Leader (Child and Youth Mental Health/Child Protection/Integrated Team)
- » MCFD Director of Operations



- » School Liaison Officer/Officer in Charge
- » Emergency Room Administrator
- » Delegated Indigenous Agency Representative
- » Youth and/or Adult Probation Officer
- » Local independent school authorities and/or principals
- » Local Band School principals

The responsibilities of the VTRA Sub-Committee include:

- » Reviewing and updating the Protocol to ensure it is current and responsive to ever-changing needs (this should be done annually).
- » Developing and maintaining a current list of all employees and volunteers within protocol agencies.
- » Developing and maintaining a current list of VTRA lead(s) for each protocol partner.
- » Making modifications to the Protocol as recommended by the VTRA Committee.
- » Reviewing VTRA practice by having one or two cases presented to the Sub-Committee that highlight successes, challenges, and lessons learned on an annual basis or post-event.
- » Developing an annual report to be shared with the VTRA Committee
- » Determining when additional training is required.

## Community VTRA Protocol Teams

### Site-Specific VTRA Team

Every organization participating in the VTRA processes discussed in this document should have a Site-Specific VTRA Team who have received, at a minimum, Basic Violence Threat Risk Assessment training and who can activate the VTRA Protocol if necessary. Site-Specific teams come together when [Stage 1](#) of the VTRA process is activated and lead incident screening, data collection and immediate risk reducing intervention planning.

School-based Site-Specific VTRA Team members could include:

- » Principal and Vice Principal
- » School Counsellor
- » Police

Local police agency Site-Specific VTRA Team members could include:

- » School Liaison Officer
- » Threat Assessment Behavioural Science Unit member,
- » Domestic Violence Coordinator
- » Gang and Gun Prevention Unit members
- » Victim Services





Ministry of Children and Family Development Child and Youth Mental Health Site-Specific VTRA Team members could include:

- » Child and Youth Mental Health Team Lead
- » Child and Youth Mental Health Clinicians
- » MCFD Director of Operations

### **Multi-Disciplinary VTRA Team**

Multi-disciplinary assessments will have the role of determining accurate levels of risk and appropriate intervention. Multi-disciplinary VTRA teams are composed of trained staff representing either school or community agencies and may be the members of the site-specific VTRA teams. Some incidents or behaviours will warrant the activation of the Multi-Disciplinary VTRA Team which is [Stage 2 - Step 4](#) of the VTRA protocol.



## Elements within a Community VTRA Protocol Document

A Community VTRA Protocol typically contains the following elements to ensure the intent of the document is clear and functional. Use the suggested elements to best meet the needs of your individual community.

- » Rationale
- » Memorandum of Understanding between VTRA committee members
- » Protocol Summary
- » VTRA Model Overview
- » Key Approaches in Threat / Risk Assessment
- » Protocol Activation
- » Roles
- » Communication



### Rationale

Consider providing a rationale for developing the Community VTRA Protocol and subsequent collaborative arrangement between community partners.



#### Sample Rationale:

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

Reports of threats may be received directly from students, staff and others, including community partners. As per Fair Notice, all have a 'duty to report' behaviours that impact student safety.

As part of a comprehensive school safety program, for responding to threats in a multi-disciplinary manner, a Community VTRA Protocol has been established.

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

The strength of this collaboration lies in the multi-disciplinary composition of the VTRA response team. Promptly after a threat, the response team will share and review relevant student information and the details of the event in order to collaborate using a broad range of expertise.

The collaborative process will respect the individual's rights to privacy and the safety of all, to the fullest extent possible, and all personal information will be collected, used and disclosed only in accordance with privacy legislation and requirements.

## Memorandum of Understanding

A Memorandum of Understanding that is co-created and co-signed by the Board of Education, Independent School Authorities, First Nation Schools and community partners helps to formalize the agreed upon approach to student safety risk assessment and support for youth exhibiting worrisome behaviour. Having a consensus in the community approach to threat-related behaviour will allow for easier risk assessment and subsequent supports for the student(s).



### Sample: Memorandum of Understanding

The Community VTRA Protocol has been developed through a process of incorporating consultation and input from multiple departments, agencies and groups. Board of Education, Independent Schools, First Nation Schools {insert names} and community partners join together in demonstrating, by the signing of this document, that the safety of our schools is of the utmost importance to all of us.

Effective implementation of a Violence Threat Risk Assessment Protocol in B.C. schools and communities requires timely collaboration between multi-disciplinary partners. The Community VTRA Protocol can help facilitate effective and appropriate information sharing regarding youth in order to provide early intervention in situations in the school and/or community setting where a person of concern is involved in threat-related or worrisome behaviour.

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

Safe and Caring Schools: Community Threat Assessment Protocol Signing Partners

{insert signature blocks for all partners}

## Protocol Summary Statement

This section of the Protocol summarizes the basic commitments the Community VTRA Protocol partners have made collaboratively.



### Sample: Summary Statement

#### Protocol Principles / Roles and Responsibilities

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, where permitted by applicable federal and privacy legislation.

#### Practice Principles for VTRA Protocol Partners

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

- » Building working relationships based on mutual respect and trust.
- » Working in ways that promote safe, caring and restorative school environments and practices.





### Sample: Summary Statement (continued)

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

### Roles & Responsibilities of VTRA Protocol Partners

As partners, we will fulfill our roles and responsibilities by:

- » Participating in local school district/community advisory VTRA committees and subcommittees to ensure collaboration and capacity for each organization.
- » Designating an eraser trained VTRA lead and by advising other community partners of who the lead is and their designate.
- » Informing the partner group of changes to the contact information related to the eraser VTRA lead and designates.
- » Participating in VTRA team meetings.
- » Involving children, youth and their families in planning for services and supports.

## VTRA Model Overview

Providing a current VTRA model overview within the Community VTRA Protocol document helps ensure that all members of the multi-disciplinary team are utilizing the same guiding document when initiating a VTRA. It is recommended to have the VTRA model referenced within the document reviewed on an annual basis. See [Appendix A](#) for a detailed VTRA model overview.

## Key Approaches in Violence Threat Risk Assessment

The Community VTRA Protocol partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. In order to build capacity, threat assessment training will be provided to as many school personnel and community members as possible. Key considerations when conducting VTRAs:

- » **Sharing of Relevant Information:** The sharing of information is carried out by any of the partners according to Freedom of Information and Protection of Privacy Act and on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.
- » **Investigative Mind-Set:** Threat assessment requires thoughtful probing, viewing information with healthy scepticism and paying attention to concerning behaviours. Personnel who carry out VTRAs must strive to be both accurate and fair in the collection of data.

When conducting a VTRA, team members must be aware of cultural bias resulting from:

- » The behaviours being assessed (individuals from one cultural group may present differently from individuals who belong to a different cultural group).
- » The content and phrasing of questions (language and culture may influence interpretation by either the interviewer or the respondent).

Team members must consider the ethnic and cultural identities of students and families, and where necessary request additional assistance from cultural leaders to facilitate effective and sensitive communications.

## Activation Procedure

The activation procedure will outline when to activate a VTRA. Including a process or flowchart to maintain clarity throughout the process is recommended (see [Appendix A](#)).

If there is a belief that danger is immediate or imminent, CALL 911.



### Sample: Activation Procedure

#### Immediate Threat CALL 911

A call is then made to the superintendent/ designate who informs the Safe School Coordinator who then contacts the Police Liaison Officer. School/district/community partners will respond after the immediate threat to student/staff safety has been contained. The Safe School Coordinator will assess whether a risk to student/staff safety still exists and will develop a comprehensive plan to support students involved, the greater student body, staff and community.

#### High Risk Behaviour/Threats

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

#### Worrisome Behaviour

The Principal activates Stage I of the Protocol with the Site-Specific Team to address worrisome behaviour(s) and they may request help from the Safe School Coordinator or community partners during this process to determine if a person of concern may pose a risk to some unknown target or targets at some unknown period of time. Timelines are situational but as a guideline, Stage I should be accomplished as quickly as possible, ideally during the first two hours and up to 24 hours from the initial incident report. The Safe School Coordinator will be timely informed regarding this investigation and the resulting plan.

Please see [Appendix B](#) for behaviours that warrant the activation of the VTRA Protocol.

## Roles

Clearly articulate the roles and responsibilities within the Community VTRA multi-disciplinary team. The following examples may be used as a guide:

### School Principal

- » see checklist for detailed list of initial responsibilities ([Appendix F](#))
- » be the Site-Specific Team leader or determine a designate
- » follow up and coordinate intervention/management plans developed by the team
- » participate in VTRA training

### Safe School Coordinator

- » lead school-based VTRA teams for the district
- » consult with the principal (or designate) and community partners
- » contact community partners to move to Stage II and invite relevant participants to the process, facilitate the completion of the Stage II report and Intervention planning
- » follow up on recommended intervention/management plans
- » keep the official copy of the documentation in a secure place in accordance with privacy legislation and requirements

### Community Partner Staff

- » follow internal procedures in support of the VTRA Protocol
- » determine the lead or designate staff for each agency
- » have a trained staff member participate in the VTRA
- » participate in completion of the VTRA report forms
- » participate in a review of VTRA team findings
- » participate in developing any recommended intervention/management plans

### Police Partner

- » be involved in site-specific and multi-disciplinary VTRA teams
- » wherever possible, a police officer trained in Threat Assessment will be involved in VTRAs
- » investigate and determine whether a crime has been committed, and if charges are appropriate or warranted





## Communication

One of the main purposes of the Community VTRA Protocol is to guide and encourage effective communication to best support young people within the community. It is recommended to clearly outline in the Protocol how information will be shared, media requests handled, and communication provided to parents and students in accordance with privacy legislation and requirements.

Information sharing and privacy concerns can be a challenge within the VTRA process. 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 from the individual. The individual should know what they are consenting to, and understand 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. However, in the case of threats to harm self and/or others, VTRA teams are able to share information within the *Freedom of Information Act and the Protection of Privacy Act* and the *Health Information Act* (sections s.25(1) and s.33(1,2)). While protecting individual rights to privacy, this legislation:

- » enables the sharing of necessary information about children and youth among service providers;
- » supports an integrated approach to service delivery by strengthening the ability to share information;
- » enables effective coordination of supports and services by service providers; and
- » provides a foundation for the sharing of information among government ministries.





## Community VTRA Protocol Signing Ceremony

Once the Community VTRA Protocol has been approved by the VTRA Committee, a date should be set for a public signing of the Community VTRA Protocol.

The ceremony should include recognition of dignitaries present and speeches from designated Protocol representatives (e.g., Chief of Police, Government Ministry leaders, School District Superintendents, Independent School Officials, First Nations Leaders, etc.).

The VTRA Sub-Committee should provide a brief presentation on the purpose of the Protocol.

Local media should be invited along with any community members interested in attending.

The formal and public signing of the Protocol is also a way to begin to give “Fair Notice” to clients, patients, students, staff, parent(s), and community members who may be involved in the VTRA practice.

## Conclusion

Community VTRA Protocols unite schools, local organizations and agencies as they collaborate in multi-disciplinary teams to focus on successful interventions, prevention, assessment of risk, and provisions of ongoing support for individuals. This process allows community partners to share information about the circumstances of individuals who pose a significant risk to themselves and/or others. Early intervention and the development of longer-term multi-agency intervention and support plans for persons of concern in our schools and communities further improves public safety.



# Appendix A: VTRA Model Overview

Multi-disciplinary VTRA, with its emphasis on data collection, is referred to as the missing link in violence prevention. Trained VTRA teams from community agencies work from the premise that serious violence is an evolutionary process and therefore no one just snaps. Pre-incident data is often available that can help school administrators, counsellors, police, mental health clinicians, and others intervene and prevent serious violence.

