Community VTRA Protocol:

Violence Threat Risk Assessment

A Collaborative Response to Assessing Potential Violence

A protocol developed by Battle River Regional School Division (BRSD), Elk Island Catholic Schools (EICS), Recovery Alberta Mental Health and Addictions, Children and Family Services, Royal Canadian Mounted Police (RCMP) and Camrose City Police

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DEFINITIONS

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

- School Threat Assessment Team (School-TAT) is a 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 Division VTRA Lead will be consulted and will support stakeholders in the school based violence threat risk assessment process.

- Community Threat Assessment Team (C-TAT) is a team of community partners trained in violence threat risk 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/person of interest 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 School Threat Assessment Team (School-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 Division VTRA Lead 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 student* 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 student's future risk.

- 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.

RATIONALE

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Battle River School Division (BRSD), Elk Island Catholic Schools (EICS) 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.

BRSD and EICS 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 "paint 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, EICS 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 situations 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.

COMMUNITY PARTNERS

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BRSD is the lead partner in the Community Violence Threat Risk Assessment (VTRA) Protocol for our geographical area of the City of Camrose, County of Camrose, County of Flagstaff and Beaver County.

Community Partners include:

- Student Wellness Facilitators (SWF)
- Children and Family Services
- Recovery Alberta Mental Health and Addictions
- Camrose City Police
- RCMP Detachments from Bashaw, Camrose, Killam, Tofield and Viking
- EICS (if it involves a student from their Division)
- Other local agencies as appropriate

VISION AND PRINCIPLES

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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 relationships based on mutual respect and trust.
- Fostering safe, caring, and restorative school environments.
- Involving children, youth, and families in planning supports.
- Recognizing each child's unique strengths and needs in service plans.

- Collaborating through learning, listening, and understanding.
- Being patient, trusting, and working together to support well-being.
- Participating in an annual Threat-Risk Assessment Team meeting.
- Designating a trained lead contact in each agency and communicating updates promptly.

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, BRSD, and/or EICS, along with appropriate community partners, may communicate relevant child/youth information as part of the VTRA protocol.

Partners commit to:

- Ensuring that staff/designate supporting the VTRA process have a working understanding of the protocol;
- Participating in Threat Assessment Team meetings;
- Designating a lead contact who has been trained or is familiar with the VTRA protocol;
- Reviewing the protocol on a yearly basis and communicating to the Threat Assessment Team any changes to the Lead Contact role within the organization.

THREAT ASSESSMENT RESPONSE

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When a student engages in behaviors or makes threatening comments or gestures that may lead to serious injury to themselves or others, the School Threat Assessment Team (School-TAT) and Community Threat Assessment Team (C-TAT) will respond according to the procedures outlined in Appendix A — Overview of Procedure. This protocol follows The Canadian Centre for Threat Assessment and Trauma Response's Canadian Model of Violence Threat Risk Assessment (VTRA).

The Violence Threat Risk 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 (see Appendix A)

Stage 1 VTRA Teams may include the following three professionals and others as the team or committee deems appropriate:
- School Principal and/or designate
- Division VTRA Lead
- RCMP or Camrose City Police

School Principal and/or designate will inform the Superintendent of Schools regarding activation of Stage 1.

The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Threat Assessment Report Form (Appendix B).

Note: VTRA cases can be resolved at the Stage 1 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 1 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 may involve some or all of the following:
- RCMP or Camrose City Police Member;
- Psychologists, community counselling, Recovery Alberta Mental Health and Addictions, Student Wellness Facilitator (SWF);
- Children and Family Services and other community partners.

This second stage is focused on further data collection beyond the initial data set obtained by the Stage 1 Team and as such the Stage 2 members are charged (in collaboration with the Stage 1 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

Stage 3 is a reconvening of the stage 1 and stage 2 teams in order to engage in a multidisciplinary intervention.
The multidisciplinary team meets to:

- Develop and implement a multidisciplinary intervention plan that addresses identified risks and supports the student's needs.
- Establish a follow-up review date to assess progress, adjust interventions, and ensure continued safety.

