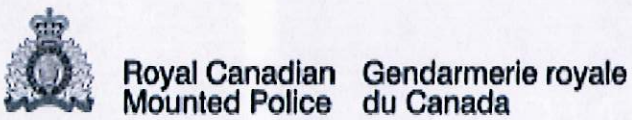
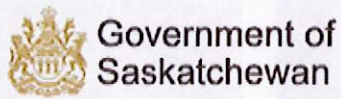
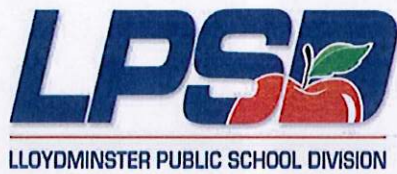


LLOYDMINSTER VIOLENCE-THREAT RISK ASSESSMENT COMMUNITY PROTOCOL

A Collaborative Response to Student
Threat Making Behaviours

INITIATED BY
LLOYDMINSTER
PUBLIC SCHOOL
DIVISION &
LLOYDMINSTER
CATHOLIC
SCHOOL
DIVISION



Lloydminster

Violence-Threat Risk Assessment Community Protocol

A Collaborative Response to Student Threat Making Behaviours

Lloydminster Public School Division &
Lloydminster Catholic School Division in
collaboration with community partners

*The protocol reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment
and Trauma Response*

Violence Threat Risk Assessment Fourth Edition

August 2013

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Companion Document:

Violence Threat Risk Assessment Stage 1 Report Form (Second Edition 2011)

Partners

The Lloydminster Public School Division and the Lloydminster Catholic School Division are the lead partners in the Violence-Threat Risk Assessment Community Protocol for our geographical area of Lloydminster. Community partners include the following agencies and organizations.

RCMP – Lloydminster City Detachment

Ministry of Human Services: Child and Family Services (AB)

Ministry of Social Services (SK)

Prairie North Regional Health Authority – Mental Health & Addictions Services

City of Lloydminster

Saskatchewan Ministry of Justice: Young Offender Community Programs (Lloydminster)

Alberta Justice and Solicitor General: Community Corrections Office (Lloydminster)

Roles of Community V-TRA Partners

School

- Activate Stage I V-TRA team
- Make sure all students are safe
- Complete Stage I data collection
- Forward to community partners
- Convene Stage II V-TRA team

RCMP

- Part of Stage I V-TRA team when called by school
- Share information regarding previous police “contacts” and level of risk as part of data collection
- Participate in Stage II V-TRA meeting or conference call
- If behaviour deemed high risk assist as necessary

Prairie North Regional Health Authority

- Community counseling – part of information sharing and Stage II V-TRA team
- Hospital – emergency psychiatric assessments

Alberta Child and Family Services and SK Ministry of Social Services

- Information Sharing and part of Stage II V-TRA team

All

- Share information as required (green – yellow – red)
- Insure “Level 1 Violence –Threat/Risk Assessment Training” for key members of agency

Overview

Background:

The general purpose of a Violence Threat Risk Assessment (VTRA) protocol in a school or community is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of the multi-disciplinary VTRA protocol is to identify indicators that suggest a student may be moving on a pathway toward violence against him/herself or others and intervene to decrease threat risk, prevent injury, and support the student in receiving the help necessary to address the issues contributing to the high-risk behaviour.

Purpose

The Lloydminster Public School Division (LPSD) and the Lloydminster Catholic School Division (LCSD) with Community Partners are committed to making our schools safe for students and staff.

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

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

The strength of the school divisions/community partnership lies in the multi-disciplinary composition of the response team. Without delay the response team will share and review student information and the details of the event in order to collaborate using a broad range of expertise.

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

Vision

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

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

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

- Building working relationships based on mutual respect and trust
- Involving children and youth and their families in planning for services and supports
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing a service plan to meet their needs
- Realizing that working together successfully is a process of learning, listening, and understanding one another
- Being patient and trusting and working together so we can help children and youth become happy, healthy, active, involved and caring members of the community

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

The protocol is designed to ensure that appropriate community team members communicate student information to school personnel who may then activate a risk/threat assessment process.

