

Community Threat Assessment Protocol

A Collaborative Response to



Assessing Violence Potential

A project of the Kawartha Pine Ridge District School Board and the
Peterborough Victoria Northumberland and Clarington Catholic District School Board
in collaboration with Community Partners

Community Threat Assessment Protocol:

A Collaborative Response to Assessing Violence Potential

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Community Threat Assessment Protocol:

A Collaborative Response to Assessing Violence Potential

Rationale

The Kawartha Pine Ridge District School Board and Peterborough Victoria Northumberland and Clarington Catholic District School Board (referred to subsequently as the District School Boards), and their Community Partners (please see full list of partners below) are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

The District School Boards will respond to student behaviours that may pose a potential risk for violence to students, staff and members of the community. The goal of early intervention by the school boards and Community Partners will be to reduce school violence

This protocol supports collaborative planning among Community Partners to reduce violence and reflects safe, caring and restorative approaches. It fosters timely sharing of information about students who pose a risk for violence towards themselves or others. The protocol promotes supportive and preventive plans being put in place.

The strength of this District School Boards/Community Partnership lies in the multidisciplinary composition of the Community Threat Assessment Team (Community TAT). The Community TAT members will strive to share and review relevant student information. The Community TAT will strive to share the details of the threatening situation or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise.

This collaborative process will respect the individual’s rights to privacy and the safety of all, to the fullest extent possible.

Community Partners

The District School Boards are the lead partners in the Community Threat Assessment Protocol for our geographical area (Municipality of Clarington, Northumberland and Peterborough Counties, City of Kawartha Lakes, as well as the areas served by the District School Boards in Quinte West). Community Partners include the following agencies and organizations:

Community Partners as of May 2012

| Community Partner |
|---|
| Peterborough |
| 1. Dalhousie Youth Services |
| 2. Four Counties Addiction Services (FourCAST) |
| 3. John Howard Society Peterborough |
| 4. Kawartha-Haliburton Children’s Aid Society |
| 5. Kinark |
| 6. Nijikiwendidaa Anishnaabekweg Services Circle |
| 7. Peterborough County/City Emergency Medical Services |
| 8. Peterborough Fire and Rescue |
| 9. Peterborough Lakefield Community Police Service |
| 10. OPP Peterborough |
| 11. Peterborough Regional Health Centre |
| 12. Peterborough Youth Services |
| 13. Probation Services - Peterborough |
| 14. Township of Otonabee-South Monaghan Department of Fire and Emergency Services |
| 15. Services Coordination for Children and Youth |
| 16. Sir Sandford Fleming College |
| 17. Y.E.S. – Youth Emergency Shelter |

| Clarington | |
|--|--|
| 1. Clarington Emergency and Fire Services | |
| 2. Durham Regional Police Service | |
| 3. Durham CAS | |
| 4. Durham Family Court Clinic | |
| 5. Boys & Girls Club of Durham (formerly Eastview) | |
| 6. Enterphase Child and Family Services | |
| 7. Kinark -Durham | |
| 8. Frontenac Youth Services | |
| 9. Lakeridge Health | |
| 10. John Howard Society Durham | |
| 11. Murray McKinnon Foundation | |
| 12. Probation Services Durham MCYS | |
| 13. Resources for Exceptional Children and Youth/ Coordination Services for Children and Youth | |
| Northumberland | |
| 1. Campbellford Memorial Hospital | |
| 2. Highland Shores Children's Aid Society | |
| 3. Cobourg Police Service | |
| 4. Cobourg Fire Department | |
| 5. Kinark | |
| 6. Northumberland Hills Hospital | |
| 7. Cornerstone Family Violence Prevention Centre | |
| 8. OPP Northumberland | |
| 9. OPP Quinte West | |
| 10. Port Hope Police Service | |
| 11. Probation Services Durham MCYS | |
| 12. Service Coordination for Children and Youth | |

| City of Kawartha Lakes | |
|---|--|
| 1. Chimo Youth and Family Services | |
| 2. CMHA Kawartha Lakes Branch | |
| 3. Community Living Kawartha Lakes | |
| 4. City of Kawartha Lakes Fire and Rescue Service | |
| 5. City of Kawartha Lakes Police Service | |
| 6. John Howard Society, City of Kawartha Lakes | |
| 7. Kawartha Haliburton Children's Aid Society | |
| 8. OPP City of Kawartha Lakes | |
| 9. Probation Services – MCYS City of Kawartha Lakes | |
| 10. Ross Memorial Hospital | |

Vision

Violence prevention in our schools and neighbourhoods is a community responsibility. All Community Partners work together to promote and maintain safety, and to strive to prevent violence.

Statement of Principles

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

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 that reduce violence.

