"CENTRAL ALBERTA"
Community Violent Threat Risk Assessment Protocol

Schools. Communities. Parents. Protective Services.
Working Together To Protect our Children
and Keep Our Community Safe

COMMUNITY VTRA
PROTOCOL PARTNERS

Canadian Center for Threat Assessment and Trauma Response (CCTATR)

Chinook's Edge School Division No.73

Red Deer Public School District No. 104

Red Deer Catholic Regional School Division No. 39

Olds College

RCMP

Alberta Children Services

Alberta Health Services

Child/Youth and Family Addictions and Mental Health

Town of Olds

Central Alberta Community Corrections

Mountain View County

Chinook Arch Victim Services

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

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COMMUNITY VIOLENT THREAT AND RISK ASSESSMENT PROTOCOL

SPECIAL THANKS TO:

This Community Violent Threat and Risk Assessment Protocol reflects the work of J. Kevin Cameron, Executive Director of the Canadian Centre for Threat Assessment and Trauma Response.

We also wish to acknowledge the work of the many school boards and community organizations who have also developed regional protocols in working to support the safety of children/youth and families.

The willingness to share experience and resources has strengthened this Central Alberta Community VTRA Protocol and process.

This Community Violent Threat and Risk Assessment Protocol was developed by

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2018

Community Violent Threat and Risk Assessment Protocol signed on March 12th, 2018

Table of Contents

RATIONALE:

Chinook's Edge School Division, Red Deer Public Schools, Red Deer Catholic Regional Schools and their 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.

School authorities will respond to student behaviors that may pose a potential risk for violence to students, staff and members of the community. The goal in supporting intervention measures by each school board and community partners is to strive to prevent and reduce school violence and to promote the safety of all members of our community.

This protocol supports collaborative planning among community partners to reduce violence and reflects safe, caring and restorative approaches. It fosters timely sharing of information about students who pose a risk for violence towards themselves or others. The protocol promotes the development of supportive and preventive plans.

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

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

COMMUNITY PARTNERS

Chinook's Edge School Division, Red Deer Public School District and Red Deer Catholic Regional Schools are the lead team members in the Community Violent Threat and Risk Assessment Protocol. Community partners include the following agencies and organizations:

Alberta Children Services
- Red Deer
- Olds

Police Services:
- Olds RCMP Detachment
- Three Hills RCMP Detachment
- Red Deer RCMP Detachment
- Red Deer Rural RCMP Detachment
- Sylvan Lake RCMP Detachment
- Innisfail RCMP Detachment
- Sundre RCMP Detachment
- Didsbury RCMP Detachment

Alberta Health Services (AHS):
- Child/Youth and Family Addictions and Mental Health

Red Deer Public School Division No. 104

Red Deer Catholic Regional School Division No. 39

Chinook's Edge School Division No. 73

Olds College

Central Alberta Community Corrections

Additional community partners will be invited to join as the protocol develops. This will allow the protocol to expand and reflect a comprehensive community commitment to early intervention measures and responses to behaviour that pose a potential threat to students, staff, and members of our community.

INTRODUCTION

This document has been prepared as a support to:

- Ensure a coordinated approach between community partner agencies.
- Promote dialogue, establish effective relationships and create shared understandings between the community partner agencies.

This document outlines the common principals, varied resources, and certain obligations and procedures that are required by provincial and federal legislation (eg: *the Alberta Human Rights Act*, the *Child First Act*, the *Child Youth and Family Enhancement Act*, the *Freedom of Information and Protection of Privacy (FOIPP)*, the *Criminal Code*, the *School Act*, the *Health Information Act*, and the *Youth Criminal Justice Act*).

VISION

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

MISSION

All partner organizations will take a zero tolerance stand for NOT responding to any form of violence or threat of violence that impacts the quality of life for children and youth.

GUIDING PRINCIPLES

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

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school and community safety. We will do so by proactively sharing information, advice, and supports that reduce violence.

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

- Building working relationships based on mutual respect and trust;
- Working in ways that promote safe, caring and restorative school environments and practices;
- Involving children, youth and their families in planning for services and supports;
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate support plan;
- Realizing that working together successfully is a process of learning, listening, and understanding one another; and
- Being patient, trusting and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

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

This protocol is designed to facilitate communication so that when the Comprehensive Team is activated, appropriate community partners and school authorities may communicate relevant student information.

As part of the protocol design, Chinook's Edge School Division, Red Deer Public Schools, Red Deer Catholic Regional Schools and community partners will commit to ongoing staff development in threat assessment training and program review.

KEY INFORMATION ABOUT VIOLENT THREAT RISK ASSESSMENT

1. Activating Protocols

Violent Threat and Risk Assessment Protocols are activated to determine level of risk. A **Threat** is any specific, concrete and plausible expression of intent to do harm or act out violently against someone or something. **Worrisome** behaviour is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour.

