Community VTRA Protocol:

Violence Threat Risk Assessment

A Collaborative Response to Assessing Potential Violence

A protocol developed by Battle River Regional School Division (BRSD), Alberta Health Services Addictions and Mental Health (AHS), East Central Child and Family Services Authority (CFSA), Royal Canadian Mounted Police (RCMP) and Camrose City Police.

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RATIONALE

Battle River School Division (BRSD) and our community partners are committed to making our schools and communities safe. The term “partner” in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

Battle River School Division will respond to students’ behaviour that may pose a potential risk for violence to other students, staff and members of the community. The goal of early intervention is to reduce and manage school and/or community violence and students’ harm to self or others.
This protocol supports collaborative planning among schools, community partners, families, children and youths, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about a child or youth who poses a risk for violence towards themselves or others. It is the process of deliberately trying to, “connect the dots” that paints the picture” of a person moving on a path towards serious violence before a violent act occurs. The protocol promotes supportive and preventive plans being put in place.

The strength of this partnership between BRSD and community partners lies in the multidisciplinary composition of the Community Threat Assessment Team (C-TAT). The C-TAT members will strive to promptly share and review relevant information, details of threatening situation or evidence. This information will be used to collaborate effectively, and to make use of a broad range of expertise. This process will respect an individual’s rights to privacy and the safety of all, to the fullest extent possible.

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

Importance of Safe School Culture
Positive school cultures are widely acknowledged as being a key to creating a safe environment. By placing a strong emphasis on safety, tolerance, and communication an environment is created where violence is less likely to occur and systems and problems are more likely to be identified. Programs designed to facilitate social responsibility assist students in being actively involved in safe school initiatives.

COMMUNITY PARTNERS

BRSD is the lead partner in the Community Threat Assessment Protocol for our geographical area of **the City of Camrose, County of Camrose, County of Flagstaff and Beaver County.**

Community Partners include:
- East Central Child and Family Services Authority (CFSA)
- Alberta Health Services Additions and Mental Health (AHS)
- Camrose City Police,
- RCMP Detachments from Bashaw, Camrose, Killam, Tofield and Viking
- Other local agencies

VISION AND STATEMENT OF PRINCIPLES

All partners will share in the responsibility of taking active steps to reduce violence in schools and the community. Partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety by proactively sharing information, advice, and support.

As partners, we will work together for the benefit of students' 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.
- participating in Threat-Risk Assessment Team meetings
- designating a trained lead contact person and by advising community partners of who the lead is, their designate and any changes to the lead.

The overriding goal is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, and community members.
The protocol is designed to facilitate communication so that when the Community Threat Assessment Team (C-TAT) is activated, appropriate community partners and Battle River School Division may communicate relevant child/youth information.

As part of the protocol design, BRSD and community partners commit to:

- Developing staff through threat assessment training
- Participating in TAT meetings
- Designating a lead contact who has been trained
- Committing to staff training
- Participating in Advisory meetings

KEY APPROACHES IN THREAT/ RISK ASSESSMENT

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

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

Building Capacity
Threat Assessment training will be provided to as many school personnel and community partner staff as fiscally possible.

Program Review
The Community Threat Assessment Protocol will be reviewed regularly by the Community Threat Assessment Protocol Advisory Group. The group will be made up of designates from BRSD and community partners.

Contact List
BRSD will be the lead agency in the application of the protocol. The Director of Student Services for Battle River School Division or 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.

THREAT ASSESSMENT RESPONSE

When a student engages in behaviours or makes threatening comments or gestures that may result in serious injury to self and/or others, the School Threat Assessment Team (School TAT) and Community Threat Assessment Team (C-TAT) will respond in the manner identified in: ***Appendix A — Overview of Procedure.***

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 (VTRA).

The Violence Risk Threat Assessment (VTRA) follows a **three-step** process:

Stage 1 Data collection and immediate risk reducing interventions;
Stage 2 Comprehensive Risk Evaluation **-** Multidisciplinary risk evaluation; and
Stage 3 Comprehensive multidisciplinary interventions

Stage 1: Data collection and immediate risk reducing interventions

Stage 1 VTRA Teams must include the following three professionals and others as the team or committee deems appropriate

- School Principal and/or designate
- Director of Student Services or designate
- RCMP or Camrose City Police

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 (Appendix B).**

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

Stage 2: Comprehensive Risk Evaluation

Stage 2 is a "multidisciplinary risk evaluation" which often involves some or all of the following:

- RCMP or Camrose City Police Member
- Psychology, counseling, mental health, Family School Liaison Worker (FSLW)
- CFSA and others.

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

Stage 3: Longer Term Treatment Planning -Multidisciplinary Intervention

This stage requires reconvening all the Stage I and/or II team members who are involved in the case at hand for the "**development and implementation of a comprehensive multidisciplinary intervention**" and to pre-determine a follow-up date for case review. In complex cases one agency will take the initial lead but, after stabilization, another agency may assume the leadership/coordinating role.

The three stages of the VTRA combine all appropriate threat assessment concepts and risk assessment factors. Stage 2 and Stage 3 may be simultaneous. This protocol allows for a comprehensive determination of violence risk posed, and the identification of appropriate

interventions. It prevents under-reaction by professionals who may use general violence risk assessment tools as the unilateral measure to determine risk of violence of a young person. The three stages promote understanding that some individuals may not pose a risk for general violence, yet may be moving rapidly on a pathway of violence towards a particular target they consider justifiable.

ACTIVATION OF THE SCHOOL & COMMUNITY THREAT ASSESSMENT TEAMS

The following guidelines are intended to assist schools and community personnel to determine when to activate the VTRA process. Any agency may activate C-TAT. The lead member of the agency with an immediate concern about an incident will call other appropriate C-TAT members.
Anyone who becomes aware of any behaviours outlined in the Automatic Stage 1 VTRA section will immediately inform appropriate C-TAT members.

Immediate Risk Situations
These situations include armed (weapons/device capable of causing serious injury or death) persons inside a building (or periphery) who pose a risk to some target(s) or active shooter scenarios. When immediate risk is identified, **the school lockdown plan must be activated immediately, and 911 called**. In these cases immediate police intervention and protection of students and staff is the immediate response – **NOT** Stage 1 VTRA.