The VTRA model focuses on:

- » Early intervention;
- » Violence prevention;
- » High-risk assessments; and
- » Interventions and supports.

The shared goal of this model is to support safer schools and communities.

## Threat Assessment, Risk Assessment, and Worrisome Behaviour

### Threat Assessment

Threat assessment is the process of determining if a person of concern (threat-maker) poses a risk to the target or targets they have threatened.

### Risk Assessment

Risk Assessment is the process of determining if an individual poses a further risk to a known or unknown target or targets in an unknown period of time.

In this context, no known threat has been made. The concern comes from worrisome behaviours such as increased violent ideations or behaviours that suggest the frequency, intensity, and recency of violence potential may be increasing.

A risk assessment is a more comprehensive evaluation of all risk-reducing and risk-enhancing factors affecting the individual and determines long-term interventions and treatment goals.

Comprehensive risk assessments are often conducted by Stage Two VTRA professionals with the benefit of the Stage One threat assessment data provided in the Stage One Report Form.

### Worrisome Behaviour

Worrisome behaviours are those that cause concern for members of the school and/or police agencies because of their violent content. They may be an early warning sign of more serious high risk behaviours. Worrisome behaviours are specific to the individual and may include drawing pictures, writing stories, or making vague statements that do not necessarily constitute “uttering threats” as defined by law but cause concern for some members of the school, family or community.





### BEST PRACTICES:

School principals should ensure that teachers, support staff and other members of the school community understand what constitutes worrisome behaviour and the importance of reporting signs of worrisome behaviour.

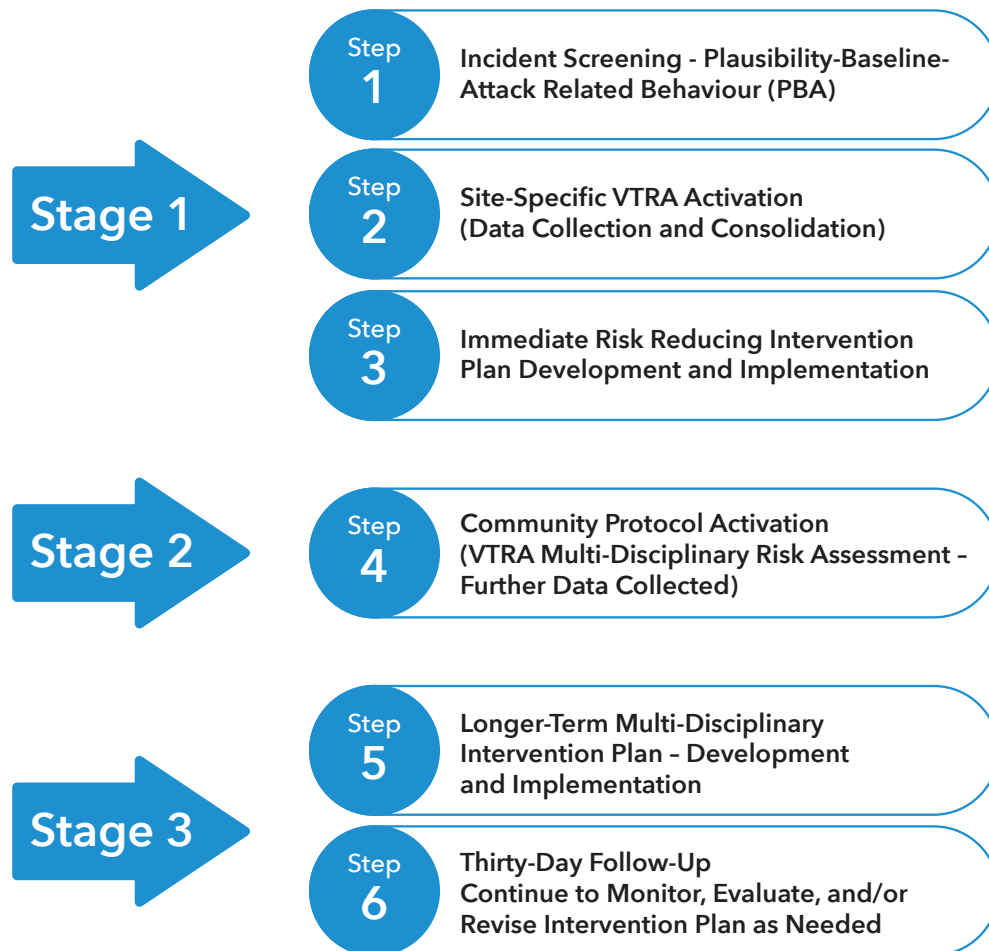
## Three-Stage VTRA Model Procedural Overview

The VTRA model focuses on three distinct yet seamless stages and six key steps that incorporate a multi-disciplinary team approach.

The VTRA model is different from many other approaches to assessment and intervention because it is meant to go **micro** first and **macro** second. In other words, the Site-Specific VTRA Team is activated when a single incident occurs that gives the Site-Specific VTRA Team justification to activate the Stage One VTRA process.

## Three-Stage VTRA Model Flow Chart

A model focusing on three distinct stages and six key steps that incorporates a multi-disciplinary team approach.



## Step 1: Incident Screening

### Plausibility-Baseline-Attack Related Behaviour [PBA]

All behaviours that may pose a risk or threat to others are to be reported to the Site-Specific VTRA Lead. Behaviours include those of students, staff, parents/guardians, or community members.

Individuals who are displaying self-harm behaviours and/or suicidal ideation pose a risk to themselves. These behaviours may not require enacting the VTRA Protocol. Consultation with parents, cultural leaders or elders, and child and youth mental health services are required to determine next steps for both assessment and intervention.

Members of a truly functional VTRA team want to consult with each other before determining whether to activate the Protocol.

#### Remember:



“If the VTRA team is struggling with whether or not to activate the Protocol, you have already answered your question! When in doubt, check it out - data equals prevention or early intervention!”

## Step 2: Site-Specific VTRA Activation

### Data Collection and Consolidation

Locate the person of concern and determine whether they need to be immediately secured (taken to the office and supervised or taken into custody etc.) or simply monitored by a staff member (without the person of concern’s knowledge) until a VTRA team member is ready to conduct their interview.

Locate the target(s) and determine whether they need to be immediately secured/protected or simply monitored by a staff member until a VTRA team member is ready to interview/support them.

Schools and other protocol partners should have their own site-specific teams who screen all cases that come to their attention to determine if it is a low-risk matter that can be handled internally or a moderate- to high-risk matter that requires the assistance of the district/community partners to assess risk and plan immediate interventions.

#### Remember:



“It is one thing to make a plausible threat; it is another thing to engage in behaviours consistent with the threat.”

The Site-Specific Team and the VTRA trained police members do the initial data collection to determine if the person of concern has a weapon consistent with their threat or if there is evidence that they have attempted to obtain a weapon.

Check where applicable (and in accordance with applicable law) by school team:

- » Backpack
- » Desk(s)
- » Locker
- » Vehicle (visual check only by school team - consultation with police partners required)
- » Co-conspirators
- » Digital devices
- » The person (with second adult present)
- » School assignments
- » Online journals (School)
- » Writings, drawings, artwork, etc.
- » Other



In cases where the person(s) of concern does not refer to using a weapon, the VTRA Team still looks for evidence of planning or if they are considering turning thought into action. Therefore, when the person(s) of concern state they will kill a particular target(s), the Team will look for weapons and check other sources that give insight into what they are filling themselves up with (empty vessel).

### **Step 3: Immediate Risk-Reducing Intervention Plan Developed and Implemented**

Immediate risk-reducing interventions could include:

- » Remove access to weapon(s)
- » Remove access to digital devices
- » Address identified sources of justification (conspiracy of 2 or more, virtual pairing)
- » Appropriate action to address public safety concern

## 2 STAGE TWO

### Step 4: Community VTRA Protocol Activation (VTRA Multi-Disciplinary Risk Assessment)

#### Further Data Collection

The Site-Specific VTRA Team notifies appropriate Community VTRA Protocol Partners (in the case of schools, the School District VTRA Team is notified), consults on the initial data presented, strategizes on any immediate steps that need to be taken, and plans for further data collection and strategic interviewing of individuals related to the case at hand.

In cases involving children and youth:

- » Call the Ministry of Children and Family Development VTRA member(s) for a record check relevant to the specific case:
  - Child and Youth Mental Health
  - Youth Probation
  - Child Protection
- » Call other professionals from Health Authorities and community agencies for a record check relevant to the specific case

Upon receipt of the Site-Specific Stage One data, the partner agencies check to see if the person of concern is, or was, a client, and then determine if they are in possession of information that, in conjunction with the Site-Specific data, allows them to “disclose”. Community VTRA Team Leads will report that a record check has been completed and:

1. Information relevant to the case at hand is disclosed as per the Community VTRA Protocol.
2. If there is nothing to report, relevant Community VTRA Team members will remain as active contributors and/or consultants for the remaining steps of the Stage One process with the Site-Specific Team.

#### Sources of Data Collection:

- » Reporter(s): re-interview if necessary
- » Target(s)
- » Witnesses
- » Bedroom Dynamic: Question parents/caregivers about the student’s bedroom
- » Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- » Friends, peers, acquaintances
- » Parents/guardians (call/contact both but do consider current relational dynamics)
- » Current and previous school records (call the sending school)



- » Police record check
- » Check the student's, locker, desk, backpack, recent textbooks/assignment binders, social media, vehicle, etc. for data consistent with the threat-making or threat-related behaviour
- » Digital devices (Digital Behavioural Baseline)
- » Other

## Steps 5 & 6: Longer-Term Multi-Disciplinary Intervention Plan

Stage Three occurs when ongoing collaboration is essential in complex cases. Any case with two or more significant risk enhancing variables requires at least two or more different VTRA partners to remain involved. In complex cases, continuity and community response is important in order to lower the level of risk and obtain lasting positive gains.

Step 5: Longer-Term Multi-Disciplinary Intervention Plan developed and implemented.

Step 6: Thirty-Day Follow-up

- » Continue to monitor, evaluate, and/or revise Intervention Plan as needed.
- » Monitor this Intervention Plan regularly and modify it as appropriate.





## Appendix B: When to Activate the VTRA Protocol

Behaviours of a person of concern that pose a threat or risk to harm self or others can present in a variety of ways. Examples of high-risk behaviours addressed in this Protocol include, but are not limited to:

- » Verbal/written threats to harm or kill others (“clear, direct, and plausible”)
- » Threats made via social media to harm, kill, or cause serious property damage
- » Serious violence or violence with intent to harm or kill
- » Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- » Weapon possession (including replicas)
- » Bomb threats (or possession/detonation of devices)
- » Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- » Sexual intimidation, sextortion, extortion, or assault
- » Domestic, interpersonal, relational violence
- » Gang-related intimidation and violence
- » Fire setting (contextual)
- » Section 28 *Mental Health Act* apprehension

**Incidents that meet the above criteria are reported to the VTRA Leads who in turn contact the remaining site-specific team members. The Stage One information gathering process of the VTRA Protocol will be initiated.**

It is the VTRA Team’s responsibility to collect as much data as possible to determine risk as it relates specifically to the person of concern. As such, “Baseline Behaviour” is the single most important variable in the field of VTRA. It is incorrect to assume there is a “profile” or checklist that can conclusively identify a violent offender. It takes thoughtful data collection and evaluation to determine level of risk and intervene accordingly. **Note:** An accurate assessment of risk cannot be done without also establishing an individual’s digital behavioural baseline (e.g., social media posts).