2. Sharing of Relevant Information

The sharing of information is carried out by any of the team members, on a proactive basis, to avert or minimize imminent danger that affects the health and safety of any person. Under this provision, three criteria regarding imminent danger will be generally satisfied:
- Clarity – the intended victim or group of victims must be ascertainable or sufficiently identifiable
- Danger – the danger to the victim must be serious bodily harm or death, and
- Imminence – the risk must be serious and a sense of urgency must be created by the threat of danger. The risk could be a future risk, but must be serious enough to that a reasonable person would believe that the harm would be carried out.

Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment.

3. Investigative Mind-Set

This is central to the successful application of the violent threat/risk assessment process.   (Threat assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points from information collected). It would be beneficial for personnel who carry out threat/risk assessment to be trained in Level 1. This training outlines these components of an investigative mind-set:
- Open ended probing questions;
- Healthy skepticism;
- Attention to baseline;
- Verification of facts, actions corroborated;
- Common sense; and
- Ensuring that information makes sense; is factual and follows protocols.

When determining if a threat maker actually poses a risk to the person/target, consideration should be given to the following:
- Is the threat plausible?
- Is the threat an emotionally charged threat?
- What are the precipitating factors?

4. In case of "Un-authored" Threats: Duty and Intervention

Un-authored 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 or in letters left in a conspicuous place (teacher's desk) etc.

In the field of school-based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment.

Nevertheless, there are steps that should be followed to:
a. Assess the un-authored threat;
b. Attempt to identify the threat maker; and
c. Avoid or minimize the crisis/trauma response.

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

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

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

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

Contra-indicators:
- Some authors will switch gender and try to lead the reader to believe they are a boy (or girl) when they are not or pretend to be someone else as a setup.
- Some individuals who write un-authored "hit lists" embed their names in the list of identified targets.
- Depending on the severity of the threat, some or all staff members may be asked to assist in analyzing the un-authored threat.
- Depending on the severity of the threat, some students may be asked to give their opinion regarding the origin and authorship of the threat.

5. Building Capacity

Violent threat risk assessment teams and community partners will receive violence threat risk assessment training. Along with Level I and Level II VTRA training, school divisions, post-secondary institutions and community partners may provide additional training opportunities to support the work of the community Threat Assessment and Support Protocol.

6. Program Review

This protocol will be reviewed regularly by representatives from each of the school authorities and community partners.

7. Contact List

The Community VTRA Steering Committee will share the responsibility of maintaining an up-to-date contact list of the lead VTRA team members and will distribute a copy of the list to all community partners. As well, school division summer contacts for July and August of each year will be determined and provided to community partners.

8. Community VTRA Protocol Steering Committee

The Community VTRA Protocol Steering Committee membership will consist of a representative from each of the community partners identified on the signatory page and will plan to meet bi-annually or as needed. The key lead or chair of this steering committee will be shared by the three school boards: Chinook's Edge; Red Deer Public; or Red Deer Catholic.

VIOLENT THREAT RISK ASSESSMENT RESPONSE

When a student engages in behaviours or makes threatening comments or gestures that may result in injury to others in the community or self, the VTRA Team will respond. For school division response refer to:
- *Appendix D – Responding to Student Threat Making Behaviour: A School Staff Guide*
- *Appendix E – Responding to Student Threat Making Behaviour: A Protocol Partner Guide*

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

The work off the CCTATR reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

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

Stage 1 Data collection and immediate risk reducing interventions are performed by the school-based team (Initial Team), which must, at minimum, include the school principal or vice principal, Family School Wellness Worker and may include police and/or Division VTRA Contact. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Violent Threat Risk Assessment Data Collection Form. The data collection results in an intervention plan.

Stage 2 Comprehensive multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage I VTRA. The Stage 2 VTRA Team may involve some or all of the following: additional police-based resources, psychology, psychiatry, mental health, child protection, young offender worker, and others. At Stage 2, the VTRA Team members work in collaboration to conduct the formal risk assessment and evaluation.

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

> Community partners are responsible to create and maintain internal processes and practices consistent to the model.

SHARING INFORMATION

> Wherever possible and reasonable, consent to disclose personal information should be obtained.

The general intent of access to information and protection of privacy legislation is to regulate the collection storage, use and disclosure of personal information. School authorities and community partners are committed to the sharing of relevant information to the extent authorized by law.

Valid consent does not exist unless the individual knows consequences of the intended disclosure. The individual must be made aware that they can withdraw consent at any time by giving written or verbal notice. Schools/campuses and community partners are committed to the sharing of relevant information to the extent authorized by law.

The presumption is that all information shared by partners about individual students and families is personal information and should be treated with a high level of confidentiality. Once sharing of information has occurred each partner who receives the information will be responsible for ensuring appropriate storage, use and disclosure of such information in accordance with the laws, regulations, policies and procedures applying to that partner. Each partner will be responsible for the education of their staff in this regard.

