



Limestone District School Board

A Community Threat Assessment Protocol

A Collaborative Response to Student Threat
Making Behaviours

March 2026

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

A Community Threat Assessment Protocol

A Collaborative Community Response to Student Threat Making Behaviours

The 2026 edition builds on the protocol developed by the Limestone District School Board and Community Partners in 2008.

The 2026 Community Threat Assessment Protocol re-enforces the commitment by the Boards of Education and Community Partners to provide safe learning environments for all children and youth.

The protocol reflects the work of J. Kevin Cameron, Executive Director, Center for Trauma Informed Practices for Threat Assessment and Trauma Response.

Limestone District School Board

The Limestone District School Board is situated on the traditional territories of the Anishinaabek and Haudenosaunee.

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LDSB's Intention, Mission, Vision and Values

Our Intention:

To make a positive difference in the lives of every student, in every classroom, in every school.

Our Mission:

To make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

Our Vision:

For all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

Our Values:

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all students at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

Adaptability
Community
Creativity
Empathy
Equity
Integrity
Respect

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Overall Rationale

The Limestone District School Board and Community Partners are committed to making our schools safe for students and staff.

As a result, all protocol partners will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community. It is hoped that support for early intervention measures by the school board and community partners will prevent school violence.

The effective continuing implementation of the protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students at risk for violence towards self-and/or others will ensure that risk management plans and student support plans are put in place.

The strength of this school board/community partnership lies in the cross-sector multi-disciplinary composition of the community threat assessment team. Without delay, the team will share and review student information and the details of the event to collaborate using a broad range of expertise.

This collaborative process will conjointly respect the individual's rights to privacy and the safety of all.

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Protocol Partners

The Limestone District School Board is the lead partner in the Community Threat Assessment Protocol.

Community members include the following agencies and organizations:

- *Boys and Girls Club of Kingston and Area CFB Kingston Military Family Resource Centre*
- *CFB Kingston Military Police*
- *Children's Aid Society of the City of Kingston and County of Frontenac*
- *City of Kingston*
- *County of Lennox and Addington EMS*
- *County of Lennox and Addington Crown Attorney's Office Family Court Clinic*
- *Frontenac County Crown Attorney's Office Frontenac Paramedic Services*
- *Frontenac County Fire and Rescue/Kingston Fire and Rescue/Loyalist Fire and Rescue Greater Napanee Fire Department/South Frontenac Fire and Rescue*
- *Hotel Dieu Hospital / Kingston General Hospital - Department of Child and Adolescent Psychiatry - Dr. Margaret Joynt*
- *Kingston Police*
- *K3C Community Counselling Centres Lennox & Addington Family and Children's Services*
- *Lennox & Addington Addictions and Community Mental Health Services Ministry of Child and Youth Services - Youth Justice Services Division Ontario Provincial Police - Frontenac Detachment*
- *Ontario Provincial Police - Napanee Detachment Pathways for Children and Youth*
- *St. Lawrence Youth Association Tyendinaga Mohawk Territory*
- *Victim Services of Kingston and Frontenac Youth Diversion Program*
- *Algonquin Lakeshore Catholic District School Board, Hastings Prince Edward District School Board and Conseil des Eco/es Publiques de l'Est de Ontario are co-terminus partners.*

Additional community partners will be engaged as broader community training occurs, and the protocol expands to more comprehensively address the need for collaborative crisis and trauma response in schools.

The 2011 Community Threat Assessment Protocol includes key elements of the Traumatic Events Response (TER) Guideline. This TER Guideline supports the work achieved by our Community Partners to assist in dealing with the complex issues of long-term effects and recovery from trauma.

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Vision

All partners are accountable to the protocol's purpose and have a shared obligation to actively take steps to prevent traumatic events in schools.

The partners agree to work together for the common goal of threat reduction and school and community safety by pro-actively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

The goal is to remove, or reduce as far as possible, any threats to the safety of students, parents, school staff, other persons, the school or other buildings or property that arise from any actions of physical or verbal behaviour engaged in by students or their peers on school property or elsewhere.

The program is designed to ensure that appropriate community partners communicate student information to school personnel who may then activate immediate risk reduction, a systematic risk/threat evaluation process, and the development of a risk management and student support plan.

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

- Building working relationships based on mutual respect and trust
- 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 a service plan
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient, trusting and working together we can help children and youth become happy, healthy, active, involved, and caring members of the community

As part of the program design, school board and agency representatives will commit to ongoing participation, staff development, and program review.

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Activation of the Community Threat Assessment Team

Whenever possible, Community Threat Assessment Team (TAT) meetings will occur on school premises. In most cases, the lead partner will be the school board/school administration. The student behaviour that activates the community protocol will have been observed in or will potentially affect the safety of the school.

To ensure the timely activation of a Community TAT, lead contact(s) will be identified by each partner, each school year.