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

Limitations:

Need for Training

This protocol document is not a substitute for training in the field of violence threat/risk assessment 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 the "Level I Violence Threat/Risk Assessment Training" program offered by a Canadian Centre for Threat Assessment and Trauma Response Certified Trainer.

Importance of Safe School Culture

School culture/climate is widely acknowledged as being key to creating a safe environment. By placing a strong emphasis on safety, tolerance, communication and programming designed to facilitate social responsibility, an environment is created where violence is less likely to occur, and where systems are in place to allow for early identification of potential problem individuals. It is critical for students themselves to be actively involved in the development of safe school initiatives and programming.

Student Threat Assessment

What is Threat Assessment?

A team approach to determine the credibility and seriousness of a threat and the likelihood that it will be carried out. The team may include Principal, Vice-Principal, School Counsellor, Police, Psychiatrist, Social Worker, Community Counsellor, Probation Officer and/or other community agency representative.

What behaviours initiate a Student Threat Assessment?

A student Threat Assessment will be initiated when behaviours include, but are not limited to : serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

What is a threat?

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

What is the purpose of a Student Threat Assessment?

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To begin to understand the factors that contributes to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a Student Threat Assessment?

The Process:

- All threat making behaviour(s) by a student(s) shall be reported to the principal who will activate the protocol for the initial response.
- Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident.
- Risk/need assessments will examine relevant information, and determine if a student of concern may pose a further risk.
- Intervention plans will be developed and shared with parents, staff and students as required.

Duty to Report

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

Determining When to Activate a Violence Threat/Risk Assessment

Activation of the LPSD/LCSD Community V-TRA

To ensure the timely activation of a LPSD/LCSD/Community V-TRA, lead team member(s) will be identified by each agency and names provided to the Director of Education or designate of LPSD & LCSD. The school team, in consultation with the Director of Education or designate, will activate the V-TRA team.

When a community staff member determines the need to activate the LPSD/LCSD/Community V-TRA, they will notify their designated lead team member. Team members will, at all times, take any actions seen as necessary to ensure immediate safety, without delay, regardless of the involvement or availability of other community team members.

Whenever possible, V-TRA meetings will occur on school premises led by the school administration. In most cases the student behaviour that activates the community partnership will be observed in or affect the school.

Three Phase V-TRA Model

V-TRA Teams

Stage I: School based administrator, school counsellor, and RCMP Liaison or designate

Stage II: Stage I V-TRA members plus community partners

Stage I: Data Collection and Immediate Threat Reducing Intervention – performed by the Stage I team at the school level.

Stage II: Multidisciplinary Risk Evaluation – involves some or all of the following: psychology, psychiatry, mental health, child protection, youth probation, and others. This stage is focused on further data collection beyond the initial data set obtained by the Stage I team and as such the Stage II team members are charged with the formal risk assessment and evaluation which includes the use of test and measures.

Stage III: Development and Implementation of a Comprehensive Multidisciplinary Intervention – the formal meeting of the Stage I and Stage II members following the evaluation to develop and implement an intervention plan and to pre-determine a follow-up date for case review.

Consult with a V-TRA member if:

1. Lower baseline violence appears unprovoked
2. Clear victim and perpetrator dyad with power imbalance (age, size, social power, etc.)
3. No intent to harm present
4. If the frequency, intensity, recency (FIR) of the violence denotes an increase in behavioral baseline of the perpetrator(s)

Activate V-TRA team and protocol if:

1. Serious violence occurs
2. There is intent to seriously injure the target(s)
3. When illegal weapons (knives, guns, replicas, machetes, etc.) are brandished or used in the commission of the offence
4. Direct, clear, and plausible threats to kill or seriously injure are communicated

V-TRA Process**Stage I:**

This initial data collection often takes two hours or less where the team is focused on collecting readily available data that denotes the threat-maker has "engaged in behaviour consistent with their threat" (eg. locker check, police check, student file/record etc.).