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

- Building working relationships based on mutual respect and trust
- Working in ways that promote safe, caring and restorative school environments and practices
- Involving children, youth and their families in planning for services and supports
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate service plan
- Realizing that working together successfully 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.

The overriding goal is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, community members, the school or other buildings or property.

The protocol is designed to facilitate communication so that when the Community Threat Assessment Team (Community TAT) is activated, appropriate Community Partners and District School Boards may communicate relevant student information.

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

- ongoing participation in a minimum of one Advisory Meetings per year staff development in threat assessment training
- program review.

Key Approaches in Risk/Threat Assessment

1. Sharing of Relevant Information

All partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person. (Please see Information-sharing, pages 7-9.) Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment.

2. Investigative Mind-set

An investigative mind-set is central to successful application of the risk/threat assessment process.

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

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

3. Building Capacity

Threat assessment training will be provided to as many school personnel and Community Partner staff as possible. The District School Boards will provide the training.

4. Program Review

The Community Threat Assessment Protocol will be reviewed by the Community Threat Assessment Protocol Advisory Group a minimum of one time per year. This group will be made up of designates from each Community Partner and District School Board.

5. Contact List

The District School Boards will be the lead agencies in application of the protocol. The District School Boards' Superintendents of Safe Schools or their designates will maintain an up-to-date contact list of the Community Threat Assessment Protocol partners, and will distribute a copy of the list to all Community Partners. The superintendents also will designate a lead contact for July and August of each year, and will notify the Community Partners of the designates' names and contact information.

Threat Assessment Response

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to others, the School Threat Assessment Team (School TAT) or Community Threat Assessment Team (Community TAT) will respond in the manner identified in *Appendix A – Responding to Student Threat Making Behaviour: A School Staff Guide*.

This Community Threat Assessment Protocol is based on The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat/Risk Assessment (CTA). The CTA follows a three-step process: Stage 1 Data collection and immediate risk reducing interventions; Stage 2 Multidisciplinary risk evaluation; and Stage 3 Comprehensive multidisciplinary intervention.

The CTA is the combination of early Secret Service research around school-based threat assessment, and general violence risk assessment. The work reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

Stage 1 Data collection and immediate risk reducing interventions are performed by the school-based team (School Threat Assessment Team or TAT), which must, at minimum, include the school principal, school board counselor or social worker, and the police of jurisdiction. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Community Threat Assessment Report Form (please see Appendix E).

Stage 2 Multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage 1 School TAT. The Stage 2 Community Threat Assessment Team (Community TAT) may involve some or all of the following: police-based threat assessment units, psychology, psychiatry, mental health, child protection, youth probation, and others. At Stage 2, the Community TAT members work in collaboration with the Stage 1 School TAT to conduct the formal risk assessment and evaluation. Stage 2 includes the use of formal, structured professional instruments, concepts, tests, and measures by the appropriate Threat Assessment Unit.

Stage 3 Multidisciplinary intervention is the formal meeting of the Stage 1 School TAT and Stage 2 Community TAT members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

The 3 Stages of the CTA combine all appropriate threat assessment concepts and risk assessment factors. This protocol allows for a comprehensive determination of violence risk posed, and the identification of appropriate interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The 3 Stages promote understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence towards a particular target they consider justifiable.

Activation of the School and Community Threat Assessment Teams

To facilitate timely activation of the School Threat Assessment Team (School TAT) or Community Threat Assessment Team (Community TAT), each Community Partner will identify its lead TAT member(s), and provide contact information to the District School Boards' Superintendents of Safe Schools. The superintendent will activate the Community TAT. The superintendent or designate will be responsible for calling lead Community TAT members who may have information specific to that threat situation. (Please see Appendix A.)

School Threat Assessment Team (School TAT)

The School TAT will consist of the principal, vice-principal, school board counselor/social worker, teacher (guidance/student success), and either the assigned school resource officer or another assigned police investigator from the police agency having jurisdiction. The School TAT participants should have received some threat assessment training. School TAT members will respond after the immediate threat to student/staff safety has been contained. The School TAT will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community.

The school superintendent and Superintendent of Safe Schools will be consulted and will participate in the threat assessment process as required. Consideration should also be given to consulting with the Durham Regional Police Service or Ontario Provincial Police Threat Assessment Units.

Community Threat Assessment Team (Community TAT)

When a School TAT has determined that a student poses a medium or high level of concern to student/staff safety, the principal will call the school superintendent. The school superintendent will then contact the Superintendent of Safe Schools to request that the Community TAT be activated. The Community TAT will consist of the School TAT members, as well as central District School Board staff and appropriate Community Partners. When the Community TAT has been activated, the Durham Regional Police Service or Ontario Provincial Police Threat Assessment Units will also be consulted where a student has been identified as a moderate or high level of concern.