The School Administrator will consult with the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services to determine whether to proceed with a Community TAT. When a decision is made to organize a Community TAT, a LDSB Behaviour Action Team (BAT) member will be assigned by the Senior Administrator of Educational Services and will assist in the implementation of the Community TAT. The School Administrator, in consultation with the BAT member will contact lead representatives of agencies relevant to the specific threat situation.

When a community partner determines the need to activate the Community TAT the partner will contact the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services.

All protocol partners will, at all times, take any action seen as necessary to ensure immediate risk reduction, without delay, regardless of the involvement or availability of other community partners.

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Activation of a Community Threat Assessment Team: School and/or Protocol Partner Initiated

Stage One

The School Administrative/Police Team will:

- take immediate action to reduce the risk.
- consult with the LDSB Supervisor of Safe Schools or the Senior Administrator of Educational Services
- collect data to ensure facts are known and understood.

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 textbooks/assignment binders, cars, etc.
- check/search or question parents/caregivers about the student(s) bedroom etc.
- activities: internet history, diaries, notebooks

Stage Two

When it has been determined that a Community TAT will be convened, the School Administrator, in consultation with the BAT member will:

- determine the appropriate community partners and contact the agencies' lead staff;
- in a timely manner, determine the date, time and location of Community TAT;
- collect data and use the Community TAT report form format
- evaluate level of risk to the safety of students, staff, community;
- make recommendations that support risk reduction and student support.

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All CTAP members will share pertinent information, review all data, including data obtained from other sources, e.g. students and the parent/guardians.

Stage Three

As a result of the School Board and Community Partner evaluation of risk, the School Board and Partners will develop a risk management plan. The risk management plan will be developed collaboratively by school personnel and community partners (Responsibility for the implementation of the risk management plan will be assigned by the CTAP team.)

When it is determined by CTAP that the student requires psychiatric assessment, a referral will be made using the Hotel Dieu/Kingston General Hospital Risk Assessment Protocol

A follow-up meeting date will be determined by the partners to assess the implementation and effectiveness of the risk management/student support plan.

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Activation of an In-School Threat Assessment Team: A School Principal's Guide

An In **School Threat Assessment** meeting will be chaired by the school principal/designate and conducted to determine whether a student's **worrisome behaviours** pose a risk to the safety of the student and/or others and /or whether the behaviours are a precursor to more high-risk behaviours.

The In School Threat Assessment will also provide the information necessary to plan for a school-based response to a student's worrisome behaviours.

The In School Threat Assessment meeting should be held as soon as the concern(s) have come to the principal's attention.

An In **School TA Team** will be made up of members of the Administrative Team, appropriate special education teachers, support staff, Students Services and guidance personnel, appropriate classroom teachers and Educational Assistants. The staff assigned to the school through Educational Services, i.e. Student Support Counsellor, Clinical Consultant and/or School Attendance Counsellor may be invited.

In most cases community partners would not be invited to attend. However, in the case where an open file exists with the child protection agency and/or the mental health agency discussion should occur with them regarding their involvement. Police Officers may be invited and will attend based on their availability.

Worrisome Behaviours:

The following worrisome behaviours will be discussed and evaluated by calling together an In-school Threat Assessment Team.

Worrisome behaviours include but are not limited to violent content in:

- Writing stories/journals/Internet messages
- Drawings and pictures
- Vague threatening statements Unusual interest in fire
- Significant change in anti-social behaviours (change in baseline)

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Support, Consultation, and Training

Prior to organizing an In-School TA, the principal/designate may wish to consult with the Senior Administrator of Educational Services. In the case where a principal wishes the BTeam attendance at the In-School TA, a BTeam member will be assigned by the Senior Administrator.

The In-School TA may result in a recommendation for a Community Threat Assessment. In these cases, the consultation and referral process for a Community Threat Assessment will be followed.

Connecting the Dots: The In School Threat/Risk Assessment Process will consider the following:

- Data Collection: Current and Historical Data
- OSR
- Assessments
- Behaviour/Safety Plan
- Teacher Interview
- Educational Services Staff Interview
- Former School Administrator Interview
- Former School Board Interview
- Parent Interview
- Gather facts explaining the incident
- Identify baseline behaviours
- Document the intensity and frequency of the behaviours, have they changed/identify change in baseline behaviours
- Identify who voiced the concern and why. Is there a victim? Why is the impact on the victim?
- Determine how the student age and developmental/cognitive ability, mental health diagnosis impact on the behaviours of concern and level of risk
- Discuss special education/mental health needs of the student, how diagnosis may impact on level of risk/threat and whether the student is receiving appropriate special edition services/supports
- Identify stressors in the family and how they may have impacted student behaviour
- Identify where/when the behaviour is most evident. Who is the behaviour directed at?
- Identify the student's interests and how they may impact on level of risk to self and others (i.e., violent content video games, internet searches of violent content, interest in weapons/replicas, and fire setting)
- Describe peer group behaviours and interests and how they impact on student

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- Determine current drug and alcohol involvement
- Determine if the student has set fires. What has been the response to the fire setting behaviours?
- Determine what medical and mental health practitioners are involved with the student/family

Documentation

Documenting recommendations coming out of the In School TA meeting that support the student is advised. Documentation will provide important student information for future administrators, teachers and support staff. Sharing the recommendations of the In-School Threat Assessment with the parent/guardian/student will be facilitated by the school principal/designate.