Automatic Stage 1 VTRA Activation for:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill self or others ("clear, direct, and plausible")
- Internet website / MSN threats to kill self or others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire Setting
- Sexual intimidation or assault
- Gang related intimidation and violence

Stage I VTRA Team Leadership and Team Activation
In school-based VTRA cases, the principal and or their designate (V.P.) are the team leader. However, once the Stage I team is activated, leadership is shared as the team decides initial steps that need to be taken for immediate data collection and any immediate risk reducing interventions. When a school administration becomes aware of any behaviour outlined in the "high risk behaviour" section they will inform the Director of Student Services and the police member of the Stage I team. Other team members (school staff, agency staff, police, etc.) must promptly notify their supervisors of any behaviour that activates or should activate the protocol.

Non-School Hour Cases
If information is received by a VTRA member regarding a threat that is **"clear, direct, and plausible"** before or after school hours, police will be called, parent(s) or caregiver(s) will be notified immediately so that they can take steps to inform and protect the target. The VTRA team will be activated if the situation is deemed to have potential to pose ongoing risk to member(s) of the school community.

Criminal Charges:
The police officer assigned to the VTRA team will determine whether or not to lay charges. The police officer assigned has the full authority under their act to proceed with a criminal investigation or to lay charges. The VTRA protocol will not interfere with any criminal investigation. **If the law enforcement team member chooses not to proceed legally at the time then the officer will continue with Stage 1 VTRA Team. A police investigation does NOT prevent the remaining VTRA members from continuing on with data collection relative to the threat assessment including obtaining history of prior target selection, site selection, and changes in baseline behavior.**

RESPONDING TO THREAT MAKING BEHAVIOURS

Early Elementary Students
Generally most threat-related behaviour exhibited by elementary aged students would fall into the category of "**worrisome behaviour**". If there is a significant increase in baseline behaviour, weapons possession or **clear, direct,** and **plausible** threats, the formal VTRA protocol will still be activated. Simply because a child/youth is elementary age does not mean they cannot pose a risk.

Child/Youth with Special Needs and VTRA
The multidisciplinary VTRA protocol will **not** be activated when child/youth with special needs engage in threat-making or aggressive behaviour that are typical to their "baseline". In other words, if their conduct is consistent with their diagnoses and how it has been known to manifest in them then the VTRA Team may not be called upon to conduct an assessment. **If the child/youth with special needs moves beyond their typical baseline behavior then the VTRA Team would be activated to assist in determining the reason for the increase in baseline and whether or not the child/youth poses a risk to self or others.**

Once the VTRA Team is activated the process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the child/youth with special needs. Staff members from the school and district level responsible for program planning and service delivery to child/youth with special needs will be consultants to the VTRA Team in these cases.

A note of caution: *Sometimes school and community members **may under react to a serious threat** posed by a child/youth with special needs assuming that all of their behaviour are caused by or a result of their diagnoses rather than consider that a child/youth 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 child/youth with special needs independent of their diagnoses.*

Violence Threat/ Risk Assessment Reminders

Threat Assessment Trumps Suspension
In most cases, the Stage 1 team is activated and the Stage 1 REPORT FORM data is collected within reason before a suspension is considered. A poorly timed **"out of school"** suspension is high risk as this period is often viewed by high-risk student as the "last straw". VTRA may or may not result in a suspension. Threat/ Risk Assessment is not a disciplinarily measure.

Fair Notice
At the beginning of each school year, information on the VRTA protocol will be provided online to all students, staff and parents.

Involving Parents in Threat/Risk Assessment Parent (Caregiver) Notification – Threat Maker
Parent(s) or caregiver(s) of the threat maker should be notified at the **earliest opportunity**. Specifically, notification should occur after the VTRA team has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential.

Parent(s) or caregiver(s) are also part of the assessment process as they are necessary sources of insight and data regarding the "bedroom dynamic", "increases or decreases in baseline", and other contextual factors that may be either "risk-reducing or risk-enhancing". As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and school to more fully assess the child/youth and collaboratively plan for appropriate intervention where necessary.

Parent (Caregiver) Notification - Target
The parent(s) or caregiver(s) of the target(s) should be notified at the **earliest opportunity.** The notification should be **done with skill, tact and planning**. A plan should be made for possible emotional supports the family may need. If the threat is "clear, direct, and plausible" or the VTRA team feels violence may be imminent, notification will occur after the target is secured and protected from potential harm. If the initial threat is **NOT** "clear, direct, and plausible", the VTRA team will continue to collect data to determine the level of risk before the parent(s) or caregiver(s) are notified

Create an Expectation of Responsible Reporting

All staff and students need to be advised that **ANY** person in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the school administration, agency lead (outside of school hours), or a member of the VTRA team. Actively teach students that seeking adult support for worrisome behaviour is NOT "ratting" or "snitching" but, rather, a social responsibility for the well-being of all. School staffs need to actively counter the code of silence.

School Threat Assessment Team

Typically the **School Threat Assessment Team** will consist of trained individuals, that include the principal, vice-principal, /learning facilitator, teacher (school counsellor/FSLW), community partner if appropriate and either the assigned school resource officer or an assigned trained

police or RCMP member. The school team participants should have threat assessment training. The school team will assess whether a risk to child/youth/staff safety still exists, and develop an intervention plan to support child/youth(s) involved, the greater student body, staff and the community.

The Director of Student Services or designate will be consulted and will participate in the threat assessment process as required.

Community Threat Assessment Team C- TAT

The C-TAT will consist of trained individuals that include the School TAT members, as well as the Director of Student Services or designate, police officer, RCMP member and appropriate community partners. When a school TAT has determined that a child/youth poses a medium or high level of concern to child/youth/staff safety, the principal will call the Director of Student Services to request that the C-TAT be activated. When a community partner determines the need to activate the C-TAT the partner will contact the Director of Student Services.
Whenever possible, Threat Assessment Team (TAT) meetings will occur on school premises. The lead partner will be the school board/ school administration. In most cases the child/youth behaviour that activates the community partnership will be observed in or affect the school.

Activation of the School and Community Threat Assessment Teams by a Community Partner

When staff members of a partner agency determine the need to activate the C-TAT, they will notify their designated lead C-TAT member. The community partner's lead C-TAT member will contact Director of Student Services or designate. C-TAT members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other C-TAT members.
In most cases, the child/youth behaviour that activates the community partnership will be observed in, or affect, the school. Therefore, whenever possible, C-TAT meetings will occur on school premises. The lead C-TAT member will be the Director of Student Services or designate.

The C-TAT may be assembled in the following situations:

Threat Assessment:
A threat assessment is a process of determining if a threat maker poses a risk to his/her target.

Risk Assessment:
A risk assessment is a process of determining if a student who is showing increasingly violent ideation or behaviour poses a risk to others or him/herself.