> It is vital to note, however, that legislation allows the release of personal information without consent if there is imminent threat to health and safety. To make parents/guardians/caregivers and students aware of the protocol to be followed in such cases, schools/campuses will provide Fair Notice Letter to parents/guardians/caregivers, students and staff on a yearly basis (See Appendix B). This notification will be posted permanently on each schools/campuses

Health Information Act (HIA)
HIA sets out the rules for the collection, use, disclosure and protection of health information that is in the custody or under the control of a custodian. Examples of custodians include Alberta Health, Alberta Health Services, Covenant Health, physicians, pharmacists, registered nurses, and dentists. The HIA strikes a balance between the protection of privacy and enabling the appropriate amount of information sharing to provide health services and manage the health system.

Personal Information Protection Act (PIPA)

PIPA applies to provincial private sector organizations, businesses and, in some instances, to non-profit organizations for the protection of personal information and to provide a right of access to an individual's own personal information. Organizations that are subject to PIPA must develop and follow policies that are reasonable to meet its obligations under the Act. When PIPA refers to anything or any matter as 'reasonable,' it is that which a reasonable person would consider appropriate in the circumstances.

Freedom of Information and Protection of Privacy Act (FOIPP)

FOIPP applies to all provincial government ministries and agencies in Alberta including Child and Family Services and the Ministry of Justice. Its terms are similar to FOIPP and allow disclosure of information when the public interest in disclosure clearly outweighs any invasion of privacy or when disclosure would clearly benefit the individual to whom the information relates.

Children First Act

A custodian may disclose health information about a child, without consent, to a service provider for the purposes of enabling or planning for the provision of services, if, in the opinion of the custodian, it is in the best interest of the child.

Youth Criminal Justice Act (YCJA)

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

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use, storage and disposal under the YCJA ss.126 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

See APPENDIX H for more information about Sharing of Information

<u>Cases</u>

Supreme Court Decision: R. V. M. (M. R.), (1998) 35. C. R. 398
"The Supreme Court of Canada (1998) has established legal precedent by ruling (in R. vs M (M. R)) that in certain situations, the need to protect the greater student population supersedes the individual rights of the students. The ruling explicitly acknowledges that school officials must be able to act quickly and effectively to ensure the safety of the students and to prevent serious violations of the school rules." (pg. 15)

Reference: Cameron, K. (2011) *Community Protocol for Violence Threat Risk Assessment (TRA) and Intervention* (9th Edition)

DOCUMENTATION

The VTRA Summary form is completed by the school authority and serves as the official written record of the school/community meeting called to discuss student behaviour and to determine follow up plans or interventions. The written form and/or information from the meeting may be shared with others when it is deemed a safety concern. The original form will be stored in the student's confidential file and the plan will be shared with partners.

If the plan requires further action outside of the school, the appropriate organization may receive a copy of the plan. In such instances, it is essential that all organizations make reasonable efforts to ensure that their protocols for the sharing, storage and retention of this information and this report are consistent with the following principles:
- At the minimum, partner organizations should ensure their personnel follow all requirements of any privacy legislation which may pertain to their agency;
- Information written and reported must be kept confidential and is intended to be shared with others on a "need to know" basis only;
- Information is shared only for the purpose for which it was created; and

- The written plan is stored securely.

Organizations should, where possible, ensure that policies and/or procedures are in place to protect the confidentiality of all information received by the organization and its employees through the assessment process. Organizations should take steps to ensure that all employees involved in the assessment process have a clear understanding of the requirements for confidentiality and of the consequences for breaches of confidentiality. There should be appropriate enforcement by the organization of their policies and procedures regarding confidentiality.

Requests to amend information or requests for access to information made by parents, students, or third parties will be addressed in accordance with the legislation applying to the agency to whom the request is made.

COMMUNITY AGENCY REPORTS OF INFORMATION OF STUDENTS POSING SIGNIFICANT RISK OF HARM

If community agency personnel - such as Fire, Police, Health or others - believe they have knowledge of worrisome behaviour of a student which could pose a risk of harm to the public or others, they are advised to directly contact the student's school principal. Upon receipt of this information and further investigation, the principal may determine to take this information further than the school or to address the matter internally. If the behaviour is deemed to be of a medium or high risk, the principal will immediately call the Division VTRA Contact to determine the appropriate course of action.

If the agency does not have knowledge of the student's home school, contact may be made directly with the Division VTRA Contact to share the information and to determine the appropriate course of action.

EXTERNAL COMMUNICATION

As part of the threat assessment process, each school authorities' Superintendent and R.C.M.P/Police will consult with one another to coordinate any public messages via the media.

STEERING COMMITTEE

Representatives from the community partners will meet bi-annually to discuss implementation of this Community VTRA Protocol. One of the school board division office leaders from Chinook's Edge, Red Deer Public or Red Deer Catholic will chair this committee and invite other community partners to the bi-annual meetings.

APPENDIX A: DEFINITIONS

High risk behaviours

High risk behaviours express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: possession of weapon/replica, bomb threat plan, verbal/written or Internet threats to kill/injure self or others, fire setting, threatening violence and hate motivated violence.