Roles

School principal or designate

The school principal or designate will:

- be the School TAT leader
- complete Steps 1 – 5 of the Community Threat Assessment Report Form (Appendix A) within hours
- call and co-ordinate the School TAT
- contact the school superintendent to discuss possible activation of the Community TAT after a student has been determined to pose a medium or high level of concern to other students or staff
- follow up and coordinate intervention/management plans developed by the team
- forward the School TAT documentation and intervention/management plan to the school superintendent
- store the intervention/management plan securely.

Guidance counselor/special education teacher/other staff who know the student/student success teacher/school board counselor/social worker

The school staff will:

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

Note: Consent for release of information or consent for services is required if a school board counselor/social worker is involved in interventions regarding specific individuals of concern.

Central District School Board staff

The central District School Board staff will:

- be designated by the superintendent as Community TAT lead
- consult with the principal, School TAT, superintendents involved
- contact Community TAT members to facilitate consultations, and conduct interviews as required, except in criminal investigations
- complete the Community TAT Report Form questions Series 1-8 (Appendix E)
- follow up on recommended intervention/management plans.

Community Partner staff

The Community Partner staff may:

- have an appropriate staff member participate in the Community TAT
- participate in completion of the Community TAT Report Form questions Series 1-8 (Appendix E)
- participate in a review of School TAT findings
- participate in developing any recommended intervention/management plans.

School Resource / Investigating police officer

The police officer may:

- be involved in School TATs or Community TATs
- investigate and determine whether a crime has been committed, and if charges are appropriate or warranted
- conduct a police investigation
- generate a police occurrence report
- interview the threat maker and witnesses when a criminal offence has occurred.

Threat Assessment Units

Durham Regional Police Service and the Ontario Provincial Police specialized Threat Assessment Units/members:

- should be consulted at any stage of the School TAT or Community TAT processes by either school officials or investigating police members, when a student has been deemed medium to high level of concern
- will conduct formal, in-depth threat assessments when requested or deemed appropriate
- should, when deemed appropriate, be consulted when criminal charges have been laid or injuries have been incurred as a result of a student's behaviours
- will provide threat assessment training to school officials and community partners when requested.

When staff members of a partner agency determine the need to activate the Community TAT, they will notify their designated lead Community TAT member. In the case of Care, Treatment and Custody facilities or programs involving any Community Partners that provide school-based services (e.g., Brookside Secondary School, Connor/Storey Group Homes, Kinark, Mon Ami, etc.), the Community Partner staff will contact their agency's lead Community TAT member. The Community Partner's lead Community TAT member will contact the District School Boards' Superintendents of Safe Schools. Community TAT members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other Community TAT members.

In most cases, the student behaviour that activates the Community Partnership will be observed in, or affect, the school. Therefore, whenever possible, Community TAT meetings will occur on District School Boards' premises. The lead Community TAT member will be the District School Board Superintendent of Safe Schools or designate. The superintendent responsible for that school, and school administration, may also be part of the Community TAT. (Please see Appendix A.)

Trauma Response: After a threat or an act of violence has occurred, the District School Board and Community Partner staff may be called upon to plan or provide post trauma counseling and interventions for students and staff. Wherever possible, the Community Partners will provide intervention assistance.

Information-sharing

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

The presumption is that all information shared by partners about individual students and families is highly sensitive, personal information and should be treated with a high level of confidentiality. It is vital to note, however, that legislation allows the release of personal information if there is imminent threat to health and safety. To make parents, guardians and students aware of the protocol to be followed in such cases, the District School Boards will send the *Risk/Threat Assessment Notification* home with all students at the beginning of every school year. (Please see Appendix C District School Boards Risk/Threat Assessment Notification.) This notification also will be posted permanently on the District School Boards' websites.

When to Share Information

Green Light

Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:

- With written consent (except for the restrictions under YCJA, Section 125(6) below)
- To avert or minimize imminent danger to the health and safety of any person
- To report a child who might need protection under the Child and Family Services Act (please refer to each District School Board's Duty to Report protocol)
- By order of the Court
- To support rehabilitation of a young person under the Youth Criminal Justice Act (see below regarding YCJA)
- To ensure the safety of students and/or staff under the YCJA (see below, regarding YCJA)
- To cooperate with a police and/or child protection investigation
- To protect a worker against the risk of workplace violence from a person with a history of violent behaviour (please see below, regarding Occupational Health and Safety Act).

Yellow Light

In any of the following circumstances, obtain more information and receive direction from a supervisor:

- where consent is not provided or is refused, and there may be a health or safety issue for any individual or group(s)
- when asked about a report of criminal activity given to the police
- when asked to share YCJA information from records, where there is a demand or request to produce information for a legal proceeding
- When a professional code of ethics may limit disclosure.