Does this behaviour represent a significant change from the individual’s baseline behaviour?

Does the behaviour represent a clear, direct, and plausible threat?

Has the school counsellor conducted a confidential inquiry with the student’s teachers?

Has the student’s parent(s)/guardian(s) been contacted regarding current worrisome behaviour?

### **Suicide as a Special Consideration**

Individuals engaged in suicide risk assessments and intervention should also be VTRA trained and be open to the possibility that the person of concern being assessed may be fluid. The third formal hypothesis in the Stage One VTRA process is, “Is there any evidence of fluidity?” (suicidal to homicidal domain).

## Plausibility-Baseline-Attack Related Behaviour (PBA)

Plausibility is vital when determining whether or not a threat (verbal/written/digital) should be taken seriously enough to screen the case for a VTRA. When determining plausibility consider whether the threat is “Clear, Direct, and Plausible”:

**“CLEAR”:** What words are actually stated, written, posted, etc.? Is there evidence of personal escalation (increase in baseline) and/or intent to instill fear in a target(s)? It may be worrisome if someone says, “I swear revenge is coming”, but as a standalone statement there is no clarity. “I’m gonna get my brother’s knife and stick it in your gut” is clear.

**“DIRECT”:** Was the threat-making or threat-related behaviour delivered in a way that suggests it was meant as a conscious or unconscious cry for help? Was it delivered with language of commitment and clarity to the target or someone who the person of concern believes will communicate to the target? Someone who believes they are privately mumbling to themselves “I swear I’ll kill him” may simply be expressing their frustration.

**“PLAUSIBLE”:** While the first two variables in “clear, direct, and plausible” bring some focus to the case, the single most important variable is plausibility. An individual threatening to call down a Martian UFO to vaporize us all is not a plausible threat. An elementary student threatening his teacher that he is going to drive “a Sherman Tank through this school” may be clear and direct but it is certainly not plausible. One girl threatening another girl that “I’m gonna beat you with a lead pipe” is plausible.

**Baseline Behaviour** is important when determining if the person of concern poses a risk to act out violently. Serious violence is an evolutionary process and any significant increase or shift in baseline denotes evolution.

**CAUTION:** Even with training in VTRA, some professionals continue to underreact to cases without considering the elements of Baseline Behaviour, which include: History of Human Target Selection, History of Site Selection, Frequency of Past Violence, Intensity of Past Violence and Recency of Past Violence (FIR).

**Attack-Related Behaviour** is critical when determining if there is any evidence that the person of concern has engaged in behaviours consistent with their threat.

**NOTE:** In schools and other programs where we have relationships with students, clients, and patients and know their overall baseline behaviour, all elements of the PBA should present at a moderate to high level of concern before activating the VTRA Protocol. In cases where the student or client is not known or little is known about them, then “plausibility” alone will activate the formal VTRA Protocol.



**If the threat is plausible, initiate VTRA Stage One**





# Appendix C: Determining Level of Risk

## LOW

Categorization of risk indicates that the individual is at little risk for violence and that monitoring may be appropriate.

## MODERATE

Categorization of risk indicates that the person of concern is at an elevated risk for violence. Interventions currently in place, including monitoring and adjustment, are required to manage future risk.

- » Threat is more plausible and concrete than a low-level threat. Wording in the threat and information gathered suggest 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 person of concern has taken 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!"
- » Moderate or lingering concern about the person of concern's potential to act violently.
- » Increase in baseline behaviour (including digital baseline behaviour).

## HIGH

Categorization of risk indicates that the person of concern is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

- » Threat is specific and plausible. There is an identified target. Person of concern 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 person of concern has acquired or practiced with a weapon or has had a target under surveillance.
- » Information suggests strong concern about the individual's potential to act violently.
- » Significant increase in baseline behaviour (including digital baseline behaviour).

### Remember:



If the increase (shift) in baseline is too steep, the two leading hypotheses are:

1. The person of concern is meeting the cognitive baseline of the "puppet master".
2. In rare cases a recent traumatic incident may have occurred that has contextually increased their vulnerability.



## The Risk Continuum

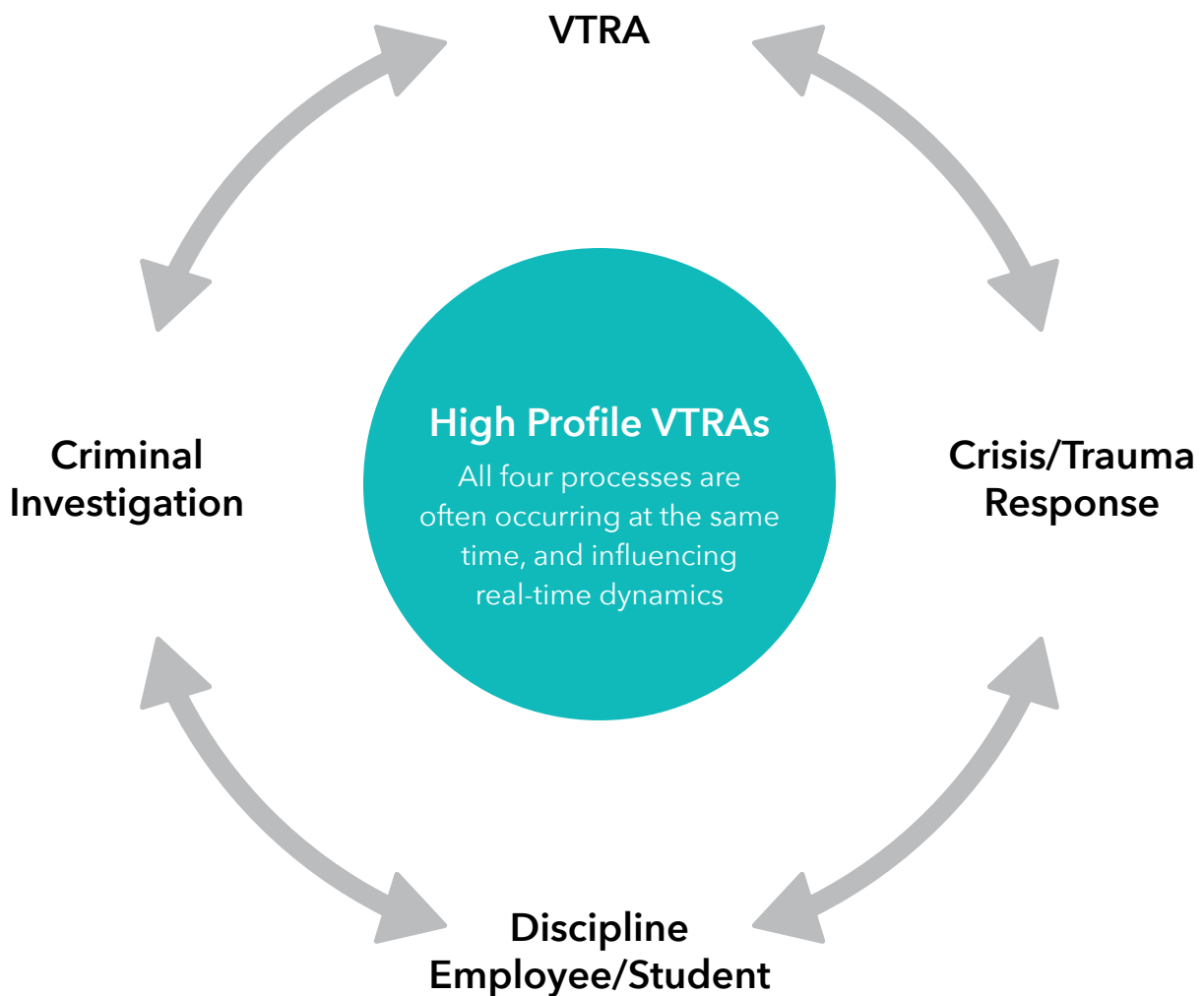
Low Risk	Moderate Risk	High Risk
<p>Low categorization of risk does not imply no risk, but indicates the individual is at little risk for violence and monitoring the matter may be appropriate.</p>	<p>Moderate categorization of risk indicates the individual is at an elevated risk for violence, and the measures currently in place or further measures, including monitoring, are required to manage the individual's future risk.</p>	<p>High categorization of risk indicates the individual is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.</p>
<p>Threat is vague and indirect. "Everyone is toast."</p>	<p>Threat is more direct and concrete. "You're all going to pay for this."</p>	<p>Threat is direct, specific, and plausible. "I'm going to take this knife and cut your throat."</p>
<p>Little or no history of violence or worrisome behaviour.</p>	<p>Some history of worrisome behaviours.</p>	<p>Extensive history of warning signs and acts of violence, including "leakage to others".</p>
<p>Information within the threat is inconsistent, implausible, or lacks detail or realism.</p>	<p>Threat suggests that the person of concern has given some thought to how the act will be carried out. There is a general indication of a possible time and place.</p>	<p>Threat suggests that concrete steps have been taken toward carrying out the threat. The person of concern has a plan and has the means. "At 8:00 am tomorrow, when he is alone in his office, I intend to shoot the principal with my father's 9mm pistol."</p>
<p>Content of the threat suggests that the person is unlikely to carry out the threat. No motivation.</p>	<p>There may be some veiled, ambiguous or inconclusive possibility. Some justification or motivation.</p>	<p>The person of concern is highly motivated. Has nothing to lose. Has impulse/anger issues. Has a history with the target. Alcohol/drug abuse. Target/persecution issues, entitlement, resentment.</p>
<p>The person of concern has extensive connections to other healthy individuals or groups.</p>	<p>The person of concern has some healthy connections to others.</p>	<p>The person of concern has no healthy connections to others. Is connected to anti-social, violent or racist groups.</p>



## Appendix D: High Profile VTRAs

VTRA is intended to be helpful, not hurtful. As such, the team should attempt to be as non-intrusive as possible. Most VTRA cases are conducted with very few people aware that the process is occurring in their workplace, educational institution, community, etc. However, there are circumstances where an entire worksite or community may be aware due to the nature of the threat or the way it was delivered.

The following key areas often overlap with the VTRA process in a high-profile situation.





## Appendix E: Anonymous Threats

Anonymous threats are typically threats to commit a violent act against an individual or individuals, a specific group, or a site (i.e. school, workplace). They may be found written on bathroom walls or stalls, spray painted on the side of a building, posted on the internet, or in a letter left in a conspicuous place (e.g., staffroom table, desk, etc.).

**In the field of school and workplace VTRA, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. However, it is important to:**

- » Assess the anonymous threat
- » Attempt to identify the person of concern
- » Avoid or minimize the crisis/trauma response

### **Language of Commitment:**

- » Level of detail - location, date and time, target(s), justification, etc.
- » Threatened to do what and to whom - kill, murder, ruin your lives, shank, shoot, etc.
- » Method of delivery - who found/received the threat, when and where was the threat received, who else knows about the threat.
- » Is the threat clear, direct, and plausible?

### **Identifying the Threat-maker:**

- » Handwriting analysis
- » Word usage - phrases and expressions that may be unique to a particular person or group
- » Spelling - errors or modifications unique to a particular person or group

### **Remember:**



- » Some authors will mask their identity by using a different gender or pretending to be someone else entirely.
- » Some individuals who write anonymous “hit lists” embed their own names in the list of identified targets.
- » Some individuals who report having found the threat are either the author or know who the author is.

## Stage One VTRA Report Form

*"The Better the Data, the Better the Assessment"*

- Kevin Cameron

### Stage One VTRA

It is **NOT** a Stage One VTRA if there is imminent danger or the threat is time sensitive (e.g., "They said they were coming back to get her with a knife.")