Student Support Planning Factors to Consider

- Classroom accommodation(s)
- Referral to appropriate Educational Services support staff (i.e., student support counsellor, school attendance counsellor, clinical consultant, and the behaviour action team)
- Enhanced supervision
- Development of a Behaviour/Safety Plan
- Referral to mental health agency/practitioner
- In school counselling support (e.g., SSC, ACW, Student Support Teacher, Guidance and Student Success Teachers)
- Request for LDSB/Community TA – consult with Supervisor of Safe Schools or Senior Administrator of Educational Services
- Communication with parent(s)/guardian(s) – record date of meeting and role the parent will plan in the implementation of the student support plan.

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Key Approaches in Violence/Threat/Risk Assessment

1. Sharing of Relevant Information

The sharing of information is carried out, by all partners, on a proactive basis to avert or minimize imminent danger that affects the health and safety of any person.

2. Investigative Mind-Set

This is central to the successful application of the risk/threat assessment process. Threat assessment requires thoughtful probing, viewing information with healthy skepticism, and paying attention to key points about pre-attack behaviours. Components of an investigative mind-set include:

- open probing questions
- healthy skepticism
- attention to pre-attack behaviours
- verification of facts, actions corroborated
- common sense
- ensuring that information makes sense

When determining if a threat maker actually poses a risk to the person/target, consideration should be given to the following:

- Is the threat plausible?
- Is the threat an emotionally charged threat?
- What are the precipitating factors?

3. Unauthored Threats: Duty 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

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ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

- assess the unauthored threat
- attempt to identify the threat maker
- avoid or minimize the crises/trauma response

Violence Threat Assessment 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

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

Identify the Threat Maker

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

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

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Some individuals who write unauthored "hit lists" embed their 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 analyzing 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 threat.

4. Building Capacity

Violence Threat Risk Assessment Training (VTR-A) will be provided on an ongoing basis. Training could include Level One (two days), Level Two (two days), or VTR-A introduction (three hours) and CTAP development and implementation training (one day).

5. Program Review

The Community Threat Assessment Protocol will be reviewed regularly.

6. Traumatic Events System Model (TES)

The TES model assists multi-disciplinary teams in understanding the aftermath of violence and in guiding interventions toward the recovery from trauma.

Consent and Information Sharing

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, consent should be obtained. The individual should know what he/she is consenting to, and understand 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.

Key supportive points regarding information sharing for the purpose of a cross-sector/multi-disciplinary community threat assessment.

- 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).
- The Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice 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.

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- 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 is able to access 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.

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Communications

Safe schools are schools that promote open communication in a culture of information sharing and reporting of concerns. Throughout the entire school community, School Administrators, Teachers, Support Staff, Students and Parents must have the support to openly voice concern about school safety.

Media

The School Board and community partners involved in the evaluation of risk may decide to develop a joint press release. In all other cases, the School Board would take a lead role in managing media relations.

Parent/Guardian/Staff/Student

Communication between parents, staff, and students will be facilitated by the school-based administration. LDSB Senior Staff members who are responsible for school supervision will consult with the Supervisor of Safe Schools to determine the school and parent communication plan. Each school year, the School Board will share the *Risk/Threat Assessment Parent/Guardian Notification and Fair Notice* information memorandum with parents/guardians.

Intra-agency/School Board

Internal school board and agency communication regarding the protocol will be the responsibility of each party to the protocol. A School Board/Agency Advisory Committee and a Frontline Protocol Partners Meeting will meet regularly to review risk and threat assessment practices, organize training, and recommend protocol revisions.

Documentation

Each protocol partner will be responsible for documenting and storing information as required by the agency or by law. Sharing the results of the risk/threat assessment process with parents/guardians and students will be the responsibility of the school board in consultation with appropriate protocol partners.

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Appendices

Appendix A: Guidelines for Responding to Student Threat Making Behaviour: A Collaborative Response

Appendix B: Responding to Traumatic Events: A LDSB Staff Guide

Appendix C: Responding to Suicidal Risk in Students: A LDSB Staff Guide

Appendix D: Hotel Dieu/Kingston General Hospital Risk Assessment Protocol: A Communication Care Pathway

Appendix E: Risk/Threat Assessment Report Form

Appendix G: Risk/Threat Assessment Parent/Guardian Notification and Fair Notice

Appendix H: Definitions

Appendix I: Traumatic Events Response Checklist of Tasks Model

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Guidelines for Responding to Student Threat Making Behaviour: A Collaborative Response

Community Threat Assessment Protocol Partners - including school administrators, staff, caregivers, students, and community partners – should promptly report any behaviours that may pose a risk or threat to others directly to the school administrator.