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

Immediate Threat

In the case of immediate threat, staff will **CALL 911** and take the appropriate emergency response measures. The principal will contact his/her Associate Superintendent (Liaison), Associate Superintendent, Student Services or the Superintendent. The Superintendent will coordinate and communicate with media.

Risk Assessment

A risk assessment is typically a more lengthy process that involves a number of standardized tests and measures that go beyond the scope of the school-based multidisciplinary Violent Threat Risk Assessment Team assessment. After the "initial level of risk" is assessed and "immediate risk reducing intervention" has occurred, a further risk assessment may be required. Therefore, risk assessment is the process of determining if a student of concern may pose a further risk to some known or unknown target(s) at some unknown period in time. The student may be evidencing increasing violent ideation or behaviours that suggest that the frequency or intensity of his/her violence or violence potential may be escalating. Unlike the immediate intervention, the risk assessment is meant to be a more comprehensive evaluation of all risk reducing and risk enhancing factors affecting the student's functioning and to use that data to guide longer term intervention and treatment goals

Threat

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

Threat Assessment

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(s) being threatened. Although many students, and others, engage in threat-making behaviour, research indicates that few actually pose a risk to harm the target being threatened. Multidisciplinary Violent Threat Risk Assessment Teams engage in a data collection process, through semi-structured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

Worrisome Behaviour

Worrisome behaviour is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. (The majority of behaviours from pre-kindergarten to grade 12 fall into this category.) Worrisome behaviours include but are not limited to violent content in drawings and stories/journals, making vague threatening statements, unusual interest in fire, significant change in anti-social behaviour and significant change in baseline behaviour. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed in a timely manner. These situations may involve activation of the VTRA Team and consultation with division staff.

Violence

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

APPENDIX B: FAIR NOTICE LETTER

School Division (name and address)

Date

Dear Parents/Guardians,

The safety of our children is a top priority for us all. We, as a school system, have been involved in intensive safety training with our community partners – the Police, Mental Health and Child and Family Services Authority. Together we have developed a plan for responding to all situations in which students may be posing a threat to themselves or others.

This letter is to inform you that we, as a school system, adopted policy that mandates schools to have a "zero tolerance" stance for not investigating all threats and threatening behaviours. The purpose of the investigation/assessment is to determine how best to support high-risk students so that their behaviour does not become hurtful or destructive.

Please be assured that if your principal is aware of threatening behaviour, he/she will be taking measures to deal with the situation in a positive and proactive manner. If your principal invites you to a meeting to discuss safety concerns about your own child, please be assured that protocol is being followed and that the goal is safety, not punishment. Also, it is important to note that if there is imminent threat to health and safety, personal information will be released without consent. (as guided by legislation).

This letter is intended to serve our community with **fair notice** that we, as a school community, will not accept "no response" to a threat making behaviour. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.

We are proud to be able to provide this level of support to our school communities and are most fortunate to have our community partners at our side.

Sincerely,

Superintendent of Schools

18

APPENDIX C: ACTIVATION OF THE SCHOOL AND COMMUNITY THREAT AND RISK ASSESSMENT TEAMS

To facilitate timely activation of the VTRA Team, each community partner will identify its lead VTRA Contact, and provide contact information to each school authority. The school division VTRA Contact will activate the VTRA and will be responsible for calling lead VTRA members who may have information specific to that threat situation.

When staff members of a partner agency determine the need to activate the VTRA, they will notify their designated lead VTRA member who will activate the VTRA. VTRA members will, at all times, take any actions necessary to facilitate immediate safety, without delay, regardless of the involvement or availability of other VTRA members.

1. Activation of the Initial VTRA

The initial VTRA Team will consist of the principal and/or vice principal, family school wellness worker, division VTRA Contact and either the assigned school resource officer or another assigned police investigator from the police agency having jurisdiction. VTRA members will respond after the immediate threat to student/staff safety has been contained. The VTRA team will assess whether a risk to student/staff safety still exists, and develop an intervention plan to support student(s) involved, the greater student body, staff and the community.

2. Activation of the Comprehensive VTRA Team:

Stage One
The school administrators (and police, if involved) will:
- Take immediate action to reduce risk
- Consult with Division VTRA Contact

Stage Two
When it has been determined that a Comprehensive VTRA Team will be convened, the Division VTRA Contact will:
- Determine the appropriate community partners and contact the agencies' lead staff to determine the date, time and location of the Comprehensive VTRA Team meeting

All Comprehensive VTRA members will share pertinent information, review all data, including data obtained from other sources.
1. Collect data and use the VTRA data collection forms;
2. Evaluate level of risk to the safety of students, staff, community; and
3. Make recommendations that reduce risk and provide student support.

Stage Three
As a result of the school division and community partners evaluation of risk, the school division and partners will develop a risk management/student intervention plan. The risk management/student intervention plan will be developed collaboratively and responsibility for the implementation of the plan will be assigned by the Comprehensive VTRA Team.