Red Light

Information can NEVER be shared under any of the following circumstances:

- There is a legislative requirement barring disclosure
- No consent is given and there is no need to know or overriding health/safety concerns
- Consent is given but there is no need to know or no overriding health/safety concerns.

Key Points Regarding Information-sharing

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes “compelling circumstances affecting the health and safety of an individual...” (Part II, 32(h), MFIPPA). PHIPA notes that “a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.” (2004, c. 3, Sched. A, s. 40(1) PHIPA)
- The Child and Family Services Act (RSO 1990, c.C.11, as amended) states there may be disclosure of information without consent “if the service provider believes on reasonable grounds that, (i) failure to disclose the person’s record is likely to cause the person or another person physical or emotional harm, and (ii) the need for disclosure is urgent.” (CFSA 182, 1 (e), (f))
- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person – including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person’s consent.
- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.
- The Occupational Health and Safety Act (OHSA) S.32.0.5(3) states, “an employer’s duty to provide information to a worker under clause 25(2)(a) and a supervisor’s duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury.”

Communications

1. Media

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

2. Parent/Guardian/Staff/Student

At the beginning of each school year, the District School Boards will send to parents, staff and Community Partners the Risk/Threat Assessment Notification (please see Appendix C), which outlines for parents/guardians and students the threat assessment process. Additional communications tools, such as brochures and inclusion of information in student agendas and on the School Boards' websites, also will be used. All such communications will be shared with the Community Partners.

3. Intra-agency

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

4. Documentation

Appendix E: Community Threat Assessment Report Form will be the written documentation of the School TAT or Community TAT meetings. The minutes taken in these meetings regarding the community threat/risk assessment, and the resulting shared information, are highly confidential. Only information required for the assessment can be shared, and only with the Community TAT involved in the particular assessment. The information cannot be redistributed or exchanged except for the purposes of the assessment itself. A copy of the report will be distributed to each Community Partner present at the meeting.

The official report will be stored in a confidential file in the office of the Superintendent of Safe Schools. School TAT minutes will be stored in a confidential file in the principal's office and copied to the school superintendent. Minutes of a School TAT should not be stored in the OSR. Documentation will be maintained in compliance with legal requirements with respect to disclosure.

Appendices

- Appendix A:** Responding to Student Threat Making Behaviour: A School Staff Guide
- Appendix B:** Responding to Student Threat Making Behaviour: A Community Partner Guide
- Appendix C:** Definitions
- Appendix D:** District School Boards Risk/Threat Assessment Notification
- Appendix E:** Community Threat Assessment Report Form
- Appendix F:** Fleming College
- Appendix G:** Students with Special Needs
- Appendix H:** Unauthored Threats
- Appendix I:** Consent form
- Appendix J:** District School Boards and Community Partners Threat Assessment Protocol
Signing Members

Appendix A: Responding to Student Threat Making Behaviour:

Any person who is concerned will report to the school principal or designate any behaviours that may pose a risk or threat to others.

| | | |
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| <p>A School Staff Guide Worrisome Behaviours</p> <ul style="list-style-type: none"> - Violent content - Drawings and pictures - Stories/journals - Vague threatening statements - Unusual interest in fires - Significant change in anti-social behavior - Significant change in baseline behaviour | <p>High Risk Behaviours Include but are not limited to:</p> <ul style="list-style-type: none"> - Possession of weapon/replica - Bomb threat/plan - Verbal/written threat to kill/injure - Internet website threats to kill or injure self/others - Fire setting - Threatens violence - Hate motivated violence targeting a particular student/group | <p>Immediate Threat Call 911 Include but are not limited to:</p> <ul style="list-style-type: none"> - Weapon possession that poses serious threat to others - Plan for serious assault - Homicidal/suicidal behavior that threatens safety - Fire setting resulting in harm |
|--|---|--|



PRINCIPAL INFORMED

| | | |
|---|---|---|
| <p>Stage 1 Data collection and immediate risk reducing intervention</p> <p>Within hours</p> | <p><u>Step 1:</u> Make sure all students are safe and know whereabouts of threat maker and targets. <u>Step 2:</u> Check locker, backpack as appropriate. <u>Step 3:</u> Call trained police contact and share initial data <u>Step 4:</u> Notify central Board CTA contact and superintendents. <u>Step 5:</u> With Police and central CTA member, determine who will strategically interview sources of data and initiate Stage 1 Threat Assessment Report Form. <u>Step 6:</u> Review findings with the TAT. <u>Step 7:</u> Decide course of action. <u>Step 8:</u> Develop an intervention plan.</p> | <p>School TAT Principal (lead) Vice-principal SST/Guidance/Teacher/ School Board Counselor/ Social Worker Police</p> |
|---|---|---|