Stage II members are involved in the Stage I process by either providing otherwise confidential information regarding immediate risk or telephone consultation on the case at hand. Stage II VTRA members are informed by the Stage I team of the activation of the protocol and any initial data the team has already collected. Upon report of the activation of the protocol, partner agencies check to see if the student in question was a client and determine if they are in possession of information that in conjunction with Stage I data require them to "disclose". See **"Inter-Agency Information Sharing and Confidentiality"** below.

****** The School Division Office V-TRA team lead or designate must be notified of all activations of the Stage I or II protocol but does not need to be present at Stage 1 initial meetings.

The Stage I Report Form (Companion Document) should be completed during this initial stage using information collected during checks, interviews, and from consultation with Stage II partners.

See Companion Document: Violence Threat Risk Assessment Stage I Report Form

Inter-Agency Information Sharing and Confidentiality

At the beginning of each school year, the school division will inform parents/students by written means (Fair Notice) of the Student Violence-Threat Risk Assessment process.

Agency communication regarding V-TRA will be the responsibility of each partner

This protocol allows cross-ministry sharing of information by partners working together in an integrated service model in accordance with the Alberta Children and Youth Initiative (June 2003), which is a collaborative partnership of government ministries on issues affecting children and youth. Partners include Children's Services, Learning, Health and Wellness (including AADAC and Alberta Mental Health Board), Aboriginal Affairs and Northern Development, Solicitor General, Human Resources and Employment, Community Justice and Attorney General.

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 receive direction from a supervisor:	Information can NEVER be shared under any of the following circumstances:
<ul style="list-style-type: none"> With written consent, To avert or minimize imminent danger to the health or safety of any person, To report a child who might need intervention under the Child Youth & Family Enhancement Act (see LPSD or LCSD Duty to Report Protocol), Where organizations that are subject to FOIP are involved in a common program or integrated service, The public interest in disclosure clearly outweighs any invasion of privacy that could result from the disclosure Disclosure would clearly benefit the individual to whom the information relates By order of the Court, As under the Youth Criminal Justice Act (Canada) to facilitate the rehabilitation of a young person, To cooperate with a police and/or child intervention investigation. 	<ul style="list-style-type: none"> Consent is not provided or refused but where there may be a health or safety issue for any individual or groups, To report criminal activity to police (pursuant to FOIP), Where there is a demand or request to produce information for a legal proceeding, When a professional code of ethics may limit disclosure. 	<ul style="list-style-type: none"> A legislative requirement barring disclosure, No consent and no need to know nor overriding health/safety concerns, Consent but no need to know nor overriding health/safety concerns.

Categories of Behaviour to Consider

There is a wide range of student behaviour that is of concern to schools and families. It is sometimes difficult, however, to determine whether or not to activate a formal Violence Threat/Risk Assessment (V-TRA) process. The following guidelines are intended to help school personnel make this determination by there are no hard and fast rules. It is important to carefully consider each and every individual incident to ensure the most appropriate response.

1. Immediate Risk Situations

These situations include armed intruders inside the building or on the periphery, who pose a risk to some target or targets, or active shooter (attacker) scenarios. When immediate risk is identified, the principal will contact the police and take steps to ensure the safety of all school members, as denoted in established protocols (i.e. perimeter lockdown, full-scale lockdown, etc.). In these cases, a threat is posed and the matter is one of immediate police intervention and protective school response; not Stage I V-TRA

School shootings are over in a matter of minutes, usually before police arrive. It is vital that schools have a plan which everyone understands, drills have been conducted and everyone knows what to do. In these situations, minutes count and seconds count even more. A solid lockdown plan which is understood by everyone (staff, students, parents and visitors) and which is exercised on a regular basis through drills, will save lives. The importance of having lockdown plans in place, can't be overstated. The fact that a solid lockdown plan exists, in itself, may serve as a deterrent to an individual who may be contemplating an act of targeted violence in a school setting.