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

APPENDIX D: RESPONDING TO STUDENT THREAT MAKING BEHAVIOUR: A SCHOOL GUIDE

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

WORRISOME BEHAVIOURS	HIGH RISK BEHAVIOURS	IMMEDIATE THREAT-CALL 911
Include but are not limited to:	Include but are not limited to:	Include but are not limited to:
☐ Violent content	☐ Possession of weapon/replica	☐ Weapon in possession that poses serious threat to others
☐ Drawings and pictures	☐ Bomb threat plan	☐ Plan for serious assault
☐ Stories/journals	☐ Verbal/written threat to kill/injure	☐ Homicidal/suicidal behaviour that threatens safety
☐ Vague threatening statements	☐ Internet website threats to kill or injure self/others	☐ Fire setting resulting in harm
☐ Unusual interest in fire	☐ Fire setting	
☐ Significant change in anti-social behaviour	☐ Threatens violence	
☐ Significant change in baseline behaviour	☐ Hate motivated violence targeting a particular student/group	
**Does not typically lead to activating the protocol but because it is a 'cry for help' it does involve timely follow-up with the student, his/her teachers, the school counsellor and the student's parents/guardians/caregivers.	**Activate protocol when safe to do so. Complete Stage1.**	**Activate protocol when safe to do so. Complete Stage1.**

	Principal, of school student is registered at, informed and decision made to activate the protocol.
Principal informed and school-based intervention plan implemented	Stage I - Data collection immediate risk reducing intervention is completed within hours
	School TAT – Principal (lead), Vice Principal, Counselor and Police
	School divisions activate protocol following their internal guidelines. If activated by TAT, Division Office Contact for VTRA, proceed to Stage 2
	Stage 2 - Comprehensive multidisciplinary risk evaluation is completed as soon as possible
	CTAT – School TAT, Division Office Contact (lead), Police and Community Partners
	☐ Conduct interviews as required. ☐ Meet with appropriate protocol partners and complete Stage II School/Family/Community Intervention Plan Form. If activated by the Division Office Contact (lead), proceed to Stage 3
	Stage 3 – Multidisciplinary Intervention
	CTAT – School TAT, Division Office Contact (lead), Police and Community Partners

Note: When a community partner determines the need to activate the CTAT, that person will notify his/her designated lead team member who will follow the procedure as outlined in Responding to Student Threat Making Behaviour: A Protocol Partner Guide." (see Appendix E).

APPENDIX E: RESPONDING TO STUDENT THREAT MAKING BEHAVIOUR: A PROTOCOL PARTNER GUIDE:

Note: When a community partner determines the need to activate the CTAT, that person will notify his/her designated lead team member who will follow the procedure outlined below.

All protocol partners will report behaviours that may pose a risk or threat to others.

WORRISOME BEHAVIOURS	HIGH RISK BEHAVIOURS	IMMEDIATE THREAT-CALL 911
Include but are not limited to:	Include but are not limited to:	Include but are not limited to:
☐ Violent content	☐ Possession of weapon/replica	☐ Weapon in possession that poses serious threat to others
☐ Drawings and pictures	☐ Bomb threat plan	
☐ Stories/journals	☐ Verbal/written threat to kill/injure	☐ Plan for serious assault
☐ Vague threatening statements	☐ Internet website threats to kill or injure self/others	☐ Homicidal/suicidal behaviour that threatens safety
☐ Unusual interest in fire		
☐ Significant change in anti-social behaviour	☐ Fire setting	☐ Fire setting resulting in harm
☐ Significant change in baseline behaviour	☐ Threatens violence	
	☐ Hate motivated violence targeting a particular student/group	
Does not typically lead to activating the protocol but because it is a 'cry for help' it does involve timely follow-up with the student, his/her teachers, the school counsellor and the student's parents/guardians/caregivers.	**Activate protocol when safe to do so. Complete Stage1.**	**Activate protocol when safe to do so. Complete Stage1.**

CTAT lead is contacted

School Threat Assessment Team (TAT)/Post-Secondary Advisory Team	Community Threat Assessment and Support Team	Community Threat Assessment and Support Team
Stage 1:	Stage 2:	Stage 3:
Data collection and immediate risk reducing interventions are performed by the Threat Assessment Team or TAT. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using the Stage I Violence Threat Risk Assessment Report Form (See Appendix F), and implementing risk reducing interventions.	Comprehensive multidisciplinary risk evaluation is focused on further data collection beyond the initial data set obtained by the Stage I TAT. The Stage 2 Community Threat Assessment Team (CTAT) may involve some or all of the following: additional law enforcement and/or protective services resources: psychology, psychiatry, mental health, child protection, young offender worker, human resources personnel, and others. At Stage 2, the CTAT members work in collaboration with the Stage 1 TAT to conduct the formal risk assessment and evaluation. Stage 2 includes the use of formal, structured professional instruments, concepts, tests, and measures by the appropriate Threat Assessment Team.	Multidisciplinary intervention is the formal meeting of the Stage 1 TAT and Stage 2 CTAT members following a formal threat risk assessment. The purpose of Stage 3 is to develop and implement a comprehensive, multidisciplinary intervention and management strategy.