School And Community Threat Assessment Teams (School-TAT & C-TAT)
The School Threat Assessment Team (School-TAT) consists of trained professionals, including the principal, assistant principal, teacher, SWF, community partner, and an assigned school resource officer or trained police/RCMP member. Team members must have a working knowledge of the VTRA protocol. Responsibilities include:

- Determining if a risk to student/staff safety remains;
- Developing an intervention plan to support those involved, the broader school community, and staff.

The Community Threat Assessment Team (C-TAT) includes School-TAT members, the Division VTRA Lead, police, RCMP, and relevant community partners. If a School-TAT identifies a medium or high safety concern, the principal will request C-TAT activation through the Division VTRA Lead. Community partners may also initiate activation by contacting the Division VTRA Lead or designate.

If a community partner identifies a threat, they must notify their designated C-TAT lead, who will then contact the Division VTRA Lead. Regardless of availability, C-TAT members must act immediately to ensure safety. Since most cases involve schools, C-TAT meetings will be held on school premises whenever possible. The Division VTRA Lead or designate will serve as the lead C-TAT member.

WHEN TO ACTIVATE

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Any VTRA-trained partner agency can activate the VTRA protocol at any time. Sometimes it is difficult to determine whether or not to activate a formal VTRA process. The following guidelines are intended to help protocol partners decide if a formal VTRA is needed. It's important to carefully consider each individual incident to ensure the most appropriate response.

Immediate Risk Situations

These situations include armed (weapons/devices 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 a Stage 1 VTRA.

High-Risk Behaviours

Behaviors that raise concerns within the community and may indicate a student's progression toward serious violent actions are classified as high-risk behaviors. Formal categories for VTRA Protocol activation include, but are not limited to:

- Serious violence or violence with intent to harm or kill;
- Verbal/written threats to kill self or others ("clear, direct, and plausible");
- Internet website/social media 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;
- Extreme cases of bullying or harassment;
- Gang related intimidation and/or violence:
- evidence of planning and rehearsal behaviour:
- incidents of hate motivated by race, cultural, religion or sexual diversity.

Assessing The Threat

VTRA teams should evaluate the threat based on:

- The level of detail (e.g., location, target, timing, and justification).
- The nature of the threat (e.g., "kill", "shoot", etc.).
- How and when the threat was discovered, who received it, and who else is aware of it.
- Whether the threat is clear, direct, plausible, and consistent.

Worrisome Behaviours

Worrisome behaviours are those behaviours that cause concern for members of the school or community and may indicate a student/person of interest is moving towards the risk of serious violent behaviour. Often, worrisome behaviours are grey-area cases that may or may not result in the activation of the VTRA Protocol.

Worrisome behaviours include, but aren't limited to, the following:

- writing stories, journal entries and blog posts containing violent content;
- social media messaging;
- drawing pictures of a violent nature;
- making vague threatening statements;
- unusual interest in fire;
- significant change in aggressive or anti-social behaviours—a change in baseline;
- signs of domestic violence.

Early intervention often results from following up on concerning behaviors. In some cases, even limited data can uncover significant risks, escalating what initially seemed minor into a formal VTRA team activation. If further information reveals violence, threats, or weapon possession, the VTRA Protocol is enacted to assess and address the threat.

Situation	Details	Action/Protocol
Anonymous Threats	Involves violent acts against individuals, groups, or schools, found in graffiti, online posts, or written notes in public places.	Immediate investigation to assess risk and determine if further action is necessary.
Suicide as a Special Consideration	For suicidal ideation, follow established suicide risk protocols. If suicidal and homicidal ideation are fluid, or other risk factors exist, VTRA is activated.	Activate VTRA Protocol if: ● Fluidity between suicidal and homicidal ideation ● Suicide pact between multiple individuals ● "Puppet master" dynamic (manipulation into self-harm) ● Multiple suicides in a community in quick succession ● Collaboration with suicide risk assessment teams is essential
Non-School Hour Cases	Threats outside school hours that are clear, direct, and plausible.	Notify police and caregivers immediately. Activate VTRA if the threat poses an ongoing risk to the school community.
Warning Signs	Early warning signs of potential threats or violent behavior.	Act immediately: Risk increases as threats become more plausible. If evidence of violence, threats, or weapon possession, activate the VTRA Protocol.
Early Elementary Students	Threat-related behavior in elementary students may be "worrisome behavior" unless there is a significant change or serious threat (e.g., weapon possession).	Activate VTRA if there is a significant change in behavior, weapon possession, or clear threats. Even young children can pose a risk.
Students with Diverse Learning Needs	Behavior aligned with the student's established baseline does not trigger VTRA, but if behavior escalates, the VTRA team will assess.	Activate VTRA if behavior escalates beyond typical patterns. VTRA assessment remains unchanged, but interview strategies may be adjusted. School/district staff will serve as consultants to the VTRA Team.