IF NEEDED AND ACTIVATED BY SUPERINTENDENT, PROCEED TO STAGE 2 & 3

| | | |
|--|---|---|
| <p>Stage 2 Multidisciplinary risk evaluation</p> <p>Within hours if Stage 1 is high concern</p> <p>Within days if Stage 1 is medium concern</p> | <p>Conduct interviews as required. Meet with Community TAT and complete Report Form questions Series 1-8. Community TAT reviews findings. Community TAT decides on course of action. Community TAT continues the development of an intervention plan.</p> | <p>Community TAT District School Boards' central staff designated by superintendent (lead) Police Community Partners School TAT (as appropriate)</p> |
| <p>Stage 3 Multidisciplinary intervention.</p> <p>Within days</p> | <p>Meet with expanded Community TAT. Community TAT develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.</p> | <p>Community TAT District School Boards' central staff designated by superintendent (lead) Police Community Partners School TAT (as appropriate)</p> |

Note: When a community team member determines the need to activate the Community TAT, that person will notify his/her designated lead team member.

Appendix B: Responding to Student Threat Making Behaviour: A Community Partner Guide

Any Community Partner will report behaviours that may pose a risk or threat to others.

| | | |
|---|--|---|
| <p><u>Worrisome Behaviours</u></p> <ul style="list-style-type: none"> - Violent content - Drawings and pictures - Stories/journals - Vague threatening statements - Unusual interest in fires - Significant change in anti-social behavior - Significant change in baseline behaviour | <p>High Risk Behaviours</p> <p>Include but are not limited to:</p> <ul style="list-style-type: none"> - Possession of weapon/replica - Bomb threat/plan - Verbal/written threat to kill/injure - Internet website threats to kill or injure self/others - Fire setting - Threatens violence - Hate motivated violence targeting a particular student/group | <p>Immediate Threat Call 911</p> <p>Include but are not limited to:</p> <ul style="list-style-type: none"> - Weapon possession that poses serious threat to others - Plan for serious assault - Homicidal/suicidal behavior that threatens safety - Fire setting resulting in harm |
|---|--|---|



Principal informed



Principal/Community Partner will consult with the school superintendent to decide on a course of action.



| School Threat Assessment Team | Community Threat Assessment Team | Community Threat Assessment Team and Support |
|--|--|---|
| <p style="text-align: center;">Stage 1</p> <p>Data collection and immediate risk reducing interventions are performed by the School Threat Assessment Team (TAT) which must, at minimum, include the school principal or vice-principal, school social worker and police of jurisdiction. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Threat Assessment Report Form (see appendix E)</p> | <p style="text-align: center;">Stage 2</p> <p>Comprehensive multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage 1 School TAT. The Stage 2 Community Threat Assessment Team may involve some or all of the following: additional police based resources, psychology, psychiatry, mental health, child protection, probation, and others. At Stage 2, The Community TAT members work in collaboration with the Stage 1 School TAT to conduct the formal risk assessment and evaluation. Stage 2 may include the use of formal, structured, professional instruments, concepts, tests and measures by the appropriate Threat Assessment Unit.</p> | <p style="text-align: center;">Stage 3</p> <p>Multidisciplinary intervention is the formal meeting of the Stage 1 School TAT and Stage 2 community TAT members following a formal threat/risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.</p> |

Appendix C: Definitions

Worrisome Behaviours

The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, writing stories/journals that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat, unusual interest in fires, significant change in anti-social behavior, significant change in baseline behaviour. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. Worrisome behaviours should always be addressed in a timely manner

High Risk Behaviours

High risk behaviours express intent to do harm, to act out violently against someone or something. High risk behaviours include but are not limited to: interest in violent content, unusual interest in fire setting, escalation of physical aggression, significant change in anti-social behaviour, unusual interest in or possession of weapon/replica of a weapon, bomb threat, and Internet threat to kill or injure self or others, hate motivated violence targeting a particular student/group..

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

The School TAT may be activated by the school principal. When this occurs, the school principal will notify the school superintendent and the Superintendent of Safe Schools. The Community TAT may be activated by the superintendent as a result of the School TAT intervention plan.

Immediate threat

An immediate threat can include and is not limited to weapon possession that poses a serious threat to others, plan for serious assault, homicidal/suicidal behavior that threatens safety or fire setting resulting in harm. In the case of immediate threat, staff will CALL 911 and then contact the school administration or designate. The school will contact the school superintendent, who will contact the Director of Education, the Superintendent of Safe Schools, and the school board communications office. Consideration will be given to activating the school's lockdown plan.

Violence

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

Threat

A threat is any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, symbolic, drawn, posted on the Internet (MSN, Facebook, etc.) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

Community Threat Assessment Categorizations

Low level of concern – Risk to the target(s), students, staff and school safety appears minimal.

Medium level of concern – The threat could be carried out, although it may not appear realistic. Violent action is possible.