APPENDIX F: THREAT ASSESSMENT REPORT FORM

(Data Collection and Immediate Risk Reducing Interventions)

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

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

Student: _____ School: _____ -

DOB: _____ Grade: _____ Age: _____

Parent/Guardian Name(s): _____

Date of Incident: _____

TAT Members: _____

Principal: _____ Division Office Contact: _____

Three Primary Hypotheses in VTRA:
ONE: Is it a conscious or unconscious "Cry for Help"?
TWO: Conspiracy of two or more! Who else knows about it? Who else is involved?
THREE: Is there any evidence of fluidity?

Pre-interview Considerations
i) When possible, interview the Threat Maker(s) or Student of Concern **after** initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the "uni-dimensional assessment" and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.
ii) There should **never** be more than two people in the room interviewing the Threat Maker or Student of concern.
iii) Remember to distinguish between **Assessing the Threat** versus **Assessing the Threat Maker**.

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

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

STEP 2: School Administrators: If appropriate, check the

- ☐ Locker, backpack, desk, etc.

STEP 3:

☐ Call the "trained" VTRA police member; share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.

STEP 4:

☐ School Administrator will notify the Division Office contact of the Stage I Team activation.

STEP 5:

☐ Principal (V.P.) and VTRA Police member, in collaboration with the counseling member will determine who will strategically interview sources of data including all participants directly and indirectly involved as well as "hard" data collection as outlined below.

Immediate data may be obtained from multiple sources including:

☐ Reporter(s)

☐ Target(s), Witnesses

☐ Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)

☐ Friends, classmates, acquaintances

☐ Parents/caregivers (call both parents)

☐ Current and previous school records (call the sending school)

☐ Police record check

☐ Check the student(s), locker, desk, backpack, recent text books/assignment binders, cars, etc for data consistent with the threat making or threat-related behaviour

☐ Check/search or question parents/caregivers about the student(s), bedroom etc.

☐ Activities: internet histories, diaries, notebooks

☐ Other

STEP 6: The Semi-Structured Interview Format

Series I 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 brandished, or gesture made?

4. Was there stated:
   - Justification for the threat?
   - Means to carry out the threat?
   - Consequences weighed out (I don't care if I live or die!)?
   - Conditions that could lower the level of risk (unless you take that Facebook post down I will stick my knife in your throat!)?

5. Who was present and under what circumstance 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 he/she add to 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 to or detract from the Justification Process?

☐ School Administrator will notify the Division Office contact of the Stage I Team activation.

Series II Questions (Attack-Related Behaviours)

1. Has the student (subject) 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 (subject) attempted to gain access to weapons or does he/she have access to the weapons she/he has threatened to use?

4. Has the student (subject) developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal of justifications, maps and floor plans)?

5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in schools or elsewhere, schedules & locations of police or security patrol?

6. Has the student (subject) engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (i.e. lighting fire to card board tubes cut and taped to look like a pipe bomb, etc.)?

7. Is there any evidence of attack related behaviours in his/her locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?

8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

Series III Questions (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)requency of Violence or Threats
   - (I)ntensity of Violence or Threats
   - (R)ecency

3. In the case at hand, what is his/her current:
   a) (HTS) Human Target Selection
   b) (SS) Site Selection
   Does it denote a significant increase in BASELINE Behaviour?

NOTE: In Stage I VTRA, history of violence is a significant risk enhancer but the best predictor of future violent behaviour is an *increase or shift in Baseline*. This may also include an individual who has become more withdrawn or quiet as opposed acting out.
   - Does the threat maker (subject) have a history of depression or suicidal thinking/behaviour?
   - Is there evidence of fluidity in his/her writings, drawings or verbalizations?
   - Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?

- Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Series IV Questions (The Target Typology)

Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

1. Does the target have a history of violence or threats of violence? If yes, what is his/her past?
2. If yes, what is the frequency, intensity and recency (FIR) of the violence?
3. What has been his/her past human target selection?
4. What has been his/her past site selection?
5. Is there evidence the target has instigated the current situation?

Series V 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 and where does the threat maker (subject) fit (i.e. leader, co-leader, or follower)?
3. Is there a difference between the threat maker's individual baseline and his/her peer group baseline behaviour?
4. Who is in the target's peer structure and where does the target fit (i.e.: leader, co-leader, or follower)?
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

Series VI Questions (Empty Vessels)

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 himself/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 VII 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 and has the abuse been dormant but resurfaced at this time?
4. Is he/she being initiated into a gang and is it voluntary or forced recruitment?
5. Has he/she recently had an argument or "fight" with a parent/caregiver or someone close to him/her?
6. Has he/she recently been charged with an offence or suspended or expelled from school?
7. Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?

Series VIII 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 diagnoses?