KEY APPROACHES IN THREAT/RISK ASSESSMENT

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Sharing of Relevant Information

All partners will share relevant information in compliance with the Child First Act and Freedom of Information and Protection of Privacy Act 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 Violence Threat Risk 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 Threat/Risk Assessments strive to be both accurate and fair.

Threat Assessment Workshops

Division VTRA Lead will provide a workshop to community partners to maintain a working knowledge of the VTRA protocol upon request.

Contact List

BRSD will be the lead agency in the maintenance of the protocol. The Division VTRA Lead for Battle River School Division or designate(s), will maintain an up-to-date contact list of the Community VTRA Protocol partners, and will distribute a copy of the list to all Community Partners.

Need for Training

All training for Level 1 Violence, Threat Risk Assessment is the sole responsibility of each organization. BRSD is committed to supporting community organizations with a working knowledge of the VTRA protocol.

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.

VTRA REMINDERS

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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 students as the "last straw". VTRA may or may not result in a suspension. Threat/Risk Assessment is not a disciplinary measure.

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/risk assessment including obtaining history of prior target selection, site selection, and changes in baseline behavior.

VTRA Is Not a Disciplinary Measure

The VTRA process is designed to support students in addressing concerns and should not be used as a threat to modify behavior or as a disciplinary measure.

Guidelines for Re-entry into School

If a Stage 1 assessment determines that a student poses a threat, they may be suspended into the care of parents/guardians until such time that a comprehensive evaluation can be completed. The VTRA team will manage the process from investigation through intervention and re-entry planning. A written plan will outline the necessary steps for the student, family, school, and other stakeholders to ensure proper assessments are completed. BRSD/EICS remain responsible for providing educational materials while the student is out of school. In certain incidents, the student may be recommended to the board for expulsion from school and all school related activities, as per division administrative procedure outlining suspension and expulsion. Once finalized, the VTRA team may collaborate with the student and caregivers to develop a re-entry plan, which all parties may be required to sign.

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, and SWF) 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, staff, an entire class, or the school population, the circumstances will dictate how far reaching an intervention may be. The Division VTRA Lead 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.

CONSENT AND INFORMATION SHARING

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The partners collaborating on the community Violence Threat Risk Assessment (VTRA) Protocols are committed to the sharing of relevant information to the extent authorized by law. All participants in the VTRA process are bound by the legislation and policies that guide their agency or organization regarding confidentiality and information sharing. It's their responsibility to know the legislation, take it into account and guide actions accordingly.

Section 125(6) of the Youth Criminal Justice Act 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 to document this information — 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 to facilitate rehabilitation 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 doesn't require the young person's consent. As per Section 125(7), this information shall not be retained after the conclusion of the VTRA process.

In addition, the more recently proclaimed Children First Act (2014) is based on the philosophy that programs and services that support children are most effective when provided through a collaborative and multidisciplinary approach. Such collaboration can only be effective when appropriate information sharing occurs between individuals and organizations involved in planning or providing programs and services for children. The philosophy is critical to ensuring successful outcomes for children and their families.