Types of Behaviours

Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 9-1-1
Including, but not limited to: • Drawings and pictures • Stories and journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour	Including, but not limited to: • Possession of weapons/replica • Bomb threat plan • Verbal/written threat to kill/injure • Using technology to threaten others or damage property • Promotion of hate towards a specific group • Threat of serious violence with intent to harm/kill • Fire setting • Ongoing bullying and/or harassment • Sexual intimidation/assault	Including, but not limited to: • Weapon in possession that poses threat to the safety of others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting resulting in harm



School Administrator Informed

School administrator or community partner will consult with **Associate Superintendent of Safe and Caring Schools** or the **Educational Services and Safe Schools Lead** to determine next steps.



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Assessment of Risk to Others (ARTO) Screening – When a potential rest or threat is identified, contact the Educational Services and Safe Schools Lead to initiate the Assessment of Risk to Others (ARTO) screening process.

Stage One VTRA (Assessment of Risk Micro-Assessment) – If the Violent Threat Risk Assessment Protocol is activated, Safe Schools Team members will be assigned to support the assessment process. The Safe Schools Team works with In-School Teams to gather information and assess the level of risk. Following the assessment, an intervention plan will be created to address concerns and maintain safety for individuals involved.

Community VTRA (Assessment of Risk to Others Macro-Assessment) – When the treat is deemed plausible, with evidence of increase in baseline and attack-related behaviours, the team – Safe Schools Team, In-School Team and community partners – will engage in a comprehensive assessment to evaluate the overall level of risk. Following the assessment, an intervention plan is created to address concerns and maintain safety for individuals involved.

Violent Threat Risk Assessment (VTRA) and **Traumatic Event Systems (TES)** are interconnected, trauma-informed, and equity-inclusive models.

Individuals who are displaying suicidal ideation may pose a risk to themselves.

Refer to the [LDSB Suicide Response Protocol](#)

Appendix B: Responding to Traumatic Events: A LDSB Staff Guide

Crisis		Trauma
• Usually expected • Able to contain within the school • School has adequate resources to respond • May need some additional support • Death, terminal illness, violence		• Unexpected • Effects reach beyond school to community • School requires additional support to respond to magnitude of situation • Extreme violence, major accidents, natural disasters, abduction, suicide, lockdown • Threat Assessment Protocol – Immediate treat situation
↓ PRINCIPAL INFORMED In case of emergency, call 9-1-1. Take directions from emergency response or appropriate authorities.		
↓	↓	↓
Crisis	Crisis/Trauma	Trauma
In School Response Team (ISRT)	Direct Response Team	Community Response Team (CRT)
School Principal consults with ISRT to develop plan of action: • Confirm details • Contact area School Supervisor • Establish needs, priorities • Consult Educational Services Senior Administrator • Follow checklist in guideline	School Principal consults with ISRT and District Team to develop plan of action: • Confirm details • Contact area School Supervisor • Consult Educational Services Senior Administrator • Establish needs, priorities • Follow checklist in guideline	School Principal consults with area School Supervisor and Educational Services Safe Schools Lead to implement Community Response Team and develop plan of action: • Confirm details • Refer to media to Director's Office/Communications • Follow checklist in guideline

In-School Response Team (ISRT): Principal, Vice-Principal, AVP, ACW, SST, LPS, Guidance Staff, appropriate classroom teacher

District Response Team: Principal, Vice-Principal, AVP, area School Supervisor, Ed. Services Administration and staff

Community Response Team: Police, EAP, Pathways, CAS, Emergency Services (Paramedics, Fire and Rescue), HDH/KGH, Victim Services, and/or other relevant services.

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Appendix C: Responding to Suicidal Risks in Students: A Staff Guide

Please DO the following:	
• Remain clam • Take the situation seriously • Use language that supports disclosure • Reinforce the need to involve others who can help • Seek support from supervisor	• Ensure the student is accompanied to the hospital by an adult • If escort is not parent/guardian, ensure parent/guardian is informed that student has gone to the hospital • Document the event • Ensure student is with an adult at all times

When contacting Educational Services, talk to personnel directly, do not leave a voicemail message. **Contact Educational Services on the Crisis Line at 613-542-4371.**

Steps to Take

Attempt: A student makes an attempt at school or returns to school having made an attempt:

- Call 9-1-1
- Notify principal/designate
- Contact parent/guardian
- Accompany ambulance and/or police to the hospital when the parent/guardian is unavailable or unable to attend in a timely fashion

Disclosure: A student discloses suicidal thoughts

- Refer to Hotel Dieu, Kingston General Hospital/LDSB At-Risk Student Assessment and Care Pathway (see Appendix C)
- Notify principal/supervisor
- Contact parent/guardian
- Contact Educational Services Crisis Line 613-542-4371
- When indicated accompany the ambulance/police to the hospital when the parent/guardian is unavailable or unable to attend in a timely fashion