**In these types of cases, CALL 911**

The following Stage One Report Form is only for use by professionals trained in Basic and Advanced Violence Threat Risk Assessment (Level 1 and 2, North American Center for Threat Assessment and Trauma Response).





## Three Primary Hypotheses in VTRA

### 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?

## Pre-interview Considerations:

- » When possible, interview the person of concern after initial data (from locker checks, interviews with the individual who reported the threat, checking with police for prior police contacts) have been collected. This will help to avoid a uni-dimensional assessment and provide the interviewer(s) with data to develop case-specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test the hypotheses.
- » Best practice is having two individuals interview, however, there should not be more than two people in the room interviewing.
- » Remember to distinguish between assessing the threat versus assessing the person of concern (threat maker).

## Remember:



### Check All (Where Applicable)

- |   |   |
|---|---|
| <input type="checkbox"/> Backpack                           | <input type="checkbox"/> Co-Conspirators          |
| <input type="checkbox"/> Desk(s)                            | <input type="checkbox"/> Social Networking        |
| <input type="checkbox"/> Vehicle (visual check)             | <input type="checkbox"/> The Person               |
| <input type="checkbox"/> School Assignments                 | <input type="checkbox"/> Online Journals (School) |
| <input type="checkbox"/> Writings, Drawings, Artworks, etc. | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Digital Devices                    | <input type="checkbox"/> Locker                   |

## Stage One VTRA Report Form Initial Details

Please Enter Name of Person Completing this Form:

<b>Date of Incident:</b>		<b>Date of VTRA:</b>	
<b>Location of Incident:</b>		<b>VTRA Team Lead:</b>	
<b>Name:</b>		<b>Date of Birth:</b>	
<b>Student PEN#:</b>		<b>IEP or Behaviour Support Plan:</b>	
<b>Phone:</b>		<b>Age:</b>	
<b>Address:</b>		<b>Gender:</b>	
<b>School:</b>		<b>Grade:</b>	
<b>Parent/Guardian/Spouse:</b>		<b>Phone:</b>	
<b>Parent/Guardian/Spouse:</b>		<b>Phone:</b>	
<b>Address:</b>		<b>Other Address:</b>	
<b>Previous VTRAs:</b>	No                      Yes	<b>If yes, details:</b>	
<b>Previous incident type(s):</b>			

## Plausible-Baseline-Attack Related Behaviour (PBA)

Answers relevant to risk:



## SERIES 1: Details Of The Incident (Incident Screening)

**Questions for the Reporter (and others who will be interviewed) may include:**

1. Where did the incident happen and when?
2. How did it come to the reporter's attention?
  - » What was the specific language of the threat, detail of the weapon brandished, or gesture made?
3. Was there stated:
  - » Justification for the threat?
  - » Means to carry out the threat?
  - » Consequences weighed out ("I don't care if I live or die!")?
  - » Conditions that could lower the level of risk ("Touch my sister again and I will...")
4. Who was present & under what circumstance did the incident occur?
5. What was the motivation or perceived cause of the incident?
6. What was the response of the target (if present) at the time of the incident? Did they add to or detract from the Justification Process?
7. 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:**

## 2 SERIES 2: Attack-Related Behaviours

1. Has the person of concern (threat-maker) 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 person of concern (threat-maker) attempted to gain access to weapons or do they have access to the weapons they threatened to use?
4. Has the person of concern (threat-maker) developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)?
5. Has the person of concern been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance in schools or elsewhere, or schedules & locations of police or security patrol?
6. Has the person of concern engaged in rehearsal behaviours, including packing or brandishing fake but realistic-looking weapons, air rifles, or pistols, or engaged in fire setting (i.e. lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?
7. Is there any evidence of attack-related behaviours in the locker, backpack, car trunk, etc. at school, or in bedroom, shed, garage, etc. at home.
8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

### Notes:

# 3 SERIES 3: Empty Vessel

1. Does the person of concern have a healthy relationship with a mature adult?
2. Does the individual have inordinate knowledge versus general knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?
3. How has the person of concern responded to prior violent incidents (local, national, etc.)?
4. Is there evidence that what the person of concern is filling themselves up with is influencing their behaviour? (Imitators vs. Innovators?)
5. What type of violent games, movies, books, music, internet searches, and websites does the person of concern fill themselves up with?
6. What themes are present in the person of concern's writings, drawings, etc.?
7. Is there evidence of fluidity and/or religiosity?

**Notes:**

## 4 SERIES 4: Threat-Maker Typology

1. Does the person of concern (threat-maker) appear to be more of a:
    - » Traditional Predominately Behavioural Type?
    - » Traditional Predominately Cognitive Type?
    - » Mixed Type?
    - » Non-Traditional?
  2. Does the person of concern (threat-maker) 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)requency of Violence or Threats
    - » (I)ntensity of Violence or Threats
    - » (R)ecency
  3. In the case at hand, what is their current:
    - » (HTs) Human Target Selection
    - » (SS) Site Selection
    - » Does it denote a significant increase in Baseline Behaviour?
- NOTE:** In Stage One VTRA, 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 opposed to acting out.
4. Do they have a history of depression or suicidal thinking/behaviour?
  5. Is there evidence of fluidity in their writings, drawings, or verbalizations?
  6. Does the person of concern (threat maker) use illicit drugs or alcohol? Is there evidence it is a risk-enhancing factor in the case at hand?
  7. Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk-enhancing factor in the case at hand?

### Notes:

## 5 SERIES 5: Target Typology

1. Remember that in some cases the target is at higher risk for violence than the person of concern (threat-maker). The most common case is when the person of concern (threat-maker) is the target of bullying and the target is engaging in bullying behaviour.
2. Does the target have a history of violence or threats of violence?
3. If yes, what is the Frequency, Intensity, & Recency (FIR) of the violence?
4. What has been their past human target selection?
5. What has been their past site selection?
6. Is there evidence the target has instigated the current situation?

**Notes:**



## 6 SERIES 6: Peer Dynamics

1. Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?
2. Who is in the person of concern's (threat-maker) peer structure and where does the person of concern fit (i.e., leader, co-leader, or follower)?
3. Is there a difference between the person of concern's baseline behaviour and their peer group's baseline behaviour?
4. Who is in the target's peer structure & where does the target fit (i.e., leader, co-leader, or follower)?
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

### Notes:

## SERIES 7: Family Dynamics

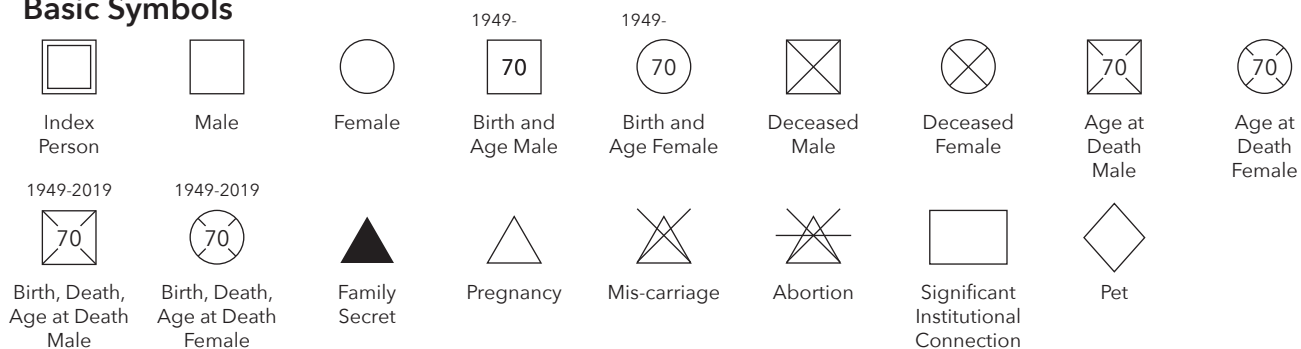
**NOTE:** Team members should consider the ethnic and cultural identities of students and families, and where necessary request additional assistance from cultural leaders to facilitate effective and sensitive communications.

1. How many homes does the person of concern (threat-maker) reside in (shared custody, goes back and forth from parent to grandparent's home, etc.)?
2. Is the person of concern connected to a healthy, mature adult in the home?
3. Who lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing the level of risk?
4. Who seems to be "in charge" of the family and how often are they around?
5. Has the individual engaged in violence or threats of violence towards their siblings or parent(s)/caregiver(s)? If so, what form of violence and to whom, including Frequency, Intensity and Recency (FIR)?
6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
8. Does the individual's level of risk (at home, at school, or in the community) cycle according to who is in the home (i.e. the individual is low risk for violence when a parent/caregiver is home but high risk during the times a parent/caregiver travels away from home for work)?
9. Does the person of concern have a history of trauma, including car accidents, falls, exposure to violence, abuse, etc.?
10. Has the person of concern been diagnosed with a DSM V diagnoses?
11. Is there a history of mental health disorders in the family?
12. Is there a history of problematic drug or alcohol use in the family?

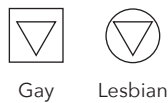
### Notes:

# Genogram

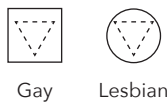
## Basic Symbols



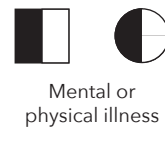
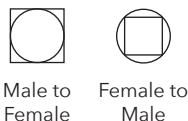
### Homosexual



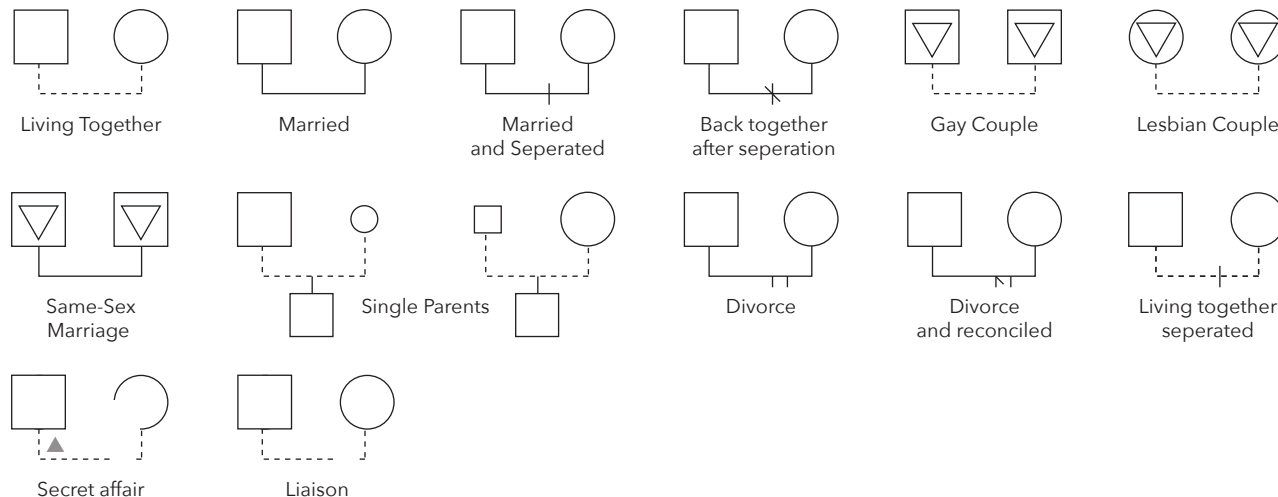
### Bisexual



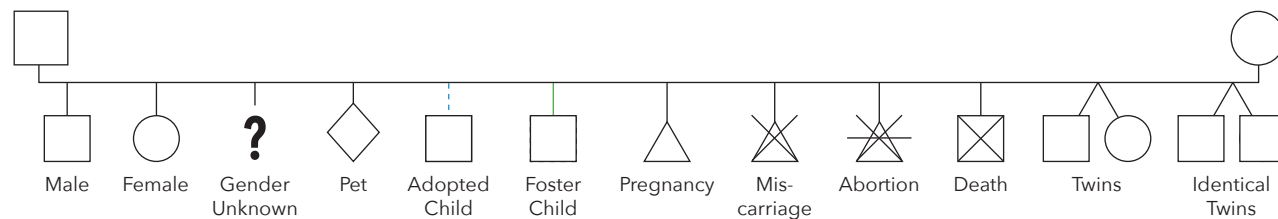
### Transgender



## Basic Couple Relationships



## Basic Child Relationships



### Notes:

## 8 SERIES 8: Contextual Factors

1. Has the person of concern (threat-maker) experienced a recent loss, such as the death of a family member or friend; a recent break-up; rejection by a peer or peer group; being cut from a sports team; receiving a rejection notice from a college or university, the military, etc.?
2. Have their parents just divorced or separated?
3. Has the person of concern been the victim of child abuse and has the abuse been dormant but resurfaced at this time?
4. Is the person of concern being initiated into a gang and is it voluntary or forced recruitment?
5. Has the individual recently had an argument or fight with a parent/guardian or someone close to them?
6. Has the individual recently been charged with an offence, suspended, or expelled from school?
7. If the individual has been suspended, is the place where the individual has been suspended to likely to increase or decrease their level of risk?