The Children First Act enables greater information sharing among government departments, law enforcement, and other service providers when working with children. It modifies the Freedom of Information and Protection of Privacy Act and the Health Information Act by changing the standard for information sharing decisions. Instead of requiring "imminent danger", information can now be shared if there is a "risk of harm to the health or safety of a minor". (Children First Act, SA 2013, c C-12.5) This means that information can be shared more proactively to protect children, even if the risk isn't immediate. The Act allows for information sharing among parents and service providers for the purpose of providing services or benefits to the child that are in the best interests of the child. In addition, the Act provides liability protection in legislation for frontline workers who act in good faith and within the scope of their positions. For more about this and the Health Information Act, Freedom of Information and Protection of Privacy Act, Personal Information Protection Act and Children First Act is available at https://kings-printer.alberta.ca/1266.cfm?page=c12p5.cfm&leg_type=Acts&isbncln=9780779815739

In all circumstances, it is the responsibility of all stakeholders to ensure that confidentiality is maintained to protect the individuals involved.

COMMUNICATION AND DOCUMENTATION

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A welcoming, caring, respectful, and safe school fosters open communication and a culture of information sharing. School administrators, teachers, support staff, students, and parents must be encouraged and supported to voice concerns about school safety.

Responsible Reporting

All staff and students must be informed that anyone aware of high-risk student behavior or potential violence should immediately report it to the school principal or a staff member. Students should be actively taught that seeking adult support for worrisome behavior is not "snitching" but a shared responsibility for everyone's well-being. School staff must work to counter the code of silence and encourage open dialogue.

Fair Notice

The Community Violence Threat Risk Assessment Protocol partners are committed to school and community safety. Schools and partner agencies respond to any youth behaviors that may pose a risk to others. Each agency is responsible for communicating fair notice as appropriate for their site. School divisions provide fair-notice letters and/or post fair-notice information on their websites (see Appendix I: Samples of Fair Notice Letters).

Communicating with the Media

For cases attracting or likely to attract media attention, formal communication must be coordinated between BRSD and/or EICS along with the City of Camrose Police, RCMP, and Children and Family Services. Any media release must:

- Be prepared collaboratively;
- Be released jointly with the involved agency;
- Consider ongoing police investigations to avoid jeopardizing safety or legal proceedings; and
- Be approved by the Superintendent of Schools.

Documentation

The Community Threat Assessment Report Form will be used as the written documentation of the School-TAT or C-TAT meetings. The minutes taken in these meetings, the assessment data, and all 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 Threat/Risk Assessment Summary Form (Appendix C) will be distributed to each community partner involved with a student's 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 Division VTRA Lead. Documentation will be maintained in compliance with legal requirements with respect to disclosure (Children's First Act). Additional information may be added as appropriate for implementation and monitoring. Worrisome behaviour reports will be stored in the student's confidential file and kept at the appropriate school.

Appendices

APPENDIX A: OVERVIEW OF THE PROCEDURE

Appendix A: Overview of procedure

1. School Threat Assessment Team activates Stage One: Data collection and immediate risk reducing interventions.
2. Ensure awareness of the whereabouts of the target(s) and the threat maker and address any immediate risk factors. If threat is immediate, initiate a Lockdown or a Hold and Secure as necessary.
3. Check locker, backpack, desk and/or any relevant space of threat making student.
4. Administrator contacts Superintendent of Schools, BRSD or EICS Community Relation Advisor, Communications Officer and RCMP/Camrose City Police to inform them that the process has been activated.

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

Stage 1:
School Threat Assessment team completes data collection
(3 people)

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

Person 2 Review student's file including documentation and 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.

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Contact: Recovery Alberta Mental Health and Addictions. Speak to Case Manager
Contact: Children and Family Services- Speak to Child Intervention Supervisor. Be sure to state the threat assessment protocol has been activated
(Use appendix H as a guide)
Contact: other agencies relevant to case.

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

After completion of data collection and consultation, the School Threat/Risk Assessment Team determines the level of risk (step 8) and develops an intervention plan. (step 9)

Low to Medium Risk: Complete Intervention Plan. Meet with Parents/community partners to discuss intervention plan.	**Medium to High Risk:** Activate Level Two Threat Assessment Team. Contact community partners and arrange meeting to gather more information.