Concern: A student's behaviour suggests possible suicidal risk or concern is expressed for a student's safety

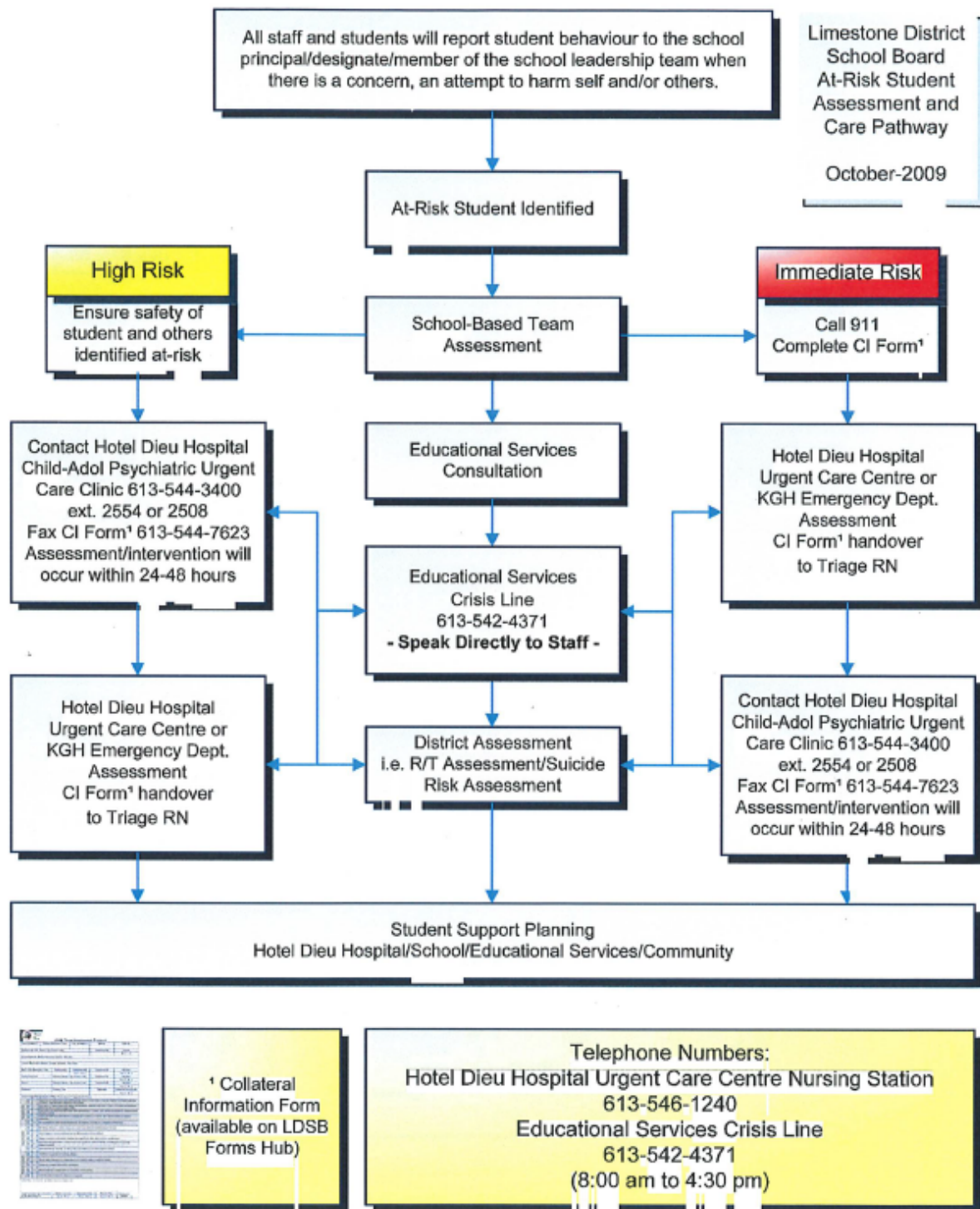
- Contact the student and assess the situation
- Consult with principal/supervisor
- Contact parent/guardian to discuss concern and develop a plan for support
- When required, consult with Educational Services Administration or school assigned Educational Services staff

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Appendix E: Sharing of Information

Green Light, Yellow Light, Red Light

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances: • Written consent (see P.8, regarding YCJA exclusion) • To avert or minimize immediate danger to the health and safety of any person • To report a child who might need protection under the Child and Family Services Act (See LDSB Duty to Report Protocol) • By order of the Court • To facilitate the rehabilitation of a young person under the Youth Criminal Justice Act (See P. 8, regarding YCJA) • To ensure the safety of students and/or staff under the YCJA (see P. 8, regarding YCJA) • To cooperate with a police and/or a child protection investigation	In any of the following circumstances obtain more information an/or get advice from a supervisor or Board lawyer: • Consent is not provided or is refused but where there may be a health or safety issue for any individuals or group(s) • To report criminal activity to the police • To share YCJA records • Where there is a demand or request for a legal proceeding • When a professional code of ethics may limit disclosure	Information can NEVER be shared under any of the following circumstances: • There is 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 overriding health/safety concerns

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Violence Risk/Threat Assessment (VTRA) Report

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?