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

Violence Threat/Risk Assessment Intervention and Management

Guidelines for Re-entry into School

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

Supportive Services

Each of the VTRA members needs to have the authority within his/her own organization to make immediate decisions with regard to supportive services. For example, it may be necessary to provide secure residential treatment or increased supervision in the school setting. It is also important to ensure that the support services and interventions extended to the student and family are culturally appropriate and/or accessible within the context of the limitations of the community.

Supporting Targeted or Victimized Students or Staff

The VTRA support person (psychologist, therapist, counselor, and FSLW) is responsible for ensuring that the recipient(s), victim(s) or target(s) of the threats are assessed and that services are provided as necessary. As the threat may be directed towards one or more students, an entire class, or the school population, the circumstances will dictate how far reaching an intervention may be. The Director of Student Services and the school administration will determine if crisis counselling or a crisis response team is needed.

Key Point: There may be cases where the recipient of a threat has been engaged in high-risk behaviour that may have lead to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may also need to be assessed for high-risk behaviour.

Anonymous Threats Anonymous 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.

Assessing the Threat

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

Language of Commitment

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

ROLES & RESPONSIBILITIES

An Investigative Mindset: ***"An investigative, skeptical, inquisitive mindset is critical to a successful threat assessment"*** (Fein, et.al 2002) An investigative mindset is central to successful application of the threat assessment process. Threat assessment requires thoughtful probing, viewing information, with healthy skepticism and paying attention to key points about pre-attack behaviour. Persons who carry out threat assessments must strive to be both accurate and fair.

School principal or designate

- School threat assessment team leader
- Complete the Community Threat Assessment Report Form within hours
- Co-ordinate the school's threat assessment team and contact the Director of Student Services or designate to consult regarding possible activation of the C-TAT after a student has been determined to pose a medium or high level of concern.
- Contact all appropriate Community TAT members to initiate activation of VTRA if needed
- Coordinate and conduct, in tandem with the Director of Student Services the VTRA meeting
- Follow up and coordinate intervention plans developed by the team, and forward the school threat assessment documentation along with the management plan to the Director of Student Services
- Store the intervention/management plan securely

School Counsellor/Learning Facilitator/ Family School Liaison Worker/ other staff who know the student

- To assist in data gathering as assigned by the principal
- 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 child/youth's educational needs if consent has been obtained, help families obtain needed assistance

Director of Student Services or Designate

- Be designated by the Superintendent to participate in school threat assessment team and where appropriate to be the C- TAT lead (i.e. *behaviour crisis consultant/special services counsellor, psychologist, etc.)*
- Consult with the principal, and community partners
- Conduct, in tandem with the Principal or designate the VTRA meeting
- Conduct interviews as required, except in criminal investigations
- Follow up on recommended intervention/management plans

Community Partner Staff

- Determine the lead or designate staff for each agency
- have a trained staff member participate in the C-TAT
- participate in completion of the C-TAT Report Form (Appendix B)
- participate in a review of school threat assessment team findings
- participate in developing any recommended intervention/management plans

RCMP/Camrose City Police Member

- Be involved in school threat assessment team or C-TATs
- Wherever possible, a police officer trained in Threat Assessment will be involved in school threat assessment teams or C-TATs
- Investigate and determine whether a crime has been committed, and if charges are appropriate or warranted

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. BRSD and community partners are committed to the sharing of relevant information to the extent authorized by law.

It is vital to note, however, that **legislation allows the release of personal information if there is imminent threat to health and safety.** To make parents, guardians and child/youth aware of the protocol to be followed in such cases, BRSD will post, on the website, information on the ***Risk/Threat Assessment.***

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information **CAN** be shared under one or more of the following circumstances:	In any of the following circumstances obtain more information and/or get advice from supervisor or the board lawyer.	Information can **NEVER** be shared under the following circumstances:
• Imminent threat to health and safety/C-TAT initiated • With written consent (see page 24 regarding YCJA exclusions) • To avert or minimize imminent danger to the health and safety of any person. • To report a child who might need protection under the Youth and Family Enhancement Act (see child abuse protocol) • By order of the court • To facilitate the rehabilitation of young person under the Youth Criminal Justice Act (pgs 14-15 regarding YCJA)	• Consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s) • To report criminal activity to the police. • To share YCJA records. • Where there is a demand or request to produce information for a legal proceeding. • When a professional code of ethics may limit disclosure. • To cooperate with a police investigation and/or a child protection investigation.	• There is a legislative requirement barring disclosure. • No consent is given and there is no need to know or overriding health/safety concerns or • Consent is given but there is no need to know or overriding health/safety concerns

Key Points Regarding Information-sharing

- The Freedom of Information and Protection of Privacy Act (FOIP) and The Health Information Act (HIA) provide exceptions for the release of information where there are imminent risks to health and safety. Section 40(1) (ee) of the Alberta Freedom of Information and Privacy Act states that "A public body may disclose personal information only if the head of the public body believes, on reasonable rounds, that the disclosure will avert or minimize an imminent danger to the health or safety of any person." Section 35 (1) (m) of the Health Information Act states "A custodian may disclose individually identifying diagnostic, treatment and care information without the consent of the individual who is the subject of the information of the Albert Health Information Act to any person if the custodian believes, on reasonable grounds, that the disclosure will avert of minimize an imminent danger to the health or safety of any person.

- CFSA will endeavour to obtain consent to release information from all of their clients involved in a school or community immediate threat assessment. Disclosure of information without consent may be considered if they believe on reasonable grounds that failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm, and the need to disclose is urgent.

- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person — including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, child/youth or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

- The AB OH&S Code may be reason to disclose personal information if there is the belief of imminent danger. The Alberta Occupational Health and Safety Code on Violence Part 27 section **389** states that "Workplace violence is considered a hazard for the purposes of Part 2". Part 2 of the OH&S Code on Worker Participation on Hazard Assessment section **8(1)** explains "An employer must involve affected workers in the hazard assessment and in the control or elimination of the hazards identified. Section 2(1) of the Occupational Health and Safety Act states: "2(1) every employer shall ensure, as far as it is reasonably practicable for the employer to do so, (a) at the health and safety of, (i) workers engaged in the work of the employer… (ii) those workers not engaged in the work of that employer by present at the work site at which that work is being carried out"

COMMUNICATIONS

Parent / Guardian /Staff / Child/Youth

At the beginning of each school year, information will be posted on BRSD's website for parents, staff and community partners regarding the Risk/Threat Assessment process.