**Notes:**

## High-Profile VTRAs

In high-profile VTRA cases, it is useful for the team to put these four columns on a whiteboard and not focus on one area only. All four processes are often occurring at the same time and influencing real-time dynamics.

High-Profile VTRAs			
Criminal Investigation	VTRA	Crises/Trauma Response	Discipline Employee/ Student



## STAGE ONE VTRA

### Data Collection and Immediate Risk-Reducing Interventions

Legend: C - confirmed | H - hypothesized | ST - short term | LT - long term

	1st review (2-24 hours)	2nd review (within the week)
Risk Enhancer #1 (C or H):		
Intervention (ST or LT):		
Professional/Agency:		
Risk Enhancer #2 (C or H):		
Intervention (ST or LT):		
Professional/Agency:		
Risk Enhancer #3 (C or H):		
Intervention (ST or LT):		
Professional/Agency:		
Risk Enhancer #4 (C or H):		
Intervention (ST or LT):		
Professional/Agency:		

## VTRA Team Members

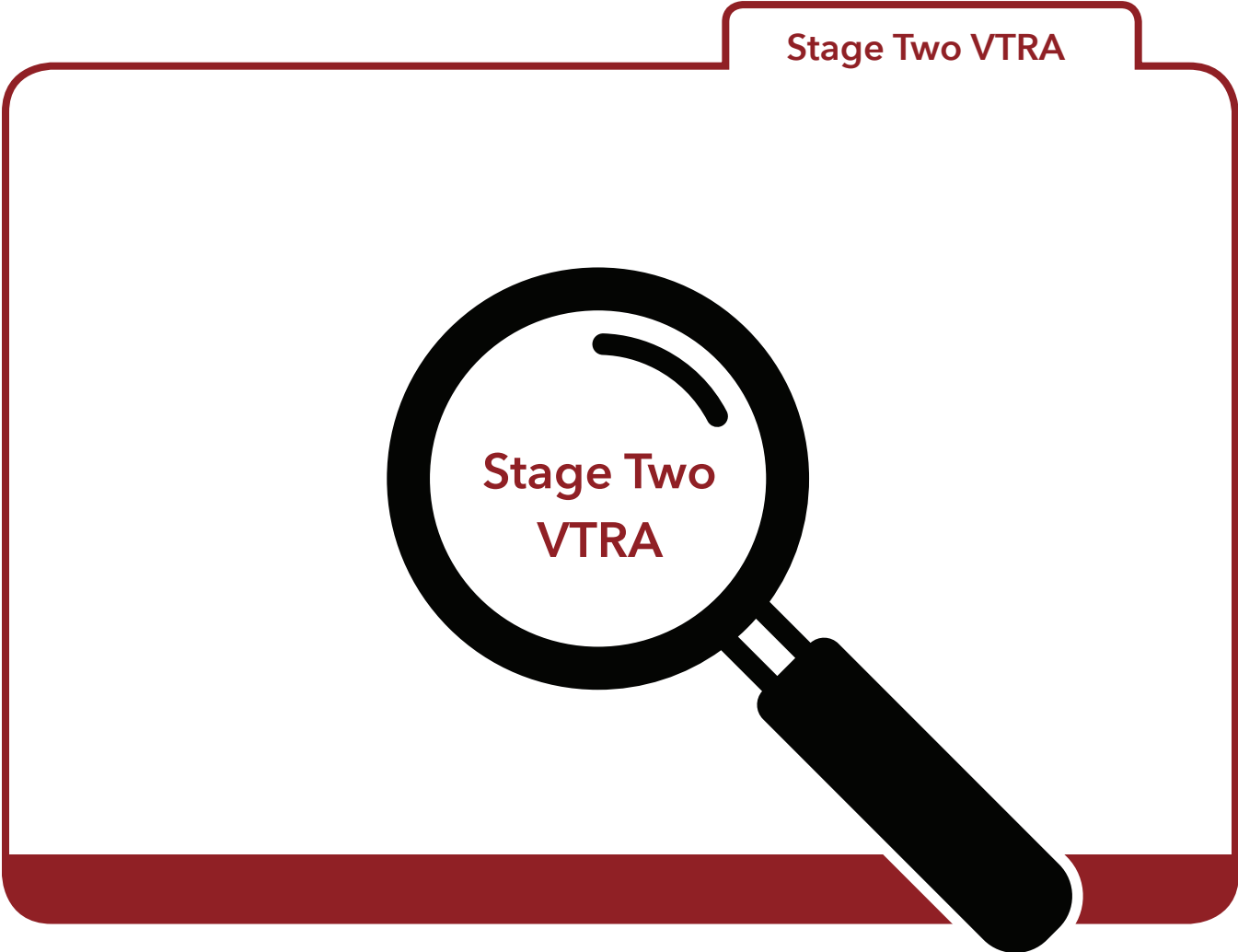
Principal or Designate	Date:
	Signature:
Clinician	Date:
	Signature:
School Liaison Officer (Law Enforcement)	Date:
	Signature:
Other	Date:
	Signature:
Other	Date:
	Signature:

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# Stage Two VTRA Report Form

Multi-Disciplinary Risk Assessment and Evaluation



# Stage Two Multi-Disciplinary Risk Assessment and Evaluation

STAGE TWO VTRA REPORT FORM		
*To be completed by the VTRA lead		
Team Member's Agency	Contact Person	Consent Form (Attached)
<b>Stage Two VTRA Referral Information</b>		<b>Please ✓</b>
Stage One VTRA Report Form (attached)		
Stage One VTRA Data Collection and Immediate Risk-Reducing Intervention Plan (attached)		

# STAGE TWO VTRA REPORT FORM

\*This consent form is to be completed by each VTRA Team Member

**Instructions to VTRA Team Member**

Please return this document to the Stage Two Lead when completed. Information from this document will be incorporated into a collaboratively developed VTRA Intervention Plan. A copy of the plan will be forwarded to all team members.

**Stage Two VTRA Team Member's Name:**

**VTRA Team Member's Agency and Professional Title:**

**Client is: (Circle all that apply)**

**New Referral**

**Repeat Referral**

**Current Client**

**Former Client**

**Reason for involvement or previous referral:**

(If this is a Current Client, Former Client, or Repeat Referral)

**Reports - Assessments/Standardized tests used - Outcomes, Diagnosis, Recommendations, etc.**

(If this is a Current Client, Former Client, or Repeat Referral)

**Reports, Assessments, or Summaries attached: (Circle one)**

Yes

No

**Treatment plan:** (If this is a Current Client)

**Treatment plan - client progress/response:** (If this is a Current Client)

**Reason for file closure:** (If this is a Repeat Referral or Former Client)



## STAGE TWO VTRA Intervention Action Plan (Specialized Risk Evaluation)

Legend: C - confirmed | H - hypothesized | ST - short term | LT - long term

Risk Enhancer #1 (C or H):

<b>Intervention (ST or LT):</b>	<b>2 WEEKS</b>	<b>3 WEEKS</b>	<b>1 MONTH</b>
---------------------------------	----------------	----------------	----------------

<b>Agency:</b>			
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Risk Enhancer #2 (C or H):

<b>Intervention (ST or LT):</b>	<b>2 WEEKS</b>	<b>3 WEEKS</b>	<b>1 MONTH</b>
---------------------------------	----------------	----------------	----------------

<b>Agency:</b>			
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Risk Enhancer #3 (C or H):

<b>Intervention (ST or LT):</b>	<b>2 WEEKS</b>	<b>3 WEEKS</b>	<b>1 MONTH</b>
---------------------------------	----------------	----------------	----------------

<b>Agency:</b>			
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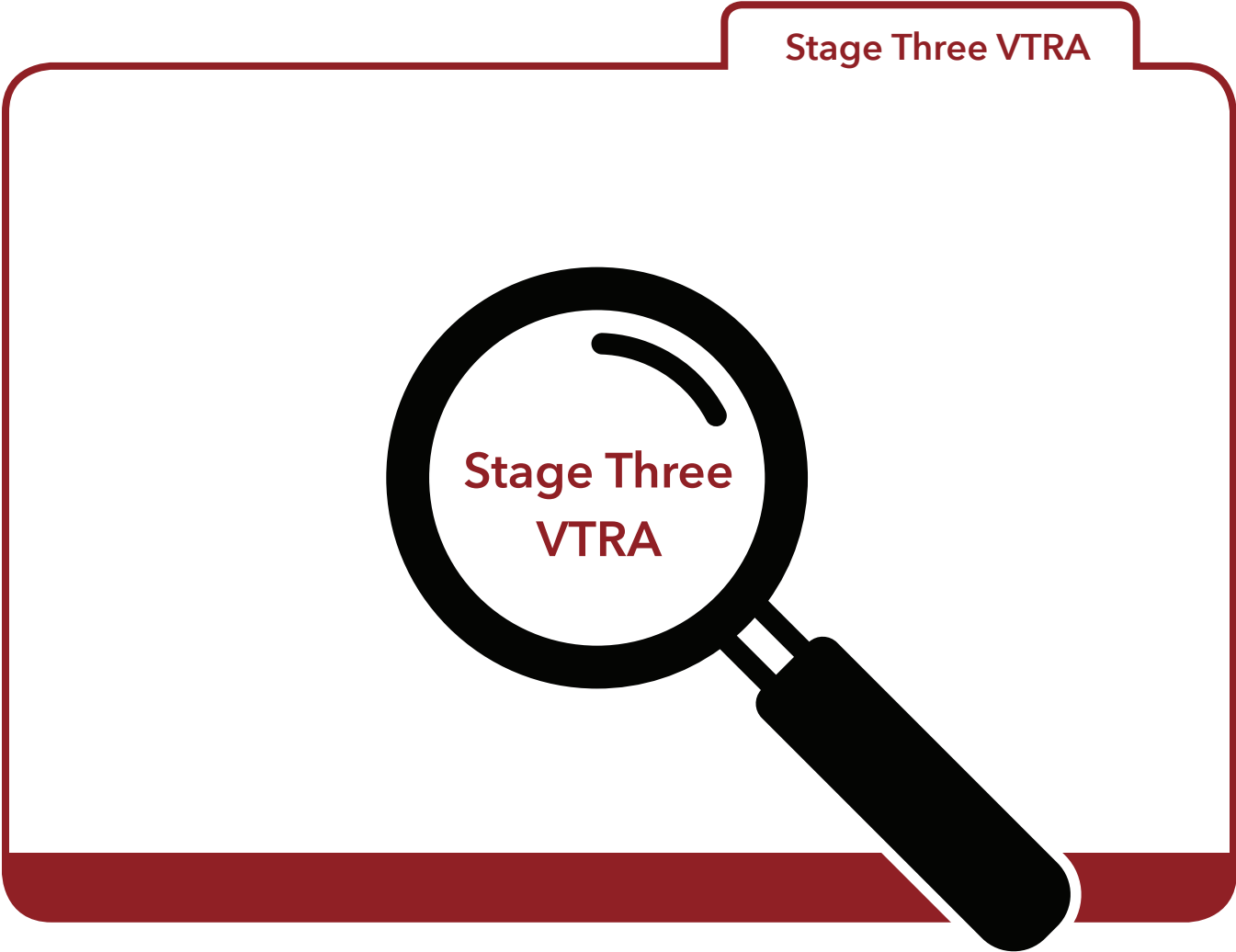
Risk Enhancer #4 (C or H):