Student:		School:	
DOB:	Student Number:	Grade:	Age:
Parents Name:		Date of Incident:	
Diagnosis:		Medication	
Preferred Pronouns:		Medication:	
Self-Identification (Indigenous, POC, etc.):			
Does the student want this information reflected in ASPEN?			
☐ Yes ☐ No			

Step 1: Make sure all students are safe

- Appropriately monitor and/or detain the student(s) of concern
- If there is imminent danger, call police/9-1-1
- Do not allow access to coats, backpacks, or lockers
- Determine if the threat maker has immediate access to the means (e.g., knife, gun, etc.)

Step 2: School Administrators

- If appropriate (e.g., if a weapon is involved), check the locker, backpack, desk, etc.

Step 3: Gather Data

- Interview all participants directly and indirectly involved including reporter(s), target(s), and witnesses, sources of data may be obtained from multiple sources including former administration/support staff, teachers, and other school staff, Educational Services staff,

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students, target(s), threat maker(s), parents/caregivers, friends, classmates, acquaintances, and others

Additional Sources of Information	Completed By
Search student(s) locker, belongings, car	
Search student(s) bedroom, etc.	
OSR Review – review assessments	
Review Student Safety Plans	
Review current and previous discipline records	
Connect with community agencies (e.g., FACSFLA, Maltby, Police, etc.)	
Investigate recent activity (internet history, writing, drawings, etc.)	
Parent interview	

Step 4: Notify the student's parents/guardians

- ☐ Parents/guardians have been notified of the situation and this assessment
- ☐ Parents/guardians have NOT been notified

Step 5: Initiate a Risk/Threat Assessment

The following warning signs are offered to guide the risk/threat assessment process. The purpose of this process is to determine whether a student poses a risk/threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Documents and discuss all warning signs that apply.

Stage 1

Series I Questions (The Incident)	Notes:
Details of the Incident:	
Where did the incident happen and when?	
How did it come to the reporter's attention? What was the specific language of the threat, detail of the weapon	

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brandished, or gesture made?	
Was there stated: • Justification of 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 (“Unless you take that Facebook post down, I will stick my knife in your throat”)	
Who was present and under what circumstances did the incident occur?	
What was the motivation or perceived cause of the incident?	
What was the response of the target (if present) at the time of the incident? Did they add to or detract from the Justification Process?	
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?	
History of behaviour patterns (personal and familial) Points to consider: • Student’s age, developmental/cognitive ability, mental health impact on behaviour • Discuss special education/mental health needs of the student. Review IEP. • Previous involvement with community agencies • Determine community agencies currently involved	

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Series II Questions (Attack-Related Behaviours)	Notes
Has the student (threat maker) sought out information consistent with their threat making or threat-related behaviour?	
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
Has the student (threat maker) attempted to gain access to weapons, or do they have access to the weapons they have threatened to use?	
Has the student (threat maker) developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps, and floor plans?)	
Has the student (threat maker) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in-schools or elsewhere?	
Has the student (threat maker) engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e., lighting fire to cardboard tubes cut and taped together to look like a pipe bomb, etc.)?	
Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen"?	
Plausibly, Baseline, Attack Related Behaviour	

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Is this a change in baseline behaviour? If so, how significant (frequency, intensity, and recency)	
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Community VTRA

Series III Questions (Empty Vessel)	Notes:
Does the student of concern (threat maker) have a healthy relationship with a mature adult?	
Does the student have inordinate knowledge vs. general knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?	
How have they responded to prior violent incidents (local, national, etc.)?	
What type of violent games, movies, books, music, and internet searches does the student (threat maker) fill themselves with?	
Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators)	
What related themes are present in their writings, drawings, etc.? Is there evidence of fluidity and/or religiosity?	

Series IV Questions (The Individual of Concern)	Notes:
Does the student (threat maker) appear to be more: Traditionally Predominately Behaviour Type	

• Traditionally Predominately Cognitive Type • Mixed Type • Non-Traditional	
Does the student (threat maker) have a history of violence or threats of violence? If yes, what is their past: • History of Human Target Selection • History of Site Selection • Frequency of Violence or Threats • Intensity of Violence or Threats • Recency	
In the case at hand, what is his/her current: • Human target selection • Site selection • Does it denote a significant increase in baseline behaviour?	
Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity in his/her writings, drawings, or verbalizations?	
Does the student (threat maker) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?	
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?	

Series V Questions (The Target)	Notes:
Remember that in some cases the target is at a higher risk for violence than the threat maker with the most common case being where the threat maker is the	

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victim of bully, and the target is the bully.	
Does the target have a history of violence or threats of violence? If yes, what is their history?	
If yes, what is the frequency, intensity, and recency of violence?	
What has been their past human target selection?	
Is there evidence the target has instigated the current situation?	