Documentation

Community Threat Assessment Report Form will be the written documentation of the School TAT or C-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 C-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 Risk/Threat Assessment Summary Form (**Appendix C**) will be distributed to each community partner involved with students' intervention plan. The official report will be stored in the student's confidential file and be kept at the applicable school. School-TAT minutes will be stored in a confidential file in the principal's office and copied to the Director of Student Services. Documentation will be maintained in compliance with legal requirements with respect to disclosure. Additional information may be added as appropriate for implementation and monitoring.

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APPENDIX A: Overview of Procedure

Threatening, high-risk behaviour or immediate threat from a student is reported to Principal or designate.

→ School administrator/s determines immediate facts. If there is imminent danger **CALL 911**

1. School Threat Assessment Team activates Stage One-data collection and immediate risk reducing interventions.
2. Be certain to know the whereabouts of the target(s) and the threat maker and address any immediate risk factors if they exist.
3. Check locker, backpack, desk and/or any relevant space of threat making student.
4. Administrator contacts Director of Student Services or designate and RCMP/Camrose City Police to inform them that the process has been activated.

Stage One
School Threat/Risk Assessment team completes data collection (3 people):

Person 1 → Interview student using Appendix B. Contact and interview parent/guardian (Appendix E)

Person 2 → Review student's file. Check documentation, previous behavior incidents. Call sending school if the student is new. Check social media (Facebook, etc.) Interview friends of student to investigate the conspiracy of two or more.

Person 3 → Contact community agencies (Step 8). Interview witnesses, target of incident. Contact parent/guardian of target(s).

→ **Contact**: Alberta Health Services Mental Health. Ask to speak to Case Manager
Contact: CFSA- Ask to speak to the intake worker. Be sure to state the threat assessment protocol has been activated
Contact: other agencies relevant to case.

After completion of data collection and consultation, the School Threat/Risk Assessment Team determines the level of risk (step 9, pg 33) and develops intervention plan. (Step 11, pg 35)

Low to Medium Risk: Contact Director of Student Services or designate to discuss plan. Submit **Appendix C**- Threat Assessment Summary Form to Director of Student Services.

or

Medium to High Risk: Contact Director of Student Services or designate immediately to activate Level Two Threat Assessment Team. **Submit Appendix C**-Threat Assessment Summary Form to Director of Student Services.

Stage Two:
VRTA Team reviews risk evaluation and develops long term intervention/treatment and/or risk management plan.

Level Two Threat Assessment Team:

Alberta Health Services- Addictions and Mental Health	Camrose City Police
Director of Student Services or designate	CFSA
RCMP	
FSLW	

Steps for School Administrators and VRTA team members

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

- If necessary, appropriately monitor and or detain the student of concern until the police member of the team is present
- DO NOT allow "student of interest" access to coats, backpacks, desks or lockers
- Determine if the threat maker has access to the means (knife, gun etc)

Step 2: Check the locker, backpack, desk, and/or any relevant space.

Step 3: Call the trained VTRA RCMP or Camrose City Police Member; share initial data and police will determine if a history of weapons possession, use or violence is noted in police accessible records.

Step 4: Notify the Director of Student Services or designate of the Stage 1 activation.

Step 5: In collaboration with the VTRA RCMP/Police Member and counselling member, determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection.

Immediate data may be obtained from multiple sources including:

The threat making student
Parents/caregivers (call both parents)
Friends, classmates, acquaintances
Teachers and other school staff (e.g. secretaries, educational assistants, counsellors, Family School Liaison Workers, bus drivers and other staff who know the student)
Community partners
Reporter/s of incident
Witnesses
Target/s

It is also imperative to take action on the following items:

Review current and previous school records (call the sending school if applicable)
Contact Police and request a criminal record check
Examine student's locker, desk backpack, recent text books, assignments, binders, car
Request parents/caregivers search the student's bedroom, computer internet history, diaries, notebooks and car (if applicable)
Call Child and Family Services for relevant record check.
Call AHS Addictions and Mental Health for relevant record check
Call Youth Probation for record check relevant to the case.

Please refer to Appendix F for further interview questions for parents/guardians.

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

STAGE 1 VTRA REPORT FORM

Data collection and Immediate Risk Reducing Intervention

Violence/Threat making behaviors examples (addressed in this protocol but not limited to)

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

Student		**School**	
Date of Birth		**Student Number**	
Grade		**Date of Incident**	
Age		**Parent/Guardian Names**	

Three Primary Hypotheses for VTRA

1. It could be a conscious or unconscious cry for help.
2. It might be a conspiracy of two or more. (Who else could know? Who else could be involved?)
3. There may be evidence of fluidity.

Pre-interview Considerations:

- When possible, interview the threat maker or student of concern **after** the initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police partner doing an occurrence check for prior police contact. This will help to avoid the "uni-dimensional assessment" and provide interviewer(s) with data to develop case specific hypothesis and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.

- There should **never** be more than 2 people in the room interviewing the threat maker or student of concern

- Remember to distinguish between **Assessing the threat** versus **Assessing the threat maker.**

Step 6: The semi-structured interview format

Series 1 Questions: The Incident
1. Where did the incident happen and when? 2. How did it come to the interviewee's attention 3. What was the specific language of the threat, detail of the weapon or gesture made? 4. What was there stated • **Justification** for the threat? • **Means** to carry out the threat? • **Consequences** weighed out (I don't care if I live or die!)? • **Conditions** that could lower the level of risk (unless you take that Facebook post down I will stick a knife in your throat!)? 5. Who was present and under what circumstances did the incident of occur? 6. What was the motivation or perceived cause of the incident? **7.** What was the response of the target (if present) at the time of the incident? **Did they add or detract from Justification Process?** **8.** What was the response of others who were present at the time of the incident? **Did they add or detract from the Justification Process?**
Notes

Series 2 Questions: Attack Related Behaviours
1. Has the student sought out information consistent with his/her threat making or threat related behaviour? 2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past? 3. Has the student attempted to gain access to weapons or do they have access to weapons they have threatened to use? 4. Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justifications, maps, floor plans)? 5. Has the student been engaging in suspicious behaviour? Such as appearing to show inordinate interest in alarm systems, sprinkler systems, and video surveillance in school or elsewhere? Schedules and location of police? 6. Have they engaged in rehearsal behaviour, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting? 7. Is there any evidence of attack related behaviour in their locker (back pack, car trunk, etc.) at the school or bedroom at home (shed, garage etc.)? 8. Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen”?
Notes