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

Level Two Threat Assessment Team:
Recovery Alberta Mental Health and Addictions
Camrose City Police or RCMP
Division VTRA lead or designate
Children and Family Services
Student Wellness Facilitator

VTRA Quick Guide

Steps	Actions	Completed yes/no
Step 1: Know the whereabouts of the target(s) and threat maker and address any immediate risk factors if they exist	• Monitor/detain the student(s) of concern if necessary until the police team member arrives. • If threat is immediate, initiate a Lockdown or a Hold and Secure as necessary. • Restrict access to weapons, lockers, backpacks, coats or cell phones.	
Step 2: Check locker, backpack, desk, car, etc.	• Remove and take photographs or copies of anything of concern found.	
Step 3: Call the trained member of the Camrose City Police or RCMP detachment.	• Share initial data; the police will determine if a student has a history of contact or access to weapons.	
Step 4: Notify BRSD Division VTRA Lead or EICS Division VTRA lead and Community Relation Advisor	• Indicate the school has activated a Stage 1 VTRA.	
Step 5: Determine interview plan and begin data collection	• Determine who will conduct interviews. Identify who will examine "hard" data (school records, internet history, surveillance footage, student records, contact previous school, social media). • Determine who will contact CF, Recovery Alberta Mental Health and Addictions as applicable (see Appendix H). • Contact pertinent parties.	
Step 6: Two members of VTRA team interview the threat maker	• APPENDIX B: Threat Assessment Report Form	
Step 7: Parent notification and interview	• Notify the parents/guardians of threat maker(s) and target(s). • Interview parents/guardians as part of the data collection (see Appendix D).	
Step 8: Stage 1 meeting	• VTRA teams come back together to review all data and information collected. • As a team, determine the level of risk and complete Threat/Risk Assessment Summary Form (see Appendix C).	
Step 9: Decide on a course of action	• As a team, determine a course of action (page 26) • If the threat is assessed to be moderate to high level of concern, move to Stage 2.	
Step 10: Intervention plan	• Stage 1 Intervention Plan (page 27) with strategies to address all identified risk factors. • Meet with parents /guardians to review the intervention plan. • If proceeding with Stage 2, inform parents /guardians and explain the rationale.	

Steps for School Administrators and VTRA team members

Step 1: Be aware of the whereabouts of the target (s) and threat maker and address any immediate risk factors.

- Monitor 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).
- Initiate Lockdown or Hold and Secure as necessary to protect safety of all.

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

Prior to engaging in a search of the threat maker's spaces, the following questions must be asked and answered given Section 8 of the Charter of Rights and Freedom (right to secure against unreasonable search and seizure).

- Is there enough proof to justify the search?
- Is the search reasonable?
- Is the search carried out in a reasonable manner?

Step 3: Call the RCMP or Camrose City Police Member; share initial data.

- The Police will determine if there is a history of weapons possession, use or violence in police accessible records.

Step 4: Notify BRSD/EICS Division VTRA lead or designate and Superintendent of Schools of the Stage 1 activation.

Step 5: In collaboration with the RCMP/City of Camrose Police Member and school administrator, 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, Student Wellness Facilitator, 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 or incident 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 Children and Family Services for a relevant record check
Call Recovery Alberta Mental Health and Addictions for relevant record check
Call Young Offender Probation for a record check relevant to the case

Please refer to Appendix D for further interview questions for parents/guardians

APPENDIX B: 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, or 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:		Date of Incident:	
Grade:		Parents/Guardian Names:	
Age:			

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 checking the locker, interviewing the individual who reported the threat, and having 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 hypotheses and verbatim questions. These questions can then be used in a targeted 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 <u>Assessing the threat</u> versus <u>Assessing the threat maker.</u>

Step 6: Stage 1 VTRA report form

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 their 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 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 the 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?

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 (backpack, 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"?

Series 3 Question: Threat Maker Typology

1. Does the threat maker (subject) appear to be more:
   - Traditional Predominately Behavioural Type?
   - Traditional Predominately Cognitive Type?

- Mixed Type?
- Non-Traditional?

2. Does the threat maker (subject) have a history of violence or threats of violence? If yes, what is his/her past:

- (HTS) History of Human Target Selection?
- (SS) History of Site Selection?
- (F) Frequency of Violence or Threats?
- Intensity of Violence or Threats?
- (R) Recency?

3. In the case at hand, what is his/her current:

- (HTS) Human Target Selection?
- (SS) Site Selection?
- Does it denote a significant increase in BASELINE behaviour?