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

Durham Regional Police Service and Ontario Provincial Police Threat Assessment Unit
Categorization of Risk

“Low” categorization of risk does not imply “no risk”, but indicates *the individual* is at little risk for violence, and monitoring of the matter may be appropriate.

“Moderate” categorization of risk indicates *the individual* is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.

“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.

Appendix D: District School Boards Risk/Threat Assessment Notification

A copy of the following or similar letter will be sent to the parents/guardians of all students at the beginning of each school year, shared with Community Partners, and posted on the District School Boards' websites.

Date:

Dear Parents/Guardians:

The (APPROPRIATE DISTRICT SCHOOL BOARD) is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help students take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviours pose a potential threat to safety or serious harm, the (District School Board's) Community Threat Assessment Protocol (CTAP) helps principals take further steps to protect student well-being. The protocol helps schools respond quickly to threatening incidents such as:

- possession of a weapon or replica weapon
- bomb threat or plan
- verbal, written or electronic (Internet, text) threats to kill or injure oneself or others
- other threats of violence
- fire setting.

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

As always, student safety is our first priority. If you have any questions regarding the (District School Board) Community Threat Assessment Protocol, please contact the superintendent responsible for your child's or teen's school; (ADD NAME), the Superintendent of Safe Schools Board-wide, at (ADD NUMBER); or (ADD NAME), in the school board's Communications Office, at (ADD NUMBER).

Sincerely,

Director of Education

Appendix E: Community Threat Assessment Report Form (Data Collection and Immediate Risk Reducing Interventions)

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

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

Student: _____ School: _____

DOB: _____ Student Number: _____ Grade: _____

Age: _____ Parents Name: _____

Date of incident: _____

Three Primary Hypotheses in CTA:

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

- i) When possible, interview the Threat Maker(s) or Student of Concern **after** initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the “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 CTA interview to test those hypotheses.
- ii) There should **never** be more than two people in the room interviewing the Threat Maker or Student of Concern.
- iii) Remember to distinguish between **Assessing the Threat** versus **Assessing the Threat Maker**.

Step 1: School Administrators: make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist. CTA

- If necessary, appropriately monitor and/or detain the student(s) or concern until the police member of the team is present.
- Do not allow “students of interest” access to coats, backpacks, desks, or lockers.
- Determine if the threat maker has immediate access to the means (knife, gun, etc)
- If there is imminent danger call 911

Step 2: School Administrators: If appropriate, check the locker, backpack, desk, etc.

Step 3: Call the “trained” CTA police member or police services contact; share initial data and police will determine if a history of weapons possession, use or violence is noted in police accessible records.

Step 4: School Administrator will notify the District CTA team contact of the Stage 1 Team activation and the Safe School Superintendent or School Superintendent.

Step 5: Notify the Student’s Parent(s) or Guardian(s)

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

Principal or Vice-Principal and CTA Police member, in collaboration with the social worker will determine who will strategically interview sources of data including all participants directly and indirectly involved as “hard” data collection as outlined below.

Immediate Data may be obtained from multiple sources including:

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

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

- Call Child Protection Community Partner for record check relevant to the case at hand
- Call Mental Health Community Partner for record check relevant to the case at hand
- Call Youth Probation Community Partner for record check relevant to the case at hand
- Others

Upon receipt of the Stage I data, partner agencies check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage I data requires them to “disclose”.

Generally Stage II CTA Team designates will report that a record check has been completed and:

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

Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the subject. As a team, ask the question: “*To what extent does the subject pose a threat to school/student safety?*” “Does he/she pose a threat to himself/herself or someone outside the school (i.e. family)?” The Stage 1 Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage 2 Risk Evaluation.

□ **Low Level of Concern**

Risk to the target(s), students, staff, and school safety is minimal.

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

□ **Medium Level of Concern**

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

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the subject of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- There are moderate or lingering concerns about the subject’s potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual’s future risk.

□ **High Level of Concern**

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

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

Sources for the above categorizations represent the work of the FBI, Durham Regional Police Service, Ontario Provincial Police Assessment Unit and the Canadian Centre for Threat Assessment and Trauma Response.

Step 7: Decide on a Course of Action

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

□ **Low to Medium Level of Concern**

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

□ **Medium to High Level of Concern**

- The Threat Assessment Team has recommended that consideration be given to a Stage II Threat Assessment.
- *Contact will be made with the Superintendent of Safe Schools. If there is imminent danger, call the local police of jurisdiction or 911 (e.g., a gun is found).*

Step 8: Develop a Stage 1 Intervention Plan and determine if Stage 2 Risk

Evaluation and longer term treatment planning is required. Use the following Intervention Plan to address all concerns identified during a Stage I Risk/Threat Assessment.