<b>Intervention (ST or LT):</b>	<b>2 WEEKS</b>	<b>3 WEEKS</b>	<b>1 MONTH</b>
---------------------------------	----------------	----------------	----------------

<b>Agency:</b>			
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# Stage Three VTRA Report Form

## Intervention Planning



## STAGE THREE VTRA Intervention Review Plan

Legend: C - confirmed | H - hypothesized | ST - short term | LT - long term

Risk Enhancer #1 (C or H):

Intervention (ST or LT):	1st review date:	2nd review date:	3rd review date:
Agency:			

Risk Enhancer #2 (C or H):

Intervention (ST or LT):	1st review date:	2nd review date:	3rd review date:
Agency:			

Risk Enhancer #3 (C or H):

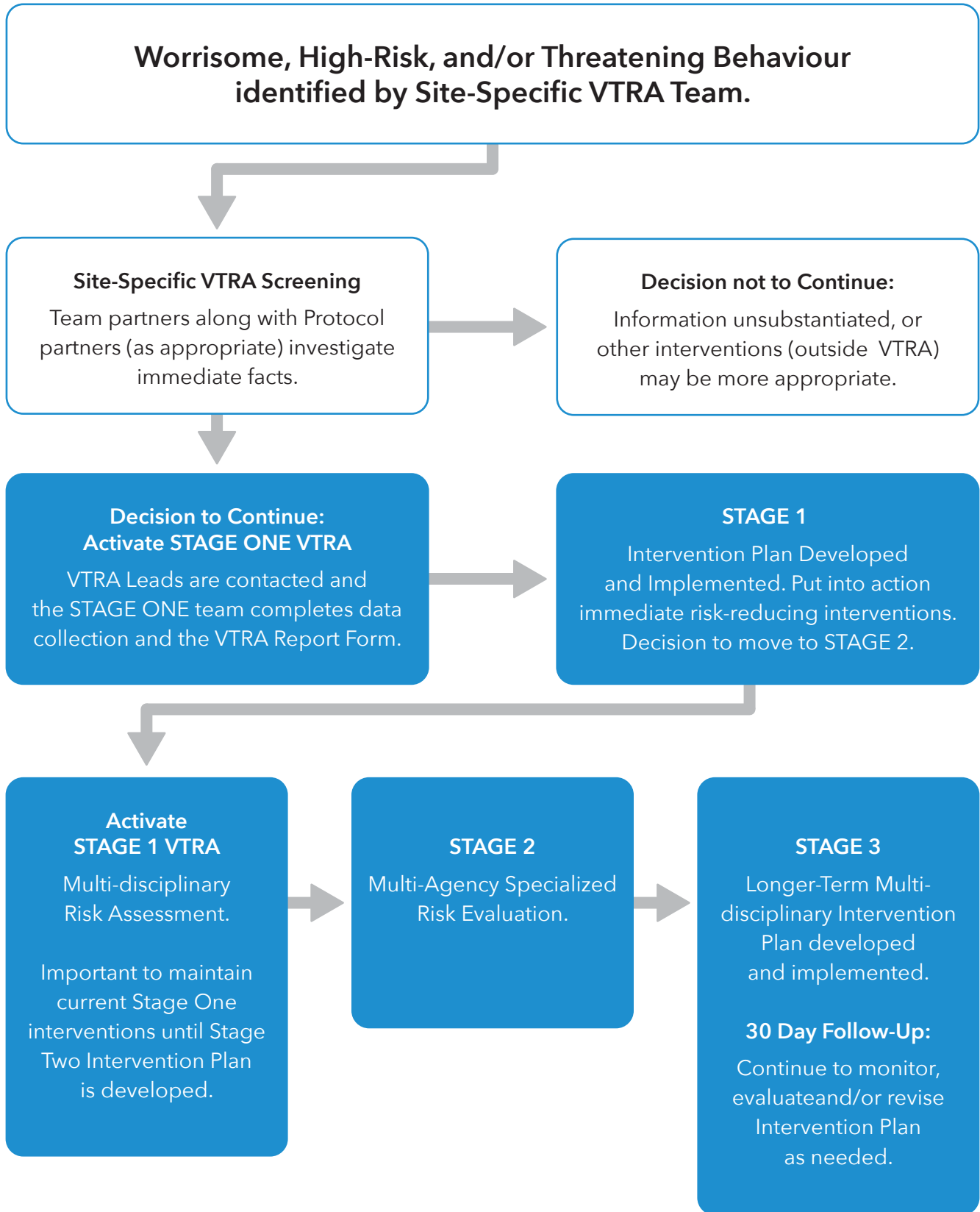
Intervention (ST or LT):	1st review date:	2nd review date:	3rd review date:
Agency:			

Risk Enhancer #4 (C or H):

Intervention (ST or LT):	1st review date:	2nd review date:	3rd review date:
Agency:			

\*Review is recommended to follow 30-day, 60-day, 90-day

# VTRA Flowchart



# Principal's Checklist for Immediate Threat/High-Risk Behaviours

Recognize that every situation is unique and responses will vary.

## IF THE THREAT IS:

<b>WRITTEN</b>	handle with care and immediately put in a folder to preserve evidence.
<b>BY EMAIL</b>	do not delete email.
<b>VERBAL</b>	immediately document all details including specificity of language.
<b>IN PERSON</b>	proceed using procedures for responding to violent incidents.

## Keep target informed and provide information to staff, students, and parents as necessary.

- If there is imminent danger, call 911
- Ensure the whereabouts of any person of concern and target(s) and address any risk factors
- If necessary, appropriately detain or monitor any person of concern and do not allow access to cell phone, coat, backpack, or locker
- Check digital behavioural baseline
- Contact your police agency
- Contact Safe School Coordinator
- Check locker, backpack, cellphone, and other electronic devices
- Determine if any person of concern has access to weapon(s) If there is any evidence of accessing means to carry out a threat, it is an automatic Stage Two

## VTRA Stage One (Steps 1, 2 & 3)

### Step 1: Site-Specific VTRA Screening of PBA – plausibility, baseline, and attack-related behaviour

- Team contacts police agency and other protocol partners as appropriate
- Assess the threat for specificity and plausibility
- Determine behavioural baseline
- Determine if attack-related behaviours are present
- Decide if you need to continue the VTRA process or seek other interventions as appropriate

### Step 2: Site-Specific VTRA Activation (Data Collection & Consolidation)

- VTRA team complete more comprehensive formal data collection
- Collect initial data from all participants in order to understand situation or circumstances. (If criminal charges are being considered, consult with your police agency prior to interviewing alleged person of concern or target(s). If possible, and without compromising safety, parents/guardians should be present for in-depth interviews if criminal charges are being pursued.)
- Begin process of recording dates and times of calls/interviews. Retain documentation in a confidential and secure file
- Notify the person of concern's parents/guardians as appropriate
- Notify the target's parents/guardians as appropriate

### Step 3: Immediate Risk-Reducing Intervention Plan

- Put into action immediate risk-reducing interventions
- Determine if you need to move to Stage Two

## VTRA Stage Two (Step 4)

### Step 4: Community Protocol Activation (VTRA Multi-disciplinary Risk)

- Site-specific VTRA Team collaborates with community agencies to gather further data, share relevant information, and determine intervention plan
- Maintain current Stage One interventions until Stage Two Intervention Plan is developed

## VTRA Stage Three (Steps 5 & 6)

### Step 5: Longer-Term Multi-disciplinary Intervention Plan

- Longer-term Multi-Disciplinary Intervention Plan is developed and implemented

### Step 6: Thirty-day Follow-up

- Continue to monitor, evaluate, and/or revise Intervention Plan as necessary

## Fair Notice

Staff, students and parents must be aware that a school uses a threat assessment process to reduce the risk of violence in the school. When they know that the process exists and how to report concerns, they can contribute information that would otherwise be missed. They should also understand that no action will be taken against a person who reports a concern in good faith. However, there may be consequences for malicious reporting.

Giving fair notice of the VTRA process and its justification protects the legitimate privacy rights of individuals in accordance with privacy legislation and regulations.

The formal and public signing of the Community VTRA Protocol is also a way to begin to give Fair Notice to clients, patients, students, staff, parents/guardians, community members, etc. who may be impacted by the VTRA practice. As noted, common programs and integrated services personnel must provide information to those who receive or are affected by their services. They need to let their clients know that they are part of this multi-agency program/initiative and when the threshold for the “Categories for Action” is met, the VTRA Protocol will be activated. Therefore, every Protocol partner should also take reasonable steps to give Fair Notice within their organizations about the VTRA process. This may be done through staff meetings, posters, agendas (school), notification through email, announcements uploaded onto agency websites, or as part of the process for obtaining consent for services, etc.





# Student Violence Threat Risk Assessment (VTRA)

## Fair Notice for Students

Fair Notice can be given through letters to parents, brochures, media releases, parent meetings, staff meetings, new student orientation, or all of the above. Schools may also advise students by including a brief “Fair Notice” statement in student agendas, in assemblies, on the school website, and/or in student meetings.

### **SAMPLE:**

#### **What behaviours warrant a Student Violence Threat Assessment to be initiated?**

A Student Violence Threat Risk Assessment will be initiated for behaviours including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

#### **Duty to report**

To keep school communities safe and caring, staff, parents/guardians, students and community members must report all threat-related behaviours.

#### **What is a threat?**

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

#### **What is a Site-Specific Threat Assessment Team?**

Each school has a Site-Specific Threat Assessment Team. The team may include the principal, teachers, counsellor(s) and a member of the local police agency.

#### **What is the purpose of a student threat assessment?**

The purposes of a student threat assessment are:

- » To ensure the safety of students, staff, parents and others.
- » To ensure a full understanding of the context of the threat.
- » To understand factors contributing to the person of concern’s behaviour.
- » To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- » To promote the emotional and physical safety of all.

#### **What happens in a student threat assessment?**

All threat-making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

#### **Can I refuse to participate in a threat assessment process?**

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the person of concern or parent/caregiver, the threat assessment process will continue in order to promote a safe and caring learning environment.

#### **Collection Notice**

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

# Student Violence Threat Risk Assessment (VTRA)

## Fair Notice for Parents

### **SAMPLE:**

*(Insert school/district name)* is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. Schools cannot ignore any threat of violence.