Series 3 Question: Threat Maker Typology
1. Does the threat maker (subject) appear to be more: a) Traditional Predominately Behavioural Type? b) Traditional Predominately Cognitive Type? c) Mixed Type? d) Non-Traditional? 2. Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is his/her past: a) **(HTS)** History of Human Target Selection b) **(SS)** History of Site Selection c) **(F)** Frequency of Violence or Threats d) **(I)** Intensity of Violence or Threats e) **(R)** Recency 3. In the case at hand, what is his/her current: a) **(HTS)** Human Target Selection b) **(SS)** Site Selection c) Does it denote a significant increase in **BASELINE** behaviour? **NOTE:** In Stage I VTRA, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an **increase or shift** in **Baseline**. This may also include an individual who has become more withdrawn or quiet as opposed acting out. • Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour? • Is there evidence of fluidity in his/her writings, drawings or verbalizations? • Does the threat maker (subject) 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?
Notes

Series 4 questions: The Target
*Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully. 1. Does the target have a history of violence or threats of violence? If yes, what is his/her past: 2. If yes, what is the frequency, intensity & recency (FIR) of the violence? 3. What has been his/her past human target selection? 4. What has been his/her past site selection? 5. Is there evidence the target has instigated the current situation?
Notes

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

Series 6 questions: Empty Vessel
1. Does the student of concern (subject) have a healthy relationship with a mature adult? 2. Does the student have **inordinate knowledge** versus **general knowledge** or interest in violent events, themes, or incidents, including prior school – based attacks? 3. How has he/she responded to prior violent incidents (local, national, etc.)? 4. What type of violent games, movies, books, music, Internet searches, does the student (subject) fill himself/herself with? 5. Is there evidence that what he/she is filling him/herself with is influencing his/her behaviour? (**Imitators vs. Innovators**?) 6. What related themes are present in his/her writings, drawings, etc? 7. Is there evidence of fluidity and/or religiosity?
Notes

Series 7 Questions: Contextual Factors
1. Has the threat maker experienced a recent loss, such as a 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? 2. Have his/her parents just divorced or separated? 3. Is he/she the victim of child abuse & has the abuse been dormant but resurfaced at this time? 4. Is he/she being initiated into a gang & is it voluntary or forced recruitment? 5. Has he/she recently had an argument or "fight" with a parent/caregiver or someone close to him/her? 6. Has he/she recently been charged with an offence or suspended or expelled from school? 7. Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?
Notes

Series 8 questions: Family Dynamics
1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)? 2. Is the student (subject) connected to a healthy/ mature adult in the home? 3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk? 4. Who seems to be in charge of the family and how often is he/she around? 5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s) caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)? 6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home? 7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others? 8. Does the student's level or risk (at home, school, or 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 his/her father travels away from home for work)? 9. Does the student have a history of trauma? Including car accidents, falls, exposure to violence, abuse, etc. 10. Has the student been diagnosed with a DSM IV diagnoses? 11. Is there a history of mental health disorders in the family? 12. Is there a history of drug or alcohol abuse in the family?
Notes

Genogram

Step 7: Notify the Threat Maker(s) and Target(s) Parent(s) or Guardian(s) at the earliest opportunity.

Parents/guardians have been notified of the situation and this Stage I data collection phase.

Parents/guardians have NOT been notified because:_____

_____

Step 8: Other Agencies

As per the formal signed protocol, other agency partners may be involved in the Stage I VTRA process as consultants to the school/police team and sources of initial data relevant to the case at hand 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 CFSA for record check relevant to the case at hand. Indicate to the intake worker that the threat assessment protocol is being activated. Provide the intake worker with the name, birth date of student, nature of the threat as well as concerning behaviors. Provide if possible the names, and birthdates of all adults in students' homes.
- Call Alberta Health Services, Mental Health for record check relevant to the case at hand
- Call other agencies relevant to the specific case.

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 VTRA Team designates will report that a record check has been completed and:

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

Note:
At this point of the Stage I process, some initial data may not be available to complete this form but enough information is usually available to determine if 1) an immediate risk is posed and 2) if a Stage II evaluation is required.

Step 9: Review Findings with the Threat Assessment Team.

VTRA Team members collate the data 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*?" "Does the student pose a threat to himself/herself or someone outside the school (i.e. family)?" The Stage I Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage II Risk Evaluation.

 Low Level of Concern

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 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).
- There is no clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty; e.g., "I'm serious!"
- There are moderate or lingering concerns about the student's potential to act violently.
- There is an 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. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the 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
- There is a significant increase in baseline behaviour.
- Immediate intervention is required to prevent an act of violence from occurring.

Step 10: Determine a Course of Action

Are there risk reducing interventions that need to be put in place immediately?

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 student 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 determined that a Stage II Threat Assessment is needed.

Step 11: Develop an Intervention Plan

Develop a Stage 1 Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is required.

Use the following Intervention Plan to address all concerns which were identified during Stage I Assessment.

Stage 1 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).	
Communicate with staff and teachers on a need-to-know basis.	
Daily or □ Weekly check-in with (Title/Name):	
Hold student accountable for being on time and remaining where they expected to be.	
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:	
Drug and/or alcohol intervention with:	

Intervention by Special Education Services support staff (Psychologist, Special Education Support Staff, and Counselor).
If relevant, IPP/PLP goals and placement options reviewed
Review community-based resources and interventions with parents or caretakers.
Obtain permission to share information with community partners such as counselors and therapists
Other action:

PARENT/GUARDIANS (attach additional pages as needed)
Parents will provide the following supervision and/or intervention:
Parents will:

Possible Home and Community Interventions:

- Parents agree to make sure the student does not have access to materials to facilitate the implementation of the threat (inspection of bedroom and computer for evidence of plans, maps, lists or materials to implement the violent act).
- Parents agree to allow law enforcement officers to search student's belongings to help determine progress towards threat development.
- Parents have been provided contact information to Alberta Health Services Addictions and Mental Health and have agreed to follow up.
- Future internet access will be limited and/or monitored (i.e. computer will be in a public area of the house).
- Parents agree to inform school administration ASAP if student makes further threatening statements.
- Student's travel to and from school will be supervised by the parent or guardian

Team members	Date	Signature
Principal		
Vice Principal		
School Counsellor or FSLW		
RCMP/City of Camrose Police		
Director of Student Services or designate		
CFSA		
Alberta Health Service- Mental Health		
Other(e.g. Alberta Health Services- Addictions, Victim Services)		

Review date:	Meeting called by:

Appendix C: Threat Assessment Summary Form

Student:	**School:**
DOB:	**Student Number:**
Age:	**Parents Names:**
Date of the incident:	

The purpose of this process is to determine whether or not a student poses a risk/threat to the safety of others or themselves. The Level of Concern is listed below:
Note: A copy of the Summary Form will be distributed to each community partner involved with the student's intervention plan, and a copy will be sent to the Director of Student Services.