Series VI Questions (Peer Dynamics)	Notes
Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
Who is in the student's (threat maker) peer structure and where does that threat maker (threat maker) fit (i.e., leader, co-leader, or follower)?	
Is there a difference between the threat maker's individual baseline and their peer group's baseline behaviour?	
Who is in the target's peer structure and where does the target fit (i.e., leader, co-leader, or follower)?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	

Series VII Questions (Family Dynamics)	Notes:
How many homes does the student (threat maker) reside in (shared custody,	

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goes back and forth from parent to grandparents' home)	
Is the student (threat maker) connected to a healthy/mature adult in the home?	
Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home that may be influencing level of risk?	
Who seems to be in charge of the family and how often are they around?	
Has the student (threat maker) 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, recency?	
What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution of violence at home?	
Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children and others?	
Does the student's level of risk (at home, school, or in the community) cycle according to who is in the home (i.e., the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
Does the student (threat maker) have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.?	
Has the student (threat maker) been diagnosed with a DSM V diagnosis?	

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Is there a history of mental health disorders in the family?	
Is there a history of drug or alcohol abuse in the family?	

Series VIII Questions (Contextual Factors)	Notes:
Has the student (threat maker) experienced a recent loss, such as death of a family member or friend; a recent break up, rejection by a peer or peer group, been cut from a sports team, received a rejection notice from a college, university, military, etc.?	
Have his/her parents/guardians just divorced or separated?	
Is he/she victim of child abuse and has the abuse been dormant but resurfaced at this time?	
Is he/she been initiated into a gang and is it voluntary or forced recruitment?	
Has he/she recently had an argument of “fight” with a parent/caregiver or someone else close to them?	
Has he/she recently been charged with an offence or suspended or expelled from school?	
Has he/she recently been terminated from a job or suspended from work?	
Has he/she recently been issued or served with a trespassing notice, no contact order, restraining order, etc.?	
Is the place where he/she has been suspended to likely increase or decrease his/her level of risk?	

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Step 6: Review Findings with the Threat Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: “To what extent does the student pose a threat to school/student safety?” “Do they pose a threat to themselves or someone outside the school (i.e., family)?”

☐ **Low Level of Concern**

Risk to the target(s), student, 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 little risk for violence.
- Information contained within the threat is inconsistent, implausible, or lacks detail, threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the student in question.
- Monitoring of the matter may be appropriate.

☐ **Medium Level of Concern**

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

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (i.e., weapon seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be specific statement seeking to convey that the threat is not empty “I’m serious!”.
- Moderate or lingering concerns about the student’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.

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

Date of Meeting:

Threat Assessment Team Members	Team Members
Principal	
Vice-Principal	
Family and Children's Services	
Maltby Centre	
Police	
SSC/ACW	
Youth Diversion	
Safe School Team	
Others	

Review Date:

Threat/Risk Assessment Notification and Process

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

The Community Violence Threat Risk Assessment Process is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved.

- A Threat/Risk Assessment will be initiated by the school administration or community partners when behaviours have been identified by staff or students that pose a potential risk to self-and/or others. See: Responding to Student Threat Making Behaviour: A Protocol Partner Guide. Behaviour includes but are not limited to possession of weapon/replica, bomb threat/plan, verbal or written threat to kill or injure, internet website threats to kill or injure self/others, setting fires, and threats of violence.
- Each school has a Threat/Risk Assessment Team which is multi-disciplinary. The team will include school administration and school-based counselors, board support staff and community protocol partners (i.e., LDSB Behaviour Action Team, Police, and children's mental health practitioners). See: A Community Violence Threat Risk Assessment Protocol.
- An assessment will be completed to:
 - Ensure a full understanding of the context and the level of the threat/risk.
 - Better understand the factors that contribute to the student of concern's behaviours.
 - Plan for a supportive response for all those involved.
- It is important for all parties to support the Violence Threat Risk Assessment Process. However, if for some reason there is a reluctance to participate in the process, by the student of concern or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.
- Information shared throughout the threat/risk assessment process will respect the individual's rights to privacy and the safety of all.
- An Intervention Plan will be developed and shared with parents/guardians, staff, and students as required.

The model presented reflects the thinking and work of J. Kevin Cameron, Executive Director of the North American Centre for Threat Assessment and Trauma Response Inc.

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Appendix H: Definitions

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

Immediate Threat: In the case of immediate threat CALL 911 and then contact the school administration/designate. The school will contact the School Supervisor who will contact the Director and the Supervisor of Safe Schools who will then activate the Board/Community TAT/Response Team.

In-School Threat Assessment Team: A team of school- based professionals (e.g. principals, vice principals, ACW/school assigned Educational Services Staff) trained to assess a threat by a student or a group of students. Consultation with the Supervisor of Safe Schools or the Senior Administrator of Educational Services may occur.