### **What is a threat?**

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture.

### **Duty to report**

To keep school communities safe and caring, staff, parents/ guardians/caregivers, students, and community members must report all threat-related behaviours to the school principal.

### **What is the purpose of a student threat assessment?**

The purposes of a student threat assessment are:

- » To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- » To ensure a full understanding of the context of the threat.
- » To understand the factors contributing to the person of concern's (threat-maker's) behaviour.
- » To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- » To promote the emotional and physical safety of all.

### **What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?**

A student threat assessment will be initiated for behaviours including, but not limited to:

- » Verbal/written threats to harm/kill others ("clear, direct, and plausible")
- » Threats made via social media to harm, kill, or cause serious property damage
- » Serious violence or violence with intent to harm and kill
- » Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- » Weapon possession (including replicas)
- » Bomb threats (or possession/detonation of devices)
- » Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- » Sexual intimidation, sextortion, extortion or assault
- » Domestic, interpersonal, relational violence
- » Gang-related intimidation and violence
- » Fire setting (contextual)

### **Collection Notice**

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

## Traumatic Events Systems (TES Model)

In the field of crisis response, there are multiple terms used, often interchangeably, to describe events that are traumatic. Terms like crisis, tragic event, critical incident, traumatic event and trauma are just a few of the common expressions used to indicate that something has happened that would cause a state of mental, emotional, and physical disequilibria to individuals exposed to the given situation. The potential activating events or circumstances that trigger trauma response in individuals are infinite. Rather than list all potential activating events, it proves more useful to observe how any given event affects the system in which it occurs. Using the more standardized terms as crisis and traumatic event, it is the system's response then that will help develop such a distinction. It is important to note that although presented as a dichotomy, in practice they are part of a Traumatic Event Systems Response Continuum.

**The major points that provide distinction between a crisis and a traumatic event are:**

**Crisis:**

- » A crisis is contained within the system where it occurs.
- » There are adequate resources within the system to respond to the crisis.
- » There is a high level of predictability concerning who is most likely to be impacted.
- » A crisis is expected.

**Traumatic Event:**

- » A traumatic event is not contained within the system where it occurs; it affects multiple systems.
- » The system does not have the necessary resources to respond and must rely upon outside resources to respond to the magnitude of the event.
- » The capacity to predict who will most likely be impacted is significantly diminished.
- » A traumatic event is unexpected.

**Ground Zero during a Crisis or Traumatic Event:**

Ground Zero refers to the system (school and community) where the trauma occurs. During a crisis the traumatic response is primarily contained to ground zero, but during a traumatic event, multiple systems (schools and communities) are traumatized.

**Impact Zone during a Traumatic Event:**

Impact Zone refers to the geographical area beyond ground zero that experiences significant emotional and behavioral changes in response to the trauma. During a crisis, there is no impact zone.

**Secondary Trauma Sites during a Traumatic Event:**

Secondary Trauma Sites are school or community systems within the impact zones that have an immediate trauma response to the traumatic event, so that emotionally and behaviourally these sites function similarly to what is occurring at ground zero.

## Critical Periods: Ground Zero and Impact Zone

If the change in the behavioural baseline is significant, consider the hypotheses that a recent traumatic incident may have contextually increased vulnerability.

Critical periods are predictable time frames for increased threat-making or threat-related behaviour.

- 1 Critical Period 1:**  
Two weeks post-incident from any high-profile violent trauma. The greater the parallel to your site, the greater the risk. (This period could be extended if there is excessive media/social media coverage.)
- 2 Critical Period 2:**  
The month prior to the Winter Break.
- 3 Critical Period 3:**  
Anniversary reactions to past high-profile traumas that may occur anywhere within the impact zone.
- 4 Critical Period 4:**  
When a current violent incident within your own system or reported from elsewhere in the impact zone has elements that are similar to a past violent trauma your system has experienced. The similarities between past and current traumas may rekindle old symptoms and generate a new critical period for that site. This is referred to as a parallel process.
- 5 Critical Period 5:**  
Unique to each school and community system, this critical period is a result of a system's history of trauma. Some sites have had multiple tragedies that produce local anniversary reactions. These may be intensified if they have occurred in clusters or at similar times of the year for several years: for example, three student suicides, one per year, each of which occurred in the month of October. For that system, the month of October may be a critical period for years to come.

# Guidelines for Parents/Guardians to Support Children Through Times of Grief

<b>Be yourself</b>	Demonstrate your natural concern calmly and in your own words.
<b>Be available</b>	Spend time with your child. Attempt to distract your child by reading, walking, going to a movie, etc.
<b>Listen</b>	Let your child express their thoughts, concerns, feelings, and perceptions in a nonjudgmental, emotionally safe environment.
<b>Explain</b>	Talk about what you know in short, truthful statements. Don't be afraid to admit that you do not have all the answers.
<b>Do not speculate.</b>	
<b>Develop resiliency</b>	Your child will look to you for reassurance. Do not convey your own feelings of hopelessness, but rather let your child know that they will get through this difficult period.
<b>Provide comfort</b>	Physical and verbal comforts are great healers.
<b>Attend to physical manifestations of trauma</b>	Children will often complain of headaches, stomach aches, backaches, etc. Monitor physical symptoms such as loss of appetite, anxiety, sleep disturbance, etc. Determine whether medical intervention is required.
<b>Maintain regular routines</b>	As much as possible, attempt to provide normalcy to your child. Humans are creatures of habit and derive comfort from regular routines.
<b>Monitor media exposure</b>	Do not overexpose your child to media reports (especially preschool-and elementary-age children).
<b>Seek additional support</b>	When appropriate, your child should be directed to community support agencies.

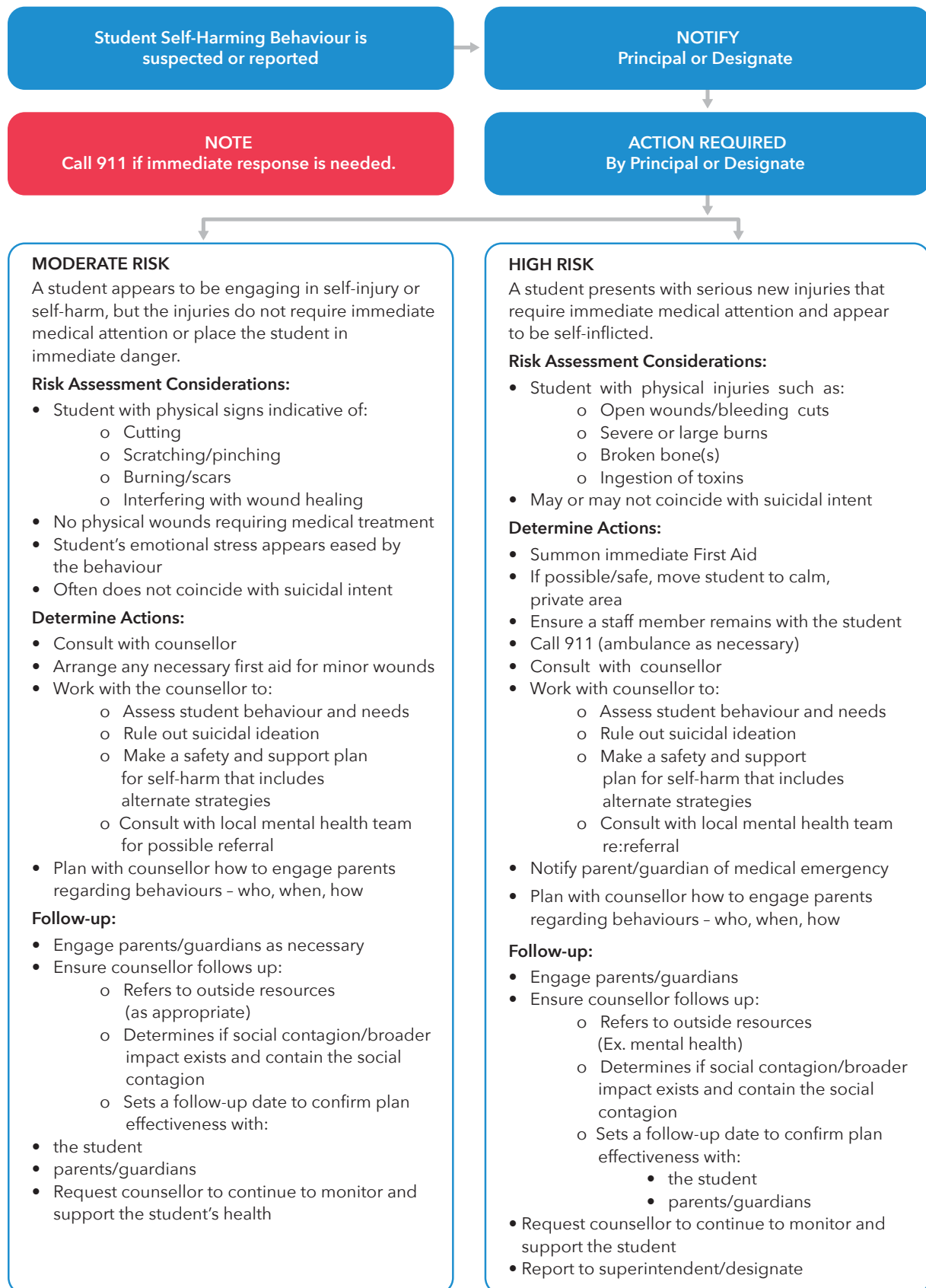


## Guidelines for Staff Dealing with Traumatic Events

Staff are often called upon to help the public deal with grief and stress in a supportive and compassionate way. The best way to help is to use your good judgement and empathy. The following suggestions may help you understand what some people may be experiencing and give you supportive ways to respond.

- » Acknowledge and accept that the tragedy may trigger an emotional response in you as well as other staff and community members. It's always difficult to remember and accept that there are events in our lives that can't be predicted or controlled. Recognizing your own feelings will enable you to be more supportive of others.
- » Be aware of the potential impact of "media overload"—both from traditional media and the internet. Ensure there is an understanding of the importance of limiting the exposure to this coverage.
- » If people ask questions, listen carefully to what they are saying and respond in as objective a way as possible. If you don't know an answer, don't be afraid to say so.
- » Accept people's feelings. Allow them to express their remembrances, thoughts and fears—they are not good or bad, right or wrong, they're just there. Emphasize that each person is entitled to their feelings. It's important that everyone has an opportunity to express their concerns and to feel that others are taking those concerns seriously.
- » Do whatever is necessary to reassure people that your community is a safe place.
- » If people express fears or concerns, respond in the most reassuring way possible.
- » Maintain routines as much as possible but understand the need for flexibility if staff or community members need to talk or express their concerns.
- » Be vigilant regarding community members or staff, such as those who:
  - have experienced a recent death in the family
  - have recently come from a country where they have experienced armed conflict
  - have a history of depression, anxiety disorders or other traumas
  - have family away from home at work, universities or college
- » People respond in different ways to tragic events or the recollection of these events. For example, you may notice the following types of reactions:
  - preoccupation with violence and death
  - physical complaints like stomach aches and headaches
  - anxiety, sadness, withdrawal
  - aggression
  - sensitivity to loud noises
  - mood changes
  - difficulty concentrating
- » Should you become aware of staff or community members who continue to experience significant distress—for example, preoccupation with the tragedy—allow them time for consultation with social workers or psycho-educational consultants for further assistance.
- » If possible, try to direct your community toward something constructive they can do.
- » Ask for help. Social workers and psychologists should be made available for staff and community members.