11. Is there a history of mental health disorders in the family?

12. Is there a history of drug or alcohol abuse in the family?

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

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

☐ Parents/guardians have NOT been notified because:

STEP 8: Other Agencies:

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

Upon receipt of the Stage I data, partner agencies check to see if the student in question is or was a client and then the agencies determine if they are in possession of information that in conjunction with the Stage I data requires them to "disclose". Generally Stage II VTRA Team designates will report that a record check has been completed and:

☐ **School Administrator calls School Resource Officer or RCMP Liaison Officer**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Division Office Contact calls Child and Family Services and request information relevant to the Stage I VTRA data collection.**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Division Office contact calls Alberta Mental Health and Addiction Services and request information relevant to the Stage I VTRA data collection.**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ 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.

☐ **Others**

    ☐ There is nothing to report.

    ☐ 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).

    ☐ The risk is not immediate but a Release of Information Form should be requested to allow for a full disclosure of the contents of the file relevant to the case at hand.

Note:

At this point of the Stage I process, some initial data may not be available to complete this form but enough information is usually available to determine if

1) an immediate risk is posed and

2) if a Stage II evaluation is required

STEP 9:

VTRA Team members collate the data and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" "Does the student pose a threat to himself/herself or someone outside the school (i.e. family)?" The Stage I Assessment is an overall assessment of current level of risk and is a precursor to (if necessary) a more comprehensive Stage II Risk Evaluation.

☐ **Low Level of Concern** Risk to the target(s), students, staff, and school safety is minimal.

    • Threat is vague and indirect.

    • Categorization of low risk does not imply "no risk" but indicates the individual is at little risk for violence.

    • Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.

    • Available information suggests that the person is unlikely to carry out the threat or become violent.

    • Within the general range for typical baseline behaviour for the student in question.

    • Monitoring of the matter may be appropriate

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

  - Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).

  - No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"

  - A moderate or lingering concern about the student's potential to act violently.

  - Increase in baseline behaviour.

  - Categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required in an effort to manage the individual's future risk.

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

  - Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.

  - Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.

  - Information suggests strong concern about the student's potential to act violently.

  - Significant increase in baseline behaviour.

  - Categorization of risk indicates the individual is at a high or imminent risk for violence.

  - Immediate intervention is required to prevent an act of violence from occurring.

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

STEP 10: Decide on a Course of Action

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

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

- ☐ **Low to Medium Level of Concern**
  - Implement the Intervention Plan (Most students can be managed at school with interventions.)

- ☐ **Medium to High Level of Concern**
  - The Threat Assessment Team will consult with the Superintendent of Education and Coordinator of Student Behaviour Support to determine if a Stage II VTRA is needed.

STEP 11: Develop a Stage I Intervention Plan and Determine if Stage II Risk Evaluation and Longer Term Treatment Planning is Required

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

Stage I Intervention Plan (attach additional pages as needed)

- ☐ Identify risk reducers and risk enhancers, and intervene to alleviate tension. Describe:
- ☐ Disciplinary action taken:
- ☐ Intended victim warned and/or parents or guardians notified:
- ☐ Suicide assessment initiated on:
- ☐ Suicide assessment initiated by:
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ Daily or Weekly check-in with (Title/Name):
- ☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- ☐ Backpack, coat and other belongings check-in and check-out by:
- ☐ Late arrival and/or early dismissal.
- ☐ Increased supervision in these settings:
- ☐ Modify daily schedule by:
- ☐ Behaviour plan (attach a copy to this Threat Assessment).
- ☐ Drug and/or alcohol intervention with:
- ☐ Referral to school resource team to consider possible Special Education Assessment.
- ☐ If Special Education student, review PPP goals and placement options.
- ☐ Review community-based resources and intervention with parents/guardians.
- ☐ Obtain permission to share information with community partners such as counselors and therapist (See District Release of Information Form).
- ☐ Other action:

Monitor this intervention plan regularly and modify it as appropriate with a formal review no later than six weeks and six months.

APPENDIX G: STAGE 2 VTRA SUMMARY FORM

Name of Student:

DOB:

Diagnosis/Condition(s):

Threat Assessment Team Members:

Date of VTRA meeting:

School:

1. Background:

2. VTRA Concerns:

3. Threat Assessment Team intervention and recommendations:

The original is maintained in the student record file (CUM) and a copy is forwarded to the Associate Superintendent of Student Services.

APPENDIX H: INFORMATION SHARING
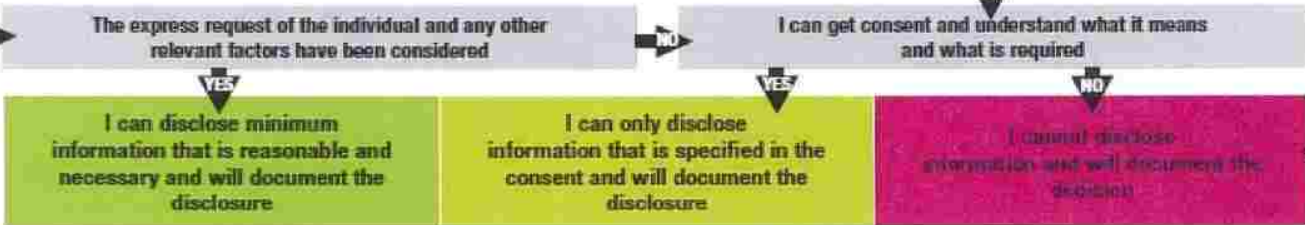
Information Sharing Decision Tree

For disclosure under the *Health Information Act* (HIA), *Freedom of Information and Protection of Privacy Act* (FOIP), *Personal Information Protection Act* (PIPA) and *Children First Act* (CFA).