Stage I Intervention Plan (attach additional pages as needed)

- Disciplinary action taken:
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ by: _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or Weekly check-in with (Title/Name):
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by:
- Late Arrival and/or Early Dismissal:
- Increased supervision in these settings:
- Modify daily schedule by:
- Behaviour Management/Safety Plan (attach a copy to this Threat Assessment) – increased supervision in these settings.
- Worker Safety Plan
- Intervention by Special Education Services support staff (Psychologist, Special Education Support Staff, Counsellor).
- Identify precipitating/aggravating circumstances and develop Intervention Plan.
- Drug and/or alcohol intervention with:
- Referral to Special Education Services to consider possible special education assessment
- If Special Education student, review IEP goals and placement options.
- Review community-based resources and interventions with parents/guardians.

- Obtain consent to share information with Community Partners such as counsellors and therapists.(see district release of information form)
- Case conference and review on _____ by _____.
- Other action:

Parents/Guardians (attach additional pages as needed)

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

Identify Community Threat Assessment Team members who will communicate Community Threat Assessment Team findings and recommendations to the parents/guardians/caregivers. Modify this Intervention plan regularly and modify it as appropriate.

Threat Assessment Team Members:

| | |
|---|-------------------------------------|
| Principal | Date: _____ Signature: _____ |
| Vice Principal | Date: _____ Signature: _____ |
| Student Success Teacher/Guidance | Date: _____ Signature: _____ |
| School Board Counselor/Social Worker | Date: _____ Signature: _____ |
| Special Education Resource Teacher | Date: _____ Signature: _____ |
| Other Board Staff | Date: _____ Signature: _____ |
| Agency, i.e., Police | Date: _____ Signature: _____ |
| Other | Date: _____ Signature: _____ |

Review Date: _____

Appendix F: Fleming College Signing Member

Fleming College supports and commits to:

- being a Community Partner as described in the Protocol.
- participation in Community Threat Assessment Teams as required for Stage 2 Multidisciplinary Risk Evaluations and Stage 3 Multidisciplinary Intervention.

If a student of concern is registered only at Fleming College, the Fleming College Threat Assessment Team (Fleming TAT) shall act as the School Threat Assessment Team (School TAT) as described in the Protocol. District School Board staff may be consulted or invited to attend.

If a student of concern is registered with a District School Board and is part of a combined program between Fleming College and the District School Boards, the school principal will be contacted. The school principal will initiate and host the School TAT. The Fleming College TAT will be consulted and invited to attend. In the event the District School Board does not initiate a School TAT meeting, then the Fleming TAT may decide to proceed with a TAT meeting. The Fleming College contact person and the Superintendent responsible for Safe Schools or designate shall get in touch with each other in such cases.

Signed:

Tony Tilly

Date September 30, 2011

President Fleming College

Appendix G Students with Special Needs and Community Threat Assessment

The multidisciplinary CTA protocol will not be activated when students with special needs engage in threat-making or aggressive behaviours that are typical to their "baseline". In other words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them then the CTA Team will not be called upon to conduct an assessment. For instance, some students diagnosed along the Autism Spectrum or Fetal Alcohol Spectrum may have histories of verbal threatening when they are frustrated and make statements such as "I'm going to take a knife and kill you" as part of their typical baseline behaviour. This would not result in the activation of the CTA Team. However, if the student with special needs moves beyond their typical baseline and for the first time is caught with a knife in their possession or threatened a target with a knife in their hand, then the CTA Team would be activated to assist in determining why the increase in baseline and do they pose a risk to self or others? Once the CTA Team is activated the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the student with special needs. Staff members from the school and district level responsible for program planning and service delivery to students with special needs will always be consultants to the CTA Team in these cases.

Good case management with students with special needs means that school officials should already know more about these students than others as program planning requires comprehensive assessment in the first place. This foundational knowledge about the student means that any significant shift in baseline that meets the criteria for the CTA protocol activation is easily identified: the purpose of the team would be to assist with determining why the increase and then contribute to the intervention planning.

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

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

Appendix H: Unauthored Threats: Assessment and Intervention

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

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

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

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

1. Assessing the Threat CTA teams should consider the following in determining the initial level of risk based on the current data (i.e. the language of the threat): Language of Commitment

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

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

- A. Handwriting analysis.
- B. Word usage (phrases and expressions that that may be unique to a particular person or group of people [street gang, club, sports team, etc.]).
- C. Spelling (errors or modifications unique to an individual or group). Contra-indicators: Some authors will switch gender and try to lead the reader to believe they are a boy (or girl) when they are not or pretend to be someone else as a setup. Some individuals who write unauthored "hit lists" embed their own names in the list of identified targets.