NOTE: In Stage 1 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 a student who has become more withdrawn or quiet as opposed to 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?

Series 4 Questions: The Target
*Remember that in some cases the target is a 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: 2. What is his/her past frequency, intensity & recency (FIR) of the violence? 3. What has been his/her past human target selection (HTS)? 4. What has been his/her past site selection (SS)? 5. Is there evidence the target has instigated the current situation?

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?

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?

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 likely to increase or decrease his/her level of risk?

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 the 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 diagnosis?

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?

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 1 data collection phase.

Parents/guardians have NOT been notified

because:_____

_____

⭐Use Appendix D form when interviewing the parents/guardians of the threat maker.

Step 8: 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 questions: "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 1 Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage 2 Risk Evaluation.

☐ Low Level of Concern

Threat is vague and indirect.
- Categorization of low risk does not imply "no risk" but indicates *the student* is at little risk for violence.
- Information contained within the threat is inconsistent, implausible or lacks detail; or 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 or change in baseline behaviour.
- 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 student'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 or change in baseline behaviour.
- Immediate intervention is required to prevent an act of violence from occurring.

Step 9: Determine a Course of Action

With the input of *all* Threat Assessment Team members, decide on a course of action. If the student presents a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision. If the student presents a medium to high level of concern, the Threat Assessment Team has determined that more information is required and will initiate the Stage 2 threat assessment.

☐ 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 2 Threat Assessment is needed.

Step 10: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns which were identified during Stage 1 Assessment.

Stage 1 Intervention Plan (attach additional pages as needed)	
Disciplinary action taken:	
Intended victim was 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):	
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:	
If relevant, SSP goals/strategies revisited.	

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 prevent the student from having 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 Recovery Alberta Mental Health and Addictions 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 notify school administration immediately if the student makes further threatening statements.
- The student's travel to and from school will be supervised by a parent or guardian.

Team members	Date	Name	Signature
Principal			
Assistant Principal			
Division VTRA Lead or designate			
Local RCMP/City of Camrose Police			
SWF			
Children and Family Services			
Recovery Alberta Mental Health and Addictions			
Other (e.g. PCN Addictions, Victim Services, Classroom Teacher)			

Review date:	Meeting called by:

APPENDIX C: THREAT/RISK ASSESSMENT SUMMARY FORM

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

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.

☐ 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 suggests that the person is unlikely to carry out the threat 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 ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty "I'm serious".
- Moderate or lingering concerns about the child/youth's potential to act violently.
- Increase or change in baseline behaviour.

☐ High Level of Concern

The threat of a 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 or change 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 others 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 SSP goals and strategies

- 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 Assistant Principal Division VTRA Lead SWF	RCMP/City of Camrose Police Children and Family Services Recovery Alberta Mental Health and Addictions Other community partners
Date of Meeting:	Follow up Meeting within 30 Days:

Parent/Guardian name:	Signature:
Date:	

APPENDIX D: PARENT/CAREGIVER INTERVIEW FORM

Student Name:	Date of Birth:
Parent/Guardian name:	Relation to Student:

Be sure to ask parents to check student's bedroom, computer and social media

Family Dynamics:
● Family composition
● Current living / custody arrangements
● Relationship with siblings / parent
● Other significant relationships
● Privacy / supervision (e.g. computer in bedroom, etc.)
● CFS 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 the student associate with?
● What activities at school does the student participate in with their 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 E: WORRISOME BEHAVIOUR FLOWCHART

Recognizing and Addressing Worrisome Behavior
Worrisome behavior may be an early warning sign of more serious concerns. While it does not always require a formal threat assessment, it should never be ignored. Addressing worrisome behavior early can help prevent escalation and ensure appropriate support is provided.
Examples of worrisome behavior include, but are not limited to:
- Drawings or images depicting violence
- Stories, journal entries, or other writings that contain violent themes
- Vague or generalized statements about violence that do not meet the criteria for a direct threat
- Unusual fascination with fire
- Significant changes in anti-social or aggressive behavior

A worrisome behavior assessment can be conducted at the school or worksite level. Principals or designates are encouraged to reach out to the Division VTRA Lead for guidance and support as needed.