☐ ***Low Level of Concern***
Risk to target/s, student/s, staff, and school safety is minimal

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism
- Available information suggest that the person is unlikely to carry out the treat or become violent
- Typical baseline behaviour

☐ **Medium Level of Concern**
The threat could be carried out, although it may not appear entirely realistic. Violent action is possible

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e. possible place and time).
- No clear indication that the child/youth of concern has taken preparatory steps (i.e. weapon seeking), although there may be an ambiguous or inconclusive references point to that possibility. There may be a specific statement seeking to convey that the threat is not empty " I'm Serious"
- Moderate or lingering concerns about the child/youth's potential to act violently

Increase in baseline behaviour

☐ **High Level of Concern**
The threat of situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and plausible. There is an identified target. Child/youth has the capacity to act on the threat
- Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the child/youth has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the child/youth behavior potential to act violently.
- Significant increase in baseline behaviour.

Intervention Plan

- ☐ Intended victim warned and / or parents or guardians notified
- ☐ Suicide assessment initiated on :_____ by _____
- ☐ Contract not to harm self or other created (attach)
- ☐ Alert staff and teachers on a need to know basis
- ☐ Disciplinary action taken
- ☐ Alternative setting / long term suspension or expulsion program
- ☐ Identify precipitating/ aggravating circumstances and develop Intervention Plan
- ☐ Drug and/or Alcohol Intervention with :_____
- ☐ If special education student, review PLP goals and placement options
- ☐ Review community based resources and interventions with parents/guardians
- ☐ Obtain consent to share information with community partners

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

- ☐ Daily or Weekly check-in with (title/name)
- ☐ Backpack, coat and other belongings check-in and check-out by:_____
- ☐ Late arrival and/or early dismissal
- ☐ Modify daily schedule by:
- ☐ Behaviour Management / Safety Plan (attach copy to this Threat Assessment)
- ☐ Increased Supervision in the following settings:
  -
  -
  -
  -

Parent/ Guardians

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

Threat Assessment Team Members	
Principal Vice Principal School Counsellor/FSLW Director of Student Services or designate	RCMP/ City of Camrose Police CFSA Alberta Health Services-Addictions and Mental Health Other community partners
Date of Meeting:	**Follow up Meeting within 30 Days:**

I have reviewed this intervention plan	
Parent/Guardian name:	**Signature:**
Date:	

APPENDIX D: THREAT ASSESSMENT PARENT NOTIFICATION PERMISSION TO SHARE INFORMATION CHECKLIST

Parents /Guardians: _____ Date: _____

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

Agency/Services Provider	Agency involved?		Permission to share info?	
	yes	no	yes	no
Alberta Health Service-Mental health				
CFSA				
Probation				
Legal/police involvement (as provided through provisions of YCJA)				
Involvement/Police Contact				
Arrested? Charged?				
Therapist/counsellor				
Other:				

Parents gave verbal permission to share items checked:
Or

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

APPENDIX E: PARENT/CAREGIVER INTERVIEW FORM

Student Name:	**Date of Birth:**
Informant	**Relation to Student**

Family Dynamics:
• Family Composition • Current living/custody arrangements • Relationship with siblings/parent • Other significant relationships • Privacy/supervision (e.g. computer in bedroom, etc.) • CFSA involvement
Medical Concerns:
• Prenatal/delivery complications • Developmental milestones • Previous/pending assessments/diagnoses • Medications (prescribed by who/when/ for what/ effectiveness) • Hospitalizations/ head injury with loss of consciousness • Seizures • Trauma • Suicidal ideation/ attempts • Sleeping / Eating
Interests:
• Books/ Movies / Music • Videos games • Internet searches • Free time / evening activities
School:
• Family relationship with school • Student's relationships with teachers/ administration/ support staff • Attendance • General Achievement
Peer Group:
• Who does person associate with? • What activities at school does the student participate in with peer group?
Questions related to the current situation:
• Access to weapons / materials • Indicators (drawings, comments, general concerns)
Other worrisome behaviour:
• Fire-setting, cruelty to animals, etc • General school and community behaviour

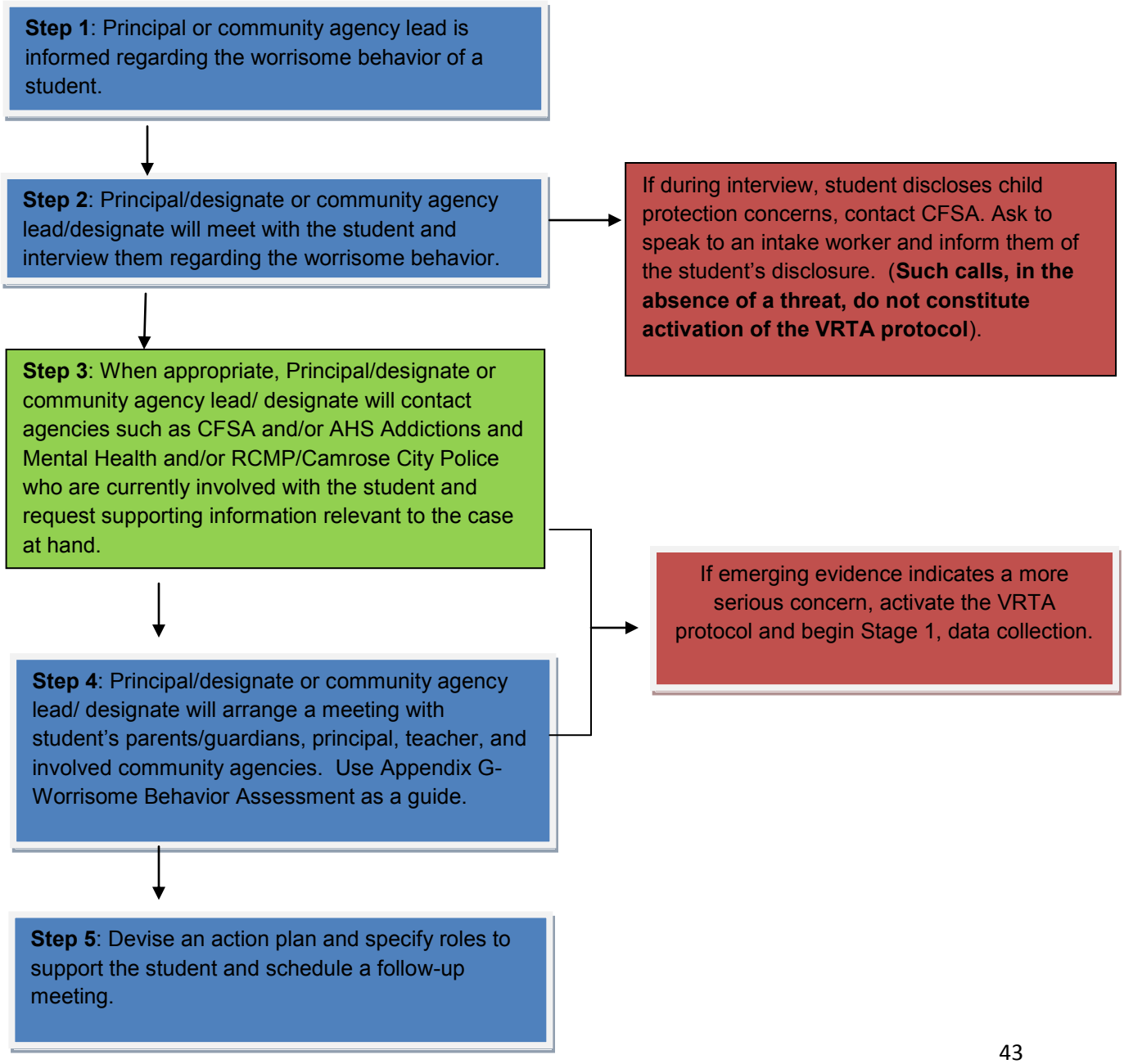
Police contact:
Previous Contact • When: • Occurrences:
Family History:
• Learning • Mental Health • Drug / Alcohol Abuse • Trauma • Police Involvement
Additional Comments:

Completed By:	**Date:**

APPENDIX F: WORRISOME BEHAVIOUR FLOWCHART

Worrisome behaviour may be an early warning sign of more serious behaviour. Although the behaviour causes concern, it **may not constitute a threat assessment**. Worrisome behaviour should always be addressed so the situation does not escalate. Worrisome behaviour includes but is not limited to the following:

- Drawings and pictures that contains violence
- Writing stories/journal writings that contain violence
- Vague threatening generalized statements about violence towards others that do not constitute a threat
- Unusual interest in fire
- Significant change in anti-social behavior.



APPENDIX G: WORRISOME BEHAVIOUR ASSESSMENT

Student Name:	**School:**
Grade:	**Date:**

Summary of Worrisome Behaviour: (*attach drawings/notes if available)*

_____
_____
_____
_____
_____
_____
_____
_____

Social, Emotional, Behaviour Concerns:

☐ Recent loss	☐ Depression	☐ Lack of remorse
☐ Recent family illness	☐ Self-injurious behaviour	☐ Hopelessness
☐ Drug/alcohol use	☐ Home problems	☐ Prefers to be alone
☐ Recent discipline	☐ Peer conflicts	☐ Poor self-control
☐ Social disengagement	☐ Rage outbursts	☐ Easily agitated
☐ Lack of empathy	☐ Poor coping skills	☐ Lack of friends
☐ Bully victimization	☐ Attention seeking	☐ Aggression/anger
☐ Loss of control	☐ Change in behaviour	☐ Anxiety
☐ Separation or divorce in family	☐ Feeling that behaviour is justified	☐ Change in hygiene
☐ Family violence	☐ Family change	

☐ Other(describe):_____
_____
_____
_____

Action Plan:

- ☐ Develop a student safety/support plan
- ☐ Notify appropriate school staff
- ☐ Modify schedule as needed
- ☐ Schedule action plan review date
- ☐ Recommend psychoeduational assessment
- ☐ Referral to AHS Mental Health
- ☐ Recommend counselling
- ☐ Referral to FSLW
- ☐ Recommend School Based Team meeting
- ☐ Referral to AHS Addictions
- ☐ Conflict/anger/social skills training
- ☐ Referral to CFSA
- ☐ Other:_____
_____
_____
_____
_____

Participants in developing the action plan:

Position	Name	Signature
☐ Principal	_____	_____
☐ Vice-Principal	_____	_____
☐ Classroom Teacher	_____	_____
☐ Parent/ Guardian	_____	_____
☐ Other	_____	_____

Date: _____

Appendix H: Responding to Threat Making Behavior: A Staff Guide

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

High Risk Behaviors	Immediate threat, call 911
Included but are not limited to: • Possession of a weapon/replica • Bomb threat plans • Verbal/written threat to kill/injure • Internet website threat to kill or injure self/others • Fire setting behaviors • Threatens violence • Sexual intimidation or assault • Gang related intimidation and violence.	Included but are not limited to: • Weapon in possession that poses serious threat to self or others • Plan for serious assault • Homicidal/suicidal behaviors that threaten safety • Fire setting • Bomb threat • Serious violence or violence with intent to harm or kill.

PRINCIPAL OR AGENCY LEAD INFORMED

Stage 1: **Date collection and immediate risk reducing intervention.** • 1-2 hours	*Be sure all students are safe *Determine if threat maker has access to weapon *Initiate VTRA stage 1 Threat Assessment Report Form ***Inform Director of Student Services or Agency Director and RCMP /City of Camrose Police** *Interview all witnesses *Consult agency partners for initial relevant data. *Notify the student's parent(s) or guardian(s) *Review findings with the S-TAT *Decide course of action Develop an intervention plan.	**Threat Assessment Teams (TAT)** -School Administrator or designate -Director of Student Services or designate. - RCMP/ City of Camrose Police -Agency Lead (as needed or if initiated by agency)
Stage 2: **Comprehensive multidisciplinary risk evaluation.** • Within hours if stage 1 is a high concern • Within days if stage 1 is a medium concern	**Director of Student services/agency director** -Conduct interviews as required. -Update and complete VTRA form questions -CTAT reviews findings. -CTAT decided course of action. -CTAT continues the development on an intervention plan.	**Community TAT** -Director of Student Services or designate -RCMP/City of Camrose Police Agency Lead (as needed or if initiated by agency) School Threat Assessment team.
Stage 3 **Longer term multidisciplinary intervention** • Within days • Follow up	-Meet with expanded CTAT -CTAT develops, implements and monitors a comprehensive multidisciplinary intervention plan and modifies it as appropriate.	**Community TAT** -Director of Student Services or designate -RCMP/City of Camrose Police -Agency Lead (as needed or if initiated by agency)

APPENDIX I: DEFINITIONS

Student refers to all children and youth under the age of 18.