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

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



CONSENT TO SHARE PERSONAL INFORMATION

Student: _____

Age: _____ Date of Birth: _____ OEN: _____ Grade: _____
MONTH / DAY / YEAR

School: _____

Parent(s) _____ / _____ Guardian(s): _____

Address: _____

_____ City: _____ Postal Code: _____

Home Phone Number: _____ Work Phone Number: _____

I, _____, authorize Kawartha Pine Ridge District School Board staff:

LIST STAFF

| | | |
|--|--|--|
| | | |
| | | |
| | | |

to Disclose and/or Obtain Personal Information concerning: _____
PRINT NAME OF STUDENT

To / From: _____
PRINT NAME OF PERSON SHARING / RECEIVING INFORMATION, E.G., PHYSICIAN, AGENCY STAFF

Information to be shared: Specific: _____ All Information
E.G., EDUCATIONAL, PSYCHOLOGICAL, SOCIAL WORK, SLP, OSR REVIEW

I understand the purpose for sharing this Personal Information with the person noted above and that I can refuse to sign this consent form. This consent is valid for one year following the date of signature and may be withdrawn at any time by a written statement.

SIGNATURE OF PARENT / GUARDIAN _____
DATE

SIGNATURE OF STUDENT (IF REQUIRED) _____
DATE

This form was completed by:

NAME _____
TITLE

SIGNATURE _____
DATE

Information Collection Authorization: The personal information contained on this form is collected pursuant to the Board's responsibilities as set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. The information will be used in accordance with the Community Threat Assessment Protocol. The form will be handled with the strictest confidence, stored in the Ontario Student Record (OSR) and retained as per OSR guidelines. Questions pertaining to the collection of this information should be directed to the Principal of the school.

COPIES: 1. OSR 2. Parent (Upon Request)

**Appendix J:
District School Boards and Community Partners
Threat Assessment Protocol Signing Members**

The Kawartha Pine Ridge District School Board, Peterborough Victoria Northumberland and Clarington Catholic District School Board, and their Community Partners are committed to making schools safe for students, staff, volunteers and visitors.

Kawartha Pine Ridge District School Board
Peterborough Victoria Northumberland and Clarington Catholic District
School Board

Community Partners as of May 2012

| Community Partner |
|--|
| Peterborough |
| 18. Dalhousie Youth Services |
| 19. Four Counties Addiction Services (FourCAST) |
| 20. John Howard Society Peterborough |
| 21. Kawartha-Haliburton Children's Aid Society |
| 22. Kinark |
| 23. Nijikiwendidaa Anishnaabekwewag Services Circle |
| 24. Peterborough County/City Emergency Medical Services |
| 25. Peterborough Fire and Rescue |
| 26. Peterborough Lakefield Community Police Service |
| 27. OPP Peterborough |
| 28. Peterborough Regional Health Centre |
| 29. Peterborough Youth Services |
| 30. Probation Services - Peterborough |
| 31. Township of Otonabee-South Monaghan Department of Fire and Emergency Services |
| 32. Services Coordination for Children and Youth |
| 33. Sir Sandford Fleming College |
| 34. Y.E.S. – Youth Emergency Shelter |
| Clarington |
| 14. Clarington Emergency and Fire Services |
| 15. Durham Regional Police Service |
| 16. Durham CAS |
| 17. Durham Family Court Clinic |
| 18. Boys & Girls Club of Durham (formerly Eastview) |
| 19. Enterphase Child and Family Services |
| 20. Kinark -Durham |
| 21. Frontenac Youth Services |
| 22. Lakeridge Health |
| 23. John Howard Society Durham |
| 24. Murray McKinnon Foundation |
| 25. Probation Services Durham MCYS |
| 26. Resources for Exceptional Children and Youth/ Coordination Services for Children and Youth |
| Northumberland |
| 13. Campbellford Memorial Hospital |
| 14. Highland Shores Children's Aid Society |
| 15. Cobourg Police Service |
| 16. Cobourg Fire Department |
| 17. Kinark |
| 18. Northumberland Hills Hospital |
| 19. Cornerstone Family Violence Prevention Centre |

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|---|
| 20. OPP Northumberland |
| 21. OPP Quinte West |
| 22. Port Hope Police Service |
| 23. Probation Services Durham MCYS |
| 24. Service Coordination for Children and Youth |

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| |
| City of Kawartha Lakes |
| 11. Chimo Youth and Family Services |
| 12. CMHA Kawartha Lakes Branch |
| 13. Community Living Kawartha Lakes |
| 14. City of Kawartha Lakes Fire and Rescue Service |
| 15. City of Kawartha Lakes Police Service |
| 16. John Howard Society, City of Kawartha Lakes |
| 17. Kawartha Haliburton Children's Aid Society |
| 18. OPP City of Kawartha Lakes |
| 19. Probation Services – MCYS City of Kawartha Lakes |
| 20. Ross Memorial Hospital |