Step 1: Principal, Division VTRA Lead or community agency lead is informed regarding the worrisome behavior of a student/person of interest.

Step 2: Principal/designate, Division VTRA Lead or community agency lead/designate will meet with the student/person of interest and discuss the worrisome behavior.

Step 3: When appropriate, Principal/designate or community agency lead will contact the student's parents/guardians and arrange to meet. Principal/designate or community agency will ask parent/guardian's permission to invite community agencies to the meeting.

Step 4: Principal/designate, Division VTRA Lead or community agency lead will contact agencies such as CFS and/or Recovery Alberta Mental Health and Addictions/or RCMP/Camrose City Police who are currently involved with the student/person of interest and request supporting information relevant to the case at hand and request their attendance at the support meeting.

Step 5: During the support meeting, devise an action plan and specify roles to support the student/person of interest and schedule a follow-up meeting.

If during the meeting, student/person of interest discloses child protection concerns, contact Children and Family Services. Ask to speak to an intake worker and inform them of the disclosure. (Such calls, in the absence of a threat, do not constitute activation of the VTRA protocol).

If emerging evidence indicates a more serious concern, activate the VTRA protocol and begin Stage 1, data collection.

APPENDIX F: WORRISOME BEHAVIOR RISK ASSESSMENT / MANAGEMENT PLAN

Student Name:	Date:
School:	Grade:

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

Social, Emotional, Behaviour Concerns:

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

Other(describe):_____
_____
_____
_____
_____

Investigation Notes:

_____
_____
_____
_____
_____
_____
_____

Response Plan:

□ Notify appropriate staff	□ Referral to Recovery Alberta Mental Health and Addictions
□ Modify schedule as needed	□ Referral to AHS Addictions
□ Develop a student behaviour support plan	□ Referral to FSCD
□ Recommend universal supports in classroom	□ Referral to Children and Family Services
□ Referral to SWF	□ Recommend Psychoeducational assessment
□ Recommend community supports counselling	□ Schedule action plan review date

Other:_____
_____
_____
_____
_____

Participants in developing the Response Plan:

Position	Name	Signature
Principal		
Assistant Principal		
Classroom teacher		
Parent/Guardian		
Student Wellness Facilitator		
Other		

APPENDIX G: VTRA FOLLOW UP FORM

VTRA FOLLOW UP FORM

Student:		School:	
Date of Birth:		Student Number:	
Grade/Age:		Date of Initial VTRA:	
Date of meeting:		Parent/Guardian Names:	

What was the nature of the original threat or risk?

_____
_____
_____
_____
_____
_____

What level of risk was assigned to the original incident? (Please circle)   LOW / MED / HIGH

Based on the intervention plan, what strategies or services have been implemented or accessed since the first threat/risk assessment?

_____
_____
_____
_____
_____

Comments on the effectiveness of these strategies:

_____
_____
_____
_____
_____

Have there been additional threats or risks? (Please circle)   YES   /   NO

If yes, please describe:

Does the student still present a risk? (Please circle)   YES   /   NO

If yes, please describe:

What supports, actions or referrals are required to mitigate the risks or concerns?

Participants in follow up process:

Position	Name	Signature
Principal		
Assistant Principal		
Division VTRA Lead		
Local RCMP/City of Camrose Police		
SWF		
Children and Family Services		
Recovery Alberta Mental Health and Addictions		
Parent/Guardian		
Other-		

APPENDIX H: CONTACTING OTHER AGENCIES

As per the formal signed protocol, other agency partners may be involved in the Stage 1 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 Children and Family Services for a record check relevant to the case at hand. Indicate to the Child Intervention Supervisor or Child Intervention Manager that the Violence Threat Risk 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 Recovery Alberta Mental Health and Addictions for a record check relevant to the case at hand.
- Call other agencies relevant to the specific case.

Upon receipt of the Stage 1 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 1 data requires them to "disclose". Generally, Stage 2 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 1 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 2 evaluation is required.

APPENDIX I: SAMPLES OF FAIR NOTICE LETTER TO PARENTS

FAIR NOTICE LETTER TO PARENTS - SAMPLE #1

Dear Parents and Guardians,

Battle River School Division is committed to ensuring that all students and their families, as well as staff, feel safe, welcome and cared for at school.