# Self-Harm Flowchart





## School and Police Investigations

### Police Involvement in Student Interviews/Investigations

There will be some situations when interview procedures by police must take place at the school as a result of specific circumstances. In such cases, the school will strive to maintain respectful and low-profile interactions between students and police.

Where the police wish to interview any student on school premises, the following guidelines should be observed. If a student is being interviewed, they may request to have an adult present.

#### Person(s) of concern:

- » If interviews are to occur at school, the principal/vice principal shall be responsible for ensuring that an appropriate setting is made available and will assist police in determining appropriate times. The principal/vice principal shall ensure that a parent is immediately notified except in a case where it is deemed that immediate notification would compromise student safety and the integrity of an investigation.
- » Police will be requested to delay any interview until the parent has been contacted and provided an opportunity to attend, unless it is critical that the interview be held without parental presence/involvement.
- » Consultation time will be provided for the student and the adult support person prior to the interview.

#### Victim(s) or witness(es):

- » Where the police wish to conduct an interview with a student witness/potential student witness or victim on school premises, it is not necessary to follow the procedures above; however, parents will be contacted as soon as is practical.
- » The principal/vice principal will attend the interview if requested by the student. The primary purpose would be to provide support for the student.
- » Whether the principal/vice principal attends should be determined by taking into account such factors as the age and maturity of the student and the nature of the incident.
- » If the student wishes the interview to be conducted in private, then that should be respected.

#### VTRA Parallel Process

Legal processes may exist in parallel to the VTRA process if a person of concern is in custody or under investigation for a criminal matter. The police may therefore come into information regarding a threat that is relevant to a VTRA or to school safety.

If a person of concern is in custody, release of information may be essential for school personnel to implement safety measures.



#### **BEST PRACTICES:**

At their discretion, and in a timely manner, police should share safety concerns with school personnel to allow the school take appropriate measures regarding a known threat. Similarly, if appropriate, if a person of concern is in custody, police should share release information with the school.

## Search and Seizure

### Remember:



Laws give both schools and police authority for search and seizure in certain circumstances.

The School Regulation, section 5 (7), provides that the principal is responsible for administering and supervising the school, including the general conduct of students and the discipline of students. This section of the school regulation provides authority for searching a student's locker and desk, both for gathering evidence for use in the prosecution of a criminal charge and for ensuring the safety of the school, students, and staff.

Common law, statute law and the Charter of Rights and Freedoms provide police with authority for search and seizure. The protection against unreasonable search and seizure depends on assessing all the circumstances, including the Charter. In general, the validity of a search or seizure takes into consideration the following:

- » The expectation of privacy
- » Whether the conduct amounted to a search and/or seizure
- » Whether the search and / or seizure was reasonable

### Locker and Bedroom Dynamics

Evidence of planning has been found in either the person of concern's locker at school, their bedroom, or both. Where there are reasonable grounds to suspect that a student is planning to compromise the safety of other students, the school, or the staff, school administration can search a locker for evidence of pre-planning, a plan, or the means to carry the threat out. It is the responsibility of the principal to advise students that desks and lockers are school property and that, in certain circumstances, a search of that property may be performed by the school administration. Police can search a person incidental to arrest or detention for safety but would require a warrant for a locker search.

Evidence of planning may also be found in backpacks, desks, textbooks, student vehicles, etc. The more committed an individual is to carry out an offense without being caught, the more likely they may hide weapons, journals of justifications, maps, floor plans, etc., elsewhere in the home and surrounding property as part of what is referred to as attack-related behaviours.



## Search of Vehicles on School Property

Items that raise a concern in a vehicle on school property might come to the notice of school personnel. In such a case, they should contact police. There may be legal issues regarding the right to search and seizure a vehicle, unless an imminent threat is apparent.



### **BEST PRACTICES:**

If school personnel view items that raise concerns in a vehicle, they should contact police. If there is no imminent threat, they should attempt to monitor the situation until police provide further direction.

## Social Media Evidence and Digital Data Searches

Evidence and data are often found on digital devices. Schools can request searches of student digital devices, but students can refuse to comply. Schools and school districts can only undertake the collection of digital information in compliance with privacy laws. It is important to preserve and protect evidence by ensuring steps are taken to deactivate remote erase capabilities of devices. Screenshots of images or posts of publicly available online data with time and date stamp embedded are always preferable.

There is no expectation of privacy regarding content that has been posted publicly on social media with no user privacy settings restricting view. The evaluation of publicly posted digital data and data on devices may be essential to an assessment of risk. Information collected as part of a threat assessment should be provided to police agencies. Police agencies employ technological crime experts who can assist. Forensic searches of devices may be necessary, but they can take time.



### **BEST PRACTICES:**

School personnel should report to police any threat-related information that they find on digital devices as part of a threat assessment.

School personnel should take steps to preserve and protect evidence found on digital devices. Whenever feasible, they should save screenshots of images or posts of publicly available online data with time and date stamp embedded.

## Preservation Orders and Production Orders

Police can obtain preservation orders to require private companies to preserve and retain data that is related to an investigation.

Production orders are used when police may be required to gather evidence of subscriber data from social media providers, such as files involving statements made on Facebook. A production order is a type of search warrant that can compel a social media provider to produce documentation to a specified police officer, at a specified time and place. There must be reasonable grounds to believe an offence has been, or is suspected to have been, committed and the document or data will afford evidence of the offence.

## Digital Searches in Exigent Circumstances

Exigent circumstances exist when there is threat of imminent bodily harm or death to a person, or imminent loss or destruction of evidence. Investigating officers are permitted to intervene, and search and seize without a warrant, in exigent circumstances.

Exigent circumstances can also exist when assessing online threats or dangerous situations. Investigating officers must decide if an imminent threat exists. For example, exigent circumstances may justify a digital search and seizure if a student makes an online threat with a Facebook photo showing a gun and a threat to use it that day.



### **BEST PRACTICES:**

Police investigators can use the power authorized in exigent circumstances to search, seize and preserve digital evidence without a warrant when required.

In an investigation that involves digital evidence, police investigators should consider obtaining a preservation order requiring social media companies to preserve digital information relating to an offence.

## Report to Crown Counsel

If police decide to recommend a charge against an accused, the officer will complete a detailed Report to Crown Counsel (RTCC). Police may need statements by school staff to complete the RTCC.

Crown Counsel will review the RTCC and will decide whether or not to lay charges. Crown Counsel may also decide to refer the matter to extrajudicial alternate measures for non-violent offences under the Youth Criminal Justice Act, such as a caution or a referral to a specialized program.



### **BEST PRACTICES:**

Police agencies should liaise with the VTRA team and school staff to investigate the circumstances of a threat, to assess possible charges, and to consider whether a recommendation for alternate measures would be in the best interests of the school community and the person of concern.

Some common Criminal Code offences involving young people, among others, include:

- » Uttering Threats - Criminal Code (R.S.C., 1985, c. C-46) S 264.1
- » Conspiracy to Commit Murder - Criminal Code (R.S.C., 1985, c. C-46) S 465
- » Possession of Weapons - Criminal Code (R.S.C., 1985, c. C-46) S 92 (1) & (2)
- » Counselling Indictable Offence that is not committed - Criminal Code (R.S.C., 1985, c. C-46) S 464(a)
- » Assault with a Weapon or Causing Bodily Harm - Criminal Code (R.S.C., 1985, c. C-46) S 267

Examples of potential release conditions:

- » You shall not go within 300 meters of any known educational facility;
- » You shall not possess any knives except for the immediate preparation and consumption of food;

- » You shall not possess, own, or carry any weapon, including but not limited to any firearm, crossbow, prohibited weapon, restricted weapon, prohibited device, ammunition, prohibited ammunition, or explosive substance, and any related authorizations, licenses, and registration certificates. Nor are you to possess any imitation firearm or imitation of those other items listed in this condition;
- » You are not to possess, outside of your residence, any of the following materials: matches, lighters, mechanical ignitors, candles, cigarettes, magnifying glasses, safety flares, black powders, flash powder, or ignitable liquids including but not limited to: gasoline, diesel, propane, lighter fuel, kerosene, camp stove fluid, paint thinner, lacquer thinner, brake fluid, butane, methyl alcohol, ethyl alcohol, acetone. This condition does not restrict you from operating a motor vehicle;
- » You shall not own, possess or access any personal computer or electronic devices capable of accessing the Internet. Optional portion: you may possess a computer or other electronic device that has Internet access under the supervision of a parent/guardian (only if parent has due control/supervision over the youth);
- » You will allow any peace officer personal examination of computing equipment, peripheral devices, communication devices or such computing equipment, data storage devices/ media, removable media and any manual associated to any computing equipment, as well as passwords and access codes to enable examination of any computer you are using to verify compliance with this order and to provide police access to your residence upon request to verify compliance with this condition;
- » You shall not be outside your residence unless under direct supervision by a parent/guardian.
- » You shall present yourself at the door of residence or at the telephone at your residence, at the request of any peace officer who is monitoring your compliance with this condition;
- » You shall have no contact, direct or indirect, with the co-accused (conspiracy of two or more);
- » You shall not possess any alcohol or drug other than those prescribed by a doctor;
- » You shall take reasonable steps to maintain yourself in such a condition, that your disorder will not likely cause you to conduct yourself in a manner dangerous to yourself or anyone else, and it is not likely you will commit further offences;
- » You shall attend for medical/psychiatric/psychological counselling and/or treatment as directed by the probation officer, except that you shall not be required to submit to any treatment or medication to which you do not consent;
- » You shall provide your treating physician/psychiatrist with a copy of this order and the name and telephone number of the probation officer. You shall instruct your treating physician/ psychiatrist that if you fail to take medication as prescribed or fail to keep any appointment; your physician/psychiatrist is to advise the Probation Officer immediately of any such failure;
- » If you do not consent to the form of medical/psychiatric/psychological treatment or medication which is prescribed or recommended, you shall immediately report to the Probation Officer and thereafter report not less than five days per week as directed by the Probation Officer.

## Peace Bond

A judge can issue a peace bond, also known as a Section 810 recognizance in the Criminal Code of Canada, requiring a person to follow conditions to keep the peace and be of good behaviour. The peace bond can prohibit the person named from contact with certain individuals and from carrying weapons. A peace bond can be valuable when investigating a threat or intervening with a person of concern. The conditions are in place for up to one year and the defendant may be charged with a criminal offence for not obeying the conditions.



Usually, the police recommend a charge for a substantive offence. The Crown may request that a judge issue a peace bond. In rare circumstances, the police may request a peace bond directly.



### **BEST PRACTICES:**

When recommending a charge for an offence, the police should consider recommending that Crown apply for a peace bond if they believe that it would be useful in dealing with a person of concern.

## Release

A person in custody can be released with or without conditions. An appropriate set of release conditions can help reduce risks to the school community. Police can recommend conditions in the Report to Crown Counsel for the Crown to present to the judge or justice.



### **BEST PRACTICES:**

If a person of concern is in custody, the police should consider making a recommendation to Crown Counsel regarding release conditions to reduce risks to the school community.

## VTRA Documentation and Record Keeping

Documentation of VTRAs, in addition to individually administered aptitude tests, confidential reports, and other sensitive materials, are personal information subject to the Freedom of Information and Protection of Privacy Act and the Personal Information Protection Act. They may also be evidence in legal proceedings. As such, they should be maintained in a secure and confidential folder.



### **BEST PRACTICES:**

The VTRA team should place all reports and other sensitive material or documents in a folder under supervision of the school principal or designate of the superintendent. The school or school district should retain the records in accordance with its records management policies.





Ministry of  
Education