In these situations, the V-TRA will not undertake a formal Threat/Risk Assessment until the situation has been stabilized, the assailant detained and the services of the formal V-TRA requested. In many cases, the legal system will have already referred the assailant for a comprehensive forensic assessment. V-TRA Committees may still request an assessment or review by the V-TRA Team prior to making decisions about re-entry into the regular school system if the assailant is a student.

2. Early Elementary Students

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. Nevertheless, when younger students engage in violent or threat-related behaviours, developmental and exceptionality issues need to be taken into consideration. Generally speaking, most threat related behaviour exhibited by elementary aged students would fall into the category of 'worrisome behaviours'. However, just because a student is elementary age does not mean they cannot pose a risk.

3. Worrisome Behaviours

Worrisome behaviours are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behaviour. This would include instances where a student may be engaging in behaviours such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law but are causing concern for some members of the school community because of their violent content.

The majority of high-risk behaviour, from Kindergarten to Grade 12, falls into this category. In keeping with zero tolerance for not responding to threat-related behaviour, all worrisome behaviours will be communicated to the V-TRA's administrative and clinical members for consultation. In these cases, the team is not activated formally. The principal consults with the clinician as to whether or not some formal action (assessment) should occur. The police member of the V-TRA team may be consulted but not through a formal "complaint" because there is not sufficient data/evidence to warrant that action. If further data is obtained that suggests the student has been violent, uttered threats to kill, or is in possession of a weapon, then the team is formally activated to deal with the new data.

In many cases, following up on "Worrisome Behaviours" results in good early intervention measures. There are also cases where "a little data leads to a lot" and what seems like a minor case can quickly evolve to the formal activation of the V-TRA team.

4. Non-School Hour Cases

If information is received by a V-TRA member regarding a threat that is "clear, direct, and plausible" before or after school hours, police will be called and parent(s) or caregiver(s) will be notified immediately so that they can take steps to notify and protect the target.

As a second step, the V-TRA team will be activated if the situation is deemed to have potential to pose ongoing risk to some member(s) of the school community. Open communication between school and police regarding non-school hour cases is essential. Many evening or weekend incidents occur that continue into school the next day and therefore schools need to be informed by their police colleagues about potential ongoing risk.

5. Students with Special Needs and V-TRA

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

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

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

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

6. Working with members of Ethnic Minorities

The potential for cultural bias is well documented in the psychological literature. When conducting a VTRA, cultural bias may be a function of:

- (a) The construct being measured (VTR between individuals of Western cultures may present differently from VTR between individuals of Western sub-cultures such as Aboriginal populations; or non-Western cultures), or
- (b) the content of the questions and/or how the questions are phrased (ie: language and culture may influence interpretation with respect to the interviewer and/or respondent).

Members of some minority cultures experience significant rates of poverty, racism, and discrimination, and language barriers may also exist. These factors, along with possible distrust for authority figures can lead to the presence of multiple stressors that increase perceived level of risk or actual risk.

When interviewing individuals with special education needs, English as an Additional Language needs or those that require accommodations for deaf/blind consider the need for a language or hearing impaired interpreter. Ideally friends and family should not be used as interpreters with children/witnesses.

Key Approaches in Risk/Threat Assessment

1. Sharing of Relevant Information

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

2. Investigative Mind-Set

This is central to the successful application of the risk/threat assessment process.

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

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

3. Building Capacity

Threat assessment training will be provided to as many school personnel and community members as possible

4. Program Review

The Lloydminster Public School Division/Lloydminster Catholic School Division Violence/Threat Risk Assessment Community Protocol will be reviewed annually, or upon the request of a signatory.

5. Contact List

As the lead agency, the LPSD/LCSD Directors of Education or designates will maintain an up-to-date contact list of the lead team members and will ensure that all community team members also have a copy of the list.