Part of our commitment to providing a safe and caring environment is working together with others in the community to deal with any potential threats our schools may receive.

Significant threats are not a common occurrence in our schools, but in order to protect students, we do take all potential threats seriously. Potential threats may be made through social media posts, verbal or written words, or various forms of intimidating action.

In that circumstance, we use a process called the Violent Threat Risk Assessment (VTRA) protocol. The VTRA is a process which helps our school division and other agencies work cooperatively together to respond to concerning situations.

School administration, the school division and the Police would always be the first to respond to any form of threatening behaviour. The VTRA protocol allows us to also bring in social workers, mental health clinicians or other professionals with skills relevant to the situation if necessary. Personal information shared between agencies in the VTRA process respects and balances each individual's right to privacy with the need to protect the safety of everyone involved.

Parents / guardians will be notified as quickly as possible if such a situation occurs.

A complete copy of the Violent Threat Risk Assessment protocol is posted on our BRSD website. If you'd like additional information on this protocol, please visit www.brsd.ab.ca.

Thank you for your support of our work to ensure our schools remain safe and caring places for all.

Sincerely,

Rhae Ann Holoien

Superintendent of Schools

This letter is to be shared with parents by each school. The letter can be shared using any two of these three options:
- *Post on your school website along with the school handbook*
- *Add to your school handbook*
- *Share in a school newsletter*

FAIR NOTICE LETTER TO PARENTS – SAMPLE 2#

Dear Parents and Guardians,

At Battle River School Division, we are deeply committed to ensuring that all students, their families, and our staff feel safe, welcome, and cared for at school.

Part of this commitment includes working closely with community partners to address any potential threats to our schools. While significant threats are uncommon, we take every potential threat seriously to protect the well-being of our students and staff. Threats can arise in various forms, including social media posts, verbal or written statements, or intimidating actions.

To address these situations effectively, we follow the Violence Threat Risk Assessment (VTRA) protocol. This process provides a structured and collaborative approach to assess threatening behavior, reduce risks, and implement supportive interventions. It promotes a shared understanding of threat assessment, utilizes the expertise of community partners, and encourages a multidisciplinary response to violence prevention.

When a threat arises, schools, agencies, and other relevant professionals will work together through the VTRA process. Throughout this process, we are committed to respecting individuals' privacy while prioritizing the safety of everyone. Parents and guardians will be informed as early as possible to ensure transparency and collaboration.
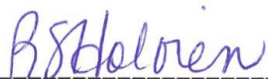
Potential threats may take many forms, such as:

- Serious violence or threats of violence with intent to harm others;
- Verbal or written threats to cause significant harm or property damage;
- Threats made through social media, texts, or online platforms;
- Possession of weapons, including replicas;
- Bomb threats or incidents involving explosives;

- Acts of fire setting;
- Sexual intimidation or assault;
- Severe bullying or harassment;
- Gang-related intimidation or violence;
- Rehearsal behaviors or evidence of planning harmful actions;
- Hate incidents motivated by factors such as race, culture, religion, or sexual diversity.

By working together with families and community partners, we aim to maintain a safe and caring environment where everyone feels supported and valued. Thank you for your cooperation in ensuring the safety of our schools.

XXXX

Signatories of the VTRA protocol

Rhae-Ann Holoien
Superintendnet of Schools, Battle RIver School Division

Paul Corrigan
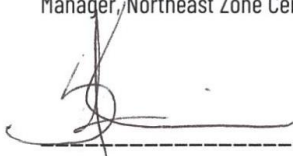Superintendnet of Schools, Elk Island Catholic School Division

Rene Brisson
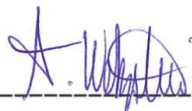Inspector of Operations Support- Camrose City Police

Melissa Elliott
Manager, Northeast Zone Central Region Children and Family Services

Susan Jubien
Manager, East Central Zone Recovery Alberta Mental Health and Addictions

Sgt. Andy Wetzstein
Royal Canadian Mounted Police

_____

Sgt. Ross Assoon
Royal Canadian Mounted Police

_____

Cst. Cory Schultz
Royal Canadian Mounted Police