School Threat Assessment Team is team of school based professionals (e.g. principals, vice principals,) trained to assess a threat to student safety by another student or group of students. The Director of Student Services will be consulted and will participate in the school based risk/ threat assessment process.

Community Threat Assessment Team C-TAT is a team of community partners trained in violence/risk threat assessment, which can initiate the threat assessment protocol or be asked by a school to participate in the protocol.

Worrisome Behaviour is behavior that causes concern and may indicate that a student is moving toward a greater risk of violent behavior. This behavior includes but is not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviour may be an early warning sign of the development of more serious high risk behaviour. All worrisome behaviour should be addressed. These situations may involve activation of the In-School Treat Assessment Team (S-TAT)

High Risk Behaviour expresses intent to do harm or act out violently against someone or something. This behavior includes but is not limited to: interest in violent content, unusual interest in fire/fire setting, escalation of physical aggression, significant change in anti social behaviour, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others. The School TAT should be activated and after consultation with the Director of Student Services and may lead to the activation of the C-TAT.

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

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

Risk Assessment is the process of determining if a student of concern may pose a risk to some unknown target or targets at some unknown time.

Violence is a continuing process of thoughts and behaviour that are 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.

Low Level of Concern is a risk to target/s, student/s, staff, and school safety that is minimal. Low categorization of risk does not imply “no risk”, but indicates *the individual* is at little risk for violence, and monitoring of the matter may be appropriate. (*Most students can be managed at school with interventions).*

Medium Level of Concern is a threat that could be carried out, although it may not appear entirely realistic. Violent action is possible. Moderate categorization of risk indicates *the student* 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.

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High Level of Concern is a threat or situation of concern that appears to pose an imminent and serious danger to the safety of others. High categorization of risk indicates *the student is* at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

Appendix J: Signatories of the Protocol

Dr. Larry Payne

_____
Superintendent of Schools
Battle River Regional School Division

Brenda Nelson

_____
Program Manager Central Zone East
Alberta Health Services Addictions and Mental Health

Laurie Widmark

_____

Senior Manager, Intervention Services
East Central Child and Family Services Authority

S/Sgt. Tim Ashmore

_____
A/operations Officer
Central Alberta District
Royal Canadian Mounted Police

Darrell Kambeitz

_____
Chief of Police
Camrose City Police

Appendix K: School Contact Information

Allan Johnstone
Box 350 or 4840-50 st
Hardisty, Alberta
TOB 1V0
Phone: (780) 888 3675
Fax: (780) 888 2498

Bashaw
Box 69 or 52 ave 51 st
Bashaw, Alberta
TOB OHO
Phone: (780) 372 3800
Fax: (780) 372 3927

Bawlf
Box 130 or 202 King st
Bawlf, Alberta
TOB OJO
Phone: (780) 373 3784
Fax: (780) 373 3950

C.W Sears
Box 509 or 5716-47 st
Tofield, Alberta
TOB 4JO
Phone: (780) 662 3010
Fax: (780) 662 2240

Camrose Composite High
6205-48 ave
Camrose, Alberta
T4V OK4
Phone : (780) 672 4416
Fax: (780) 672 6351

Central High Sedgewick
Box 40 or 5101-50 ave
Sedgewick, Alberta
TOB 4CO
Phone: (780) 384 3817
Fax : (780) 384 2112

Charlie Killam
4809-46 st
Camrose, Alberta
T4V 1G8
Phone : (780) 672 7785
Fax : (780) 672 0036

Chester Ronning
6206-43 ave
Camrose, Alberta
T4V OA7
Phone : (780) 672 5588
Fax : (780) 672 8772

Conerstone Christian
Box 63
Kingman, Alberta
TOM 2MO
Phone : (780) 672 7197
Fax : (780) 608 1420

Daysland
Box 340 or 5210-50 st
Daysland, Alberta
TOB 1AO
Phone : (780) 374 3676
Fax : (780) 374 2418

Forestburg
Box 490 or 4914-46 ave
Forestburg, Alberta
TOB 1NO
Phone: (780) 582 3792
Fax : (780) 582 4250

Hay Lakes
Box 249 or 3rd ave 1st street n
Hay Lakes, Alberta
TOB 1WO
Phone: (780) 878 3368
Fax : (780) 878 3500

Holden
Box 70 or 5335-50 ave
Holden, Alberta
TOB 2CO
Phone: (780) 688 3858
Fax: (780) 688 2000

Jack Stuart
200 Mount Pleasant Drive
Camrose, Alberta
T4V 4B5
Phone: (780) 672 0880
Fax: (780) 672 8773

Killiam Public
Box 130 or 5007-49 ave
Killiam, Alberta
TOB 2LO
Phone: (780) 385 3690
Fax : (780) 385 3698

Learning Together Outreach
6206-43 ave
Camrose, Alberta
T4V OA7
Phone: (780) 672 5588
Fax: (780) 672 8772

Lougheed
Box 126 or 50 st- 48 ave
Lougheed, Alberta
TOB 2VO
Phone : (780) 386 3775
Fax: (780) 386 2159

New Norway
Box 69 or 808- 2nd ave
New Norway, Alberta
TOB 2LO
Phone : (780) 855 3936
Fax : (780) 855 2600

PACE Outreach
4516- 54 st
Camrose, Alberta
T4V 1Y6
Phone : (780) 672 2205
Fax : (780) 672 2683

Rosalind
Box 200 or secondary Hwy
Rosalind, Alberta
TOB 3YO
Phone : (780) 375 3916
Fax : (780) 375 2168

Round Hill
Box 90 or Railway ave north
Round Hill, Alberta
TOB 3ZO
Phone : (780) 672 6654
Fax : (780) 672 4852

Ryley
Box 26 or 51 st- 52 ave
Ryley, Alberta
TOB 4AO
Phone: (780) 663 3682
Fax : (780) 663 3804

Ecole Sifton
4807-43 st
Camrose, Alberta
T4V 1A9
Phone: (780) 672 2980
Fax : (780) 672 4847

Sparling
5216-52 ave
Camrose, Alberta
T4V OX4
Phone: (780) 672 0106
Fax : (780) 672 8779

Strome
Box 10 or Cameron st
Strome, Alberta
TOB 4HO
Phone: (780) 376 3504
Fax: (780) 376 2338

Tofield
Box 990 or 4824- 58 ave
Tofield, Alberta
TOB 4JO
Phone: (780) 662 3133
Fax: (780) 662 2844

Viking
Box 720 or 5503-51 st
Viking, Alberta
TOB 4NO
Phone: (780) 336 3352
Fax : (780) 336 2299