In the event of the absence of the lead contact the Director of Education or designate will arrange for an alternative lead contact.

VTRA Reminders

Threat Assessment Trumps Suspension

In most cases, unless the individual of concern already poses an imminent or obvious safety concern, (i.e. currently brandishing a weapon), the Stage I team is activated and Stage I Report Form data is collected within reason before suspension is even considered. A poorly timed "out-of-school" suspension is high risk as this period is often viewed by the high-risk student as the "last straw". It is in this stage that many threat makers decide to finalize a plan to terrorize their school or attack a specific target: this can include homicidal or suicidal acts. The suspension does not "cause" the violence to occur but creates the necessary "context" for the high-risk student, who is already struggling with suicidal and/or homicidal ideation, to take the final step from planning to action.

Unauthored Threats: Assessment and Intervention

Unauthored threats are typically threats to commit a violent act against an individual(s), specific group, or site (i.e. the school). They may be found written on bathroom walls or stalls, spray painted on the side of schools, posted on the Internet, letters left in a conspicuous place (teacher's desk), etc. The lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed to:

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

Appendix A: Responding to Student Threat Making Behaviour: A Staff Guide

All staff and students will report behaviours to the school principal/designate that may pose a risk or threat to others

Worrisome Behaviours	High Profile Worrisome Behaviours	High Risk Behaviours	Immediate Threat Call 911
Include but are not limited to: Violent content: <ul style="list-style-type: none"> • Drawing pictures • Writing stories/journals • Vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour 	<ul style="list-style-type: none"> • Worrisome behaviour occurring in a setting where there is an audience that may be traumatized. • Audience reaction to the incident may trigger a broader trauma response in the school and community 	Include but are not limited to: <ul style="list-style-type: none"> • Possession of weapon/replica • Bomb threat plan • Verbal/written threat to kill/injure • Internet website threats to kill or injure self/others • Fire setting • Threats violence • Hate motivated violence targeting a particular student 	Include but are not limited to: <ul style="list-style-type: none"> • Weapon in possession that poses serious threat to others • Plan for serious assault • Homicidal/suicidal behaviour that threatens safety • Fire setting

PRINCIPAL INFORMED

****Make sure all students are safe****

In School Stage I V-TRA Team	Community Stage II V-TRA Team
Lead: School V-TRA Team to develop a plan and consider the following: <ul style="list-style-type: none"> • Initiate Stage I V-TRA in order to determine Level of Threat • Inform Director or designate • Contact RCMP • Access V-TRA Community Partners • If Low to Medium Threat implement Intervention Plan • If Medium to High convene Stage 2 V-TRA Team • Refer Media to Director's Office 	Lead: When risk is determined to be Medium or High the Community V-TRA team meets to determine: <ul style="list-style-type: none"> • If further assessment is required • Safety of target and/or others • Community based intervention plan • Imminent danger call 911

Appendix B: Responding to Suicidal Risk in Students: A Staff Guide

Please DO the following:	
<ul style="list-style-type: none"> • Remain calm • Take the situation seriously • Use language that supports disclosure • Reinforce the need to involve others who can help • Seek support from supervisor • Remain with the student 	<ul style="list-style-type: none"> • Ensure the student is accompanied to the hospital by an adult • If escort is not parent/guardian, ensure parent/guardian is informed student has gone to the hospital • Document the event afterwards • Ensure student is with an adult at all times

Steps To Take When:		
Concern: A student's behaviour suggests suicidal risk, or concern is expressed for a student's safety.	Disclosure: A student discloses suicidal thoughts/recent self injury.	Attempt: A student makes an attempt at school or returns to school having made and attempt.
<ul style="list-style-type: none"> • Contact the student and assess the situation • Consult with your Principal/Director or designate • Contact parent/guardian to discuss concern and develop plan for support • Contact counsellor 	<ul style="list-style-type: none"> • Notify the Principal / Director/designate • Contact the parent/guardian immediately • Contact your counsellor • Contact 911 and request on-site assistance, when the safety of the student indicates this is necessary or accompany the student to hospital when safe to do so and parent/guardian is unavailable 	<ul style="list-style-type: none"> • Call 911 in an emergency • Notify Principal/Director or designate • Contact the parent/guardian immediately • Accompany the student to the hospital when it is safe to do so and when the parent or guardian is unavailable