Community Threat Assessment Team: School Board and Community Partners will come together to evaluate the risk a student poses to self/others and will develop a cross-sector risk management plan to ensure school safety and student support.

Risk Assessment: Stage one in the process that ensures immediate risk reduction and data collection.

Threat Assessment: The cross sector multi-disciplinary process of determining if a threat maker (someone who utters, writes, emails etc. a threat to kill or injure a target or targets) actually poses a risk to the target(s) they have threatened.

Worrisome Behaviour: Defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. Wonisome behaviours include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat.

Appendix I: Traumatic Events Checklist of Tasks Model

Checklist	Tasks	Person Responsible
In case of emergency or immediate threat	• Call 911- Contact First Responders (police, fire, ambulance). • Activate lockdown, hold and secure or shelter in place procedure if needed. • Initiate emergency response plan. • Activate First Aid team if needed.	
Confirm incident details	• Confirm and clarify facts, refer to the Critical Information form, Appendix A document: ○ Preserve evidence, do not disturb or move items if possible. • Establish contact with family if appropriate.	
Contact area School Supervisor/Director	• Discuss situation, next steps.	
Consult Educational Services Senior Administrator	• Determine need for District and/or Community Response Team.	
Activate In School Response Team	• Establish needs, priorities, plan of action. • Consult authorities (police) if appropriate and take direction where necessary. • Continual review with JSR Team. • Document donations, kind gestures for follow-up thank you.	
Inform staff	• Emergency staff meeting to provide facts and prepare for day. • Plan for end of day debriefing with staff.	

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	• Use phone tree if incident occurs outside of school hours.	
Identify at-risk individuals (staff and students)	• Consider individuals with recent personal life circumstances who may be high risk.	
Inform students	• Identify students who may be directly impacted and speak with them individually. • Inform student body in a personal manner, i.e., class by class, not PA system or assembly.	
Communication	• Refer media to Director's Office/Communications • Prepare script for office staff to use with community • Coordinate with communications team for board-wide message • Ensure attendance/auto call does not occur for student(s) involved. • Contact other schools who may be impacted • Prepare letter to parent community (refer to Appendices) • Consult board policy as to flag requirements • Notification to absent staff and students, and staff on leave	
Review upcoming events	• Determine if any upcoming events or extra-curricular activities may need to be postponed or cancelled	

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Personal belongings	• Gather together, in a timely manner, after school when building is empty • Pull OSR, print final transcript, if appropriate • Enter death information of student or parent if appropriate	
Check faith, non-faith, and Ethno-Culture Guidelines with Human Rights Education Advisor	• Obtain information pertinent to ethno-cultural faith and non-faith groups or other marginalized minority community groups	
Keep area school supervisor informed	• Review actions, steps taken • Provide details necessary	



Grief Rights for Children and Teens

Someone you love has died. You are probably having many hurtful and scary thoughts and feelings right now. Together those thoughts and feelings are called grief, which is a normal (though really difficult) thing everyone goes through after someone they love has died. The following ten rights will help you understand your grief and eventually feel better about life again. Use the ideas that make sense to you. Post this list on your bedroom door or wall. Re-reading it often will help you stay on track as you move toward healing from your loss. You might also ask the grown-ups in your life to read this list so they will remember to help you in the best way they can.

1. I have the right to have my own unique feelings about the death.

I may feel mad, sad or lonely. I may feel scared or relieved. I may feel numb or sometimes not anything at all. No one will feel exactly like I do.

2. I have the right to talk about my grief whenever I feel like talking.

When I need to talk, I will find someone who will listen to me and love me. When I don't want to talk about it, that's okay, too.

3. I have the right to show my feelings of grief in my own way.

When they are hurting, some kids like to play so they'll feel better for a while. I can play or laugh, too. I might also get mad and scream. This does not mean I am bad, it just means I have scary feelings that I need help with.

4. I have the right to need other people to help me with my grief, especially grown-ups who care about me.

Mostly I need them to pay attention to what I am feeling and saying and to love me no matter what.

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5. **I have the right to get upset about normal, everyday problems.**
I might feel grumpy and have trouble getting along with others sometimes.
6. **I have the right to have "grief bursts."**
Grief bursts are sudden, unexpected feelings of sadness that just hit me sometimes-even long after the death. These feelings can be very strong and even scary. When this happens, I might feel afraid to be alone.
7. **I have the right to use my beliefs about my god to help me deal with my feelings of grief.**
Praying might make me feel better and somehow closer to the person who died.
8. **I have the right to try to figure out why the person I loved died.**
But it's okay if I don't find an answer. "Why" questions about life and death are the hardest questions in the world.
9. **I have the right to think and talk about my memories of the person who died.**
Sometimes those memories will be happy and sometimes they might be sad. Either way, these memories help me keep alive my love for the person who died.
10. **I have the right to move forward and feel my grief and, over time, to heal.**
I'll go on to live a happy life, but the life and death of the person who died will always be a part of me. I'll always miss them.