Appendix C:

Agency Contact Sheet

As a community partner in Violence/Threat Risk Assessment Community Protocol, we are providing a summary of a recent **Level I V-TRA** conducted within one of our schools. We are sharing and gathering specific information in order to best assess the level of risk and to best create an intervention plan.

School Division: ____ Lloydminster Public School Division ____ Lloydminster Catholic School Division

Student Name: _____ School: _____

Grade: _____ DOB: _____ Age: _____

Parent/Guardian Name: _____ Contact Number(s): _____

Address: _____

Date of Incident: _____ Determined Level of Risk: _____

Summary of Incident:

Agency Response:

****If you have relevant information please contact _____ at _____
by phone: _____, fax: _____, or email: _____ ASAP****

Please check the appropriate box and return to the above number

- ☐ I have no information to share about this child/youth.
- ☐ I do not currently have information to share but will inform you about future involvement with this student.

Contact Name: _____ Agency: _____

Date: _____ Phone Number: _____

Appendix D:

V-TRA Agency Contact Information

Fax and/or scan and email Agency Contact Sheet and initiate phone call to let them know it has been sent.

****May change so list needs to be copied and updated annually and posted at agency level**

Agency Lloydminster Office	Phone Number	Fax Number	Contact Person & Email**
Lloydminster Public School Division	780-875-5541	780-875-7829	
Lloydminster Catholic School Division	780-808-8585	780-808-8787	
RCMP – Lloydminster Detachment	306-825-6350	306-825-6356	
Prairie North Regional Health Authority – Mental Health and Addictions Services	306-820-6250	306-820-6256	
Saskatchewan Ministry of Social Services	306-820-4250	306-820-4267	
Child & Family Services <i>AB Ministry of Human Services</i>	780-871-6402	306-820-4267	
Youth Offender Community Programs <i>Saskatchewan Ministry of Justice</i>	306-825-6495	306-825-6463	
Community Corrections Office <i>Alberta Justice & Solicitor General</i>	780-871-6470	780-871-6485	

Appendix E: School/Community Intervention Plan Stage II

This contract is to serve as a guideline to ensure that all of the stakeholders (students, parents, school administration, school staff and community resources) are aware and are committed to helping the student. This contract outlines the tasks to be completed by the stakeholders.

Student: _____

Parent(s): _____

Immediate Action

The stakeholders agree to the following tasks:

The stakeholders agree the following tasks will be ongoing:

This contract will be reviewed on: _____
(Date)

Parents /students / school can request a review of the contract at any time

Student

Date

Parent(s)

Date

School Administration

Date

Partner Signature

Date

Partner Signature

Date

Appendix F:

V-TRA CHECKLIST

This V-TRA Checklist should be used during Stage I and Stage II

Student: _____

Parent(s): _____

Phone Numbers: Home: _____ Work: _____

Action to be Taken	Yes	No	N/A	Person Responsible	Date
Notify Initial V-TRA Team:					
1. Administration					
2. Police/Resource Officer					
3. Counsellor					
Contact parents of threat maker(s)					
Contact parents of victim(s)					
V-TRA Team is activated:					
1. Administration					
2. RCMP Officer					
3. Counsellor					
4. Mental Health Therapist/Prairie North Regional Health Association					
5. Child and Family Services Worker (CFSA/MSS - Ministry of Social Services)					
6. Psychiatrist, Physician					
7. Elder					
8. Probation					
9. AADAC Counsellor					
10. Other involved individuals					
Call Child and Family Service Authority (CFSA/MSS)					
Call Mental Health					
Determine if student is able to go home					
If no, alternative arrangements have been made					
Student/parent provided with contact for necessary follow-up resources					
Student Intervention Plan Part 1 (School)					
Student Intervention Plan Part 2 (Community)					
Staff is notified that Initial V-TRA protocol has been activated and plan is in place					
Information is provided to students and parents					
Spokesperson provides information to the press					
Parent meeting is scheduled					
Evaluate safety procedures if activated (i.e. lockdown)					
Evaluate/debrief with V-TRA Team and Partners					
Report is sent to Student Services					

Appendix G:

THREAT INTERVENTION SUMMARY REPORT

A copy should be maintained by the school and a copy forwarded to the Director of Education or designate.

Name of Student: _____

Date: _____ School / Class: _____

Nature of threat: _____

Victim's Name(s): _____

Stage I V-TRA Team Members Involved:

- ☐ Principal/VP: _____
- ☐ School Counsellor: _____
- ☐ RCMP Liaison: _____
- ☐ Division: V-TRA: _____

Stage II V-TRA Partners Involved:

- ☐ AB CFSA: _____
- ☐ SK Social Services: _____
- ☐ Community Counseling: _____
- ☐ Psychiatrist: _____
- ☐ Victim Services: _____
- ☐ Interval Home: _____
- ☐ Sexual Assault Centre: _____
- ☐ Midwest Family Connections: _____
- ☐ Other: _____

1. Others involved in incident and nature of their involvement (staff, students, others):

2. Names of witnesses:

3. Details of the incident (when and where it occurred, behaviour and specific language of the threat-maker, immediate action taken

4. V-TRA Team intervention and recommendations (attach V-TRA Checklist):

5. Conditions to return to and/or remain in school (attach Student Intervention Stage I):

6. Resources and strategies in place for those affected (attach Student /Community Intervention Stage II):

7. Debrief session took place on or is scheduled for:

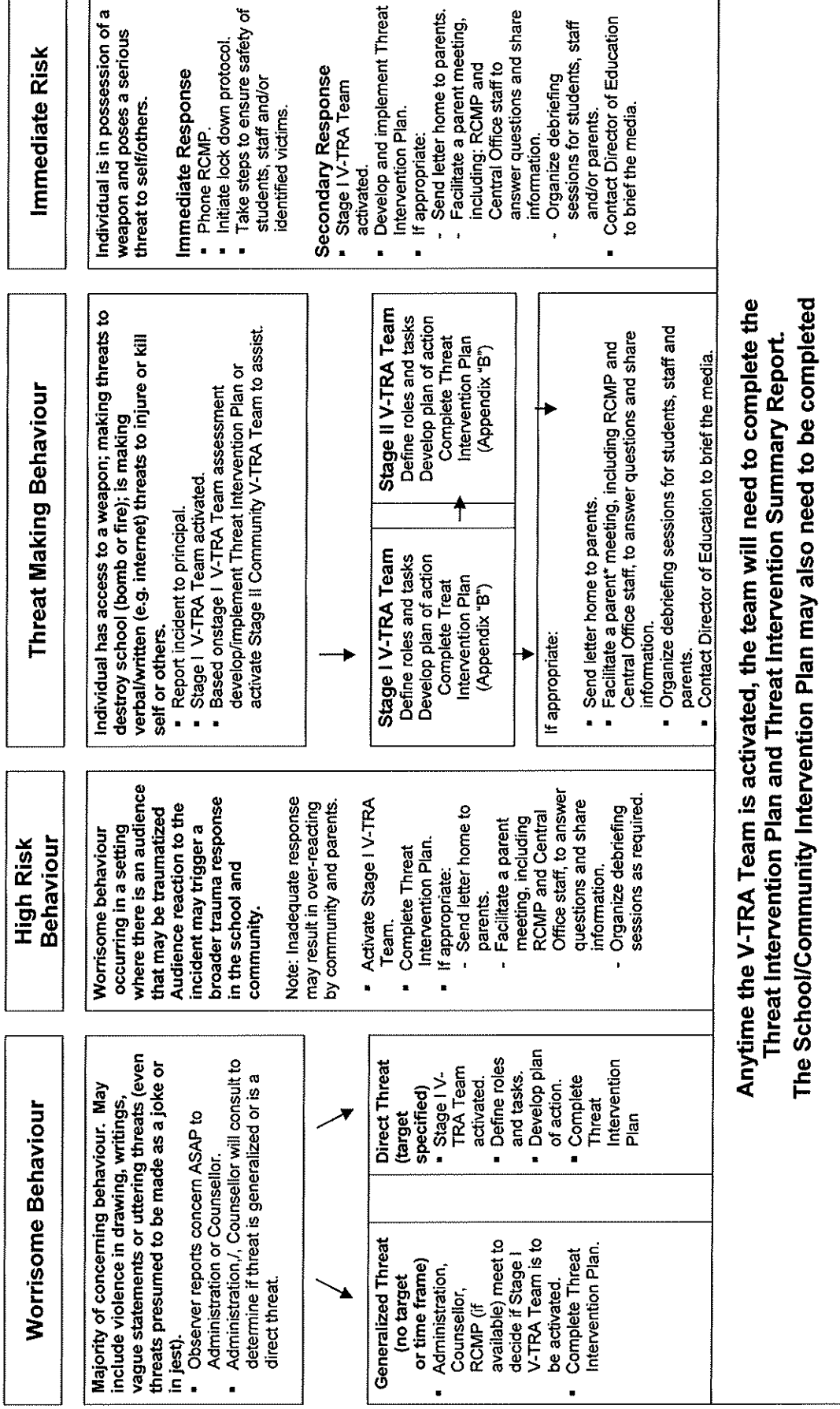
Title: _____

Signature: _____

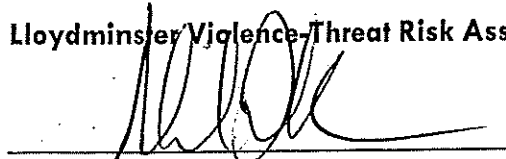
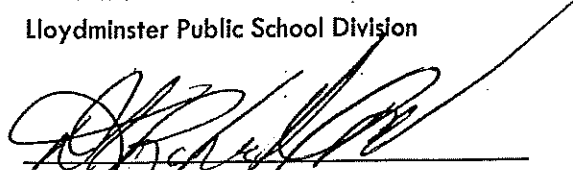
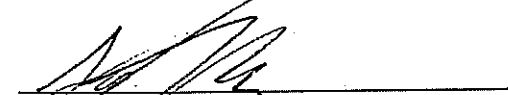
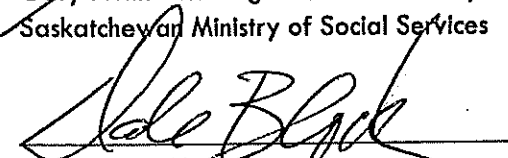

Appendix H:

THREAT ASSESSMENT FLOW CHART

The decision to engage in any of the processes below is at the discretion of the principal



Lloydminster Violence-Threat Risk Assessment Community Protocol Signing Partners


Dr. Michael Diachuk – Director of Education
Lloydminster Public School Division
Doug Robertson – Director of Education
Lloydminster Catholic School Division
Dave Kalist – S/Sgt, Detachment Commander
RCMP – Lloydminster City Detachment
Binamin Konlan – Mental Health and Addictions Services
Prairie North Regional Health Authority
Gary Nolin – Manager Service Delivery
Saskatchewan Ministry of Social Services
Dale Block - Manager
Alberta Ministry of Human Services
Child & Family Services Division
Barry Erickson – Supervisor - Lloydminster
Saskatchewan Ministry of Justice