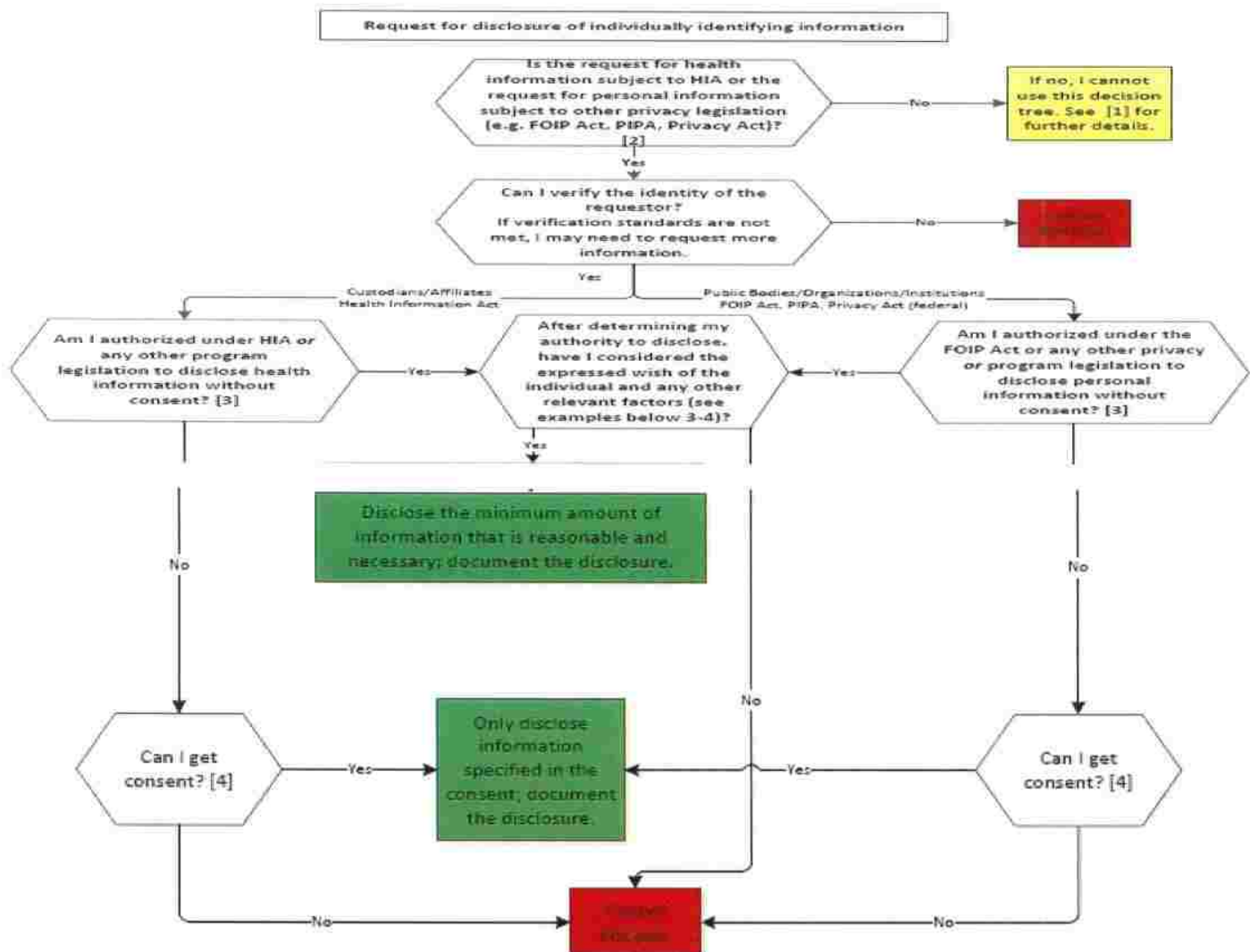|	Considerations	Resources
Request for disclosure of individually identifying personal or health information		Information Sharing Contact Centre 780-638-1372 Toll free in Alberta 310-0000 iscinfosharing@gov.ab.ca infosharing.alberta.ca
I can verify the requestor's identity	I understand why the information is needed, who it is about, and how it will be used. I understand my organization's verification standards. I will request additional information if needed	
I am authorized to disclose health information under the HIA without consent	I am disclosing health information that: • averts risk of harm to a minor's health and safety • prevents imminent danger to any person • enables the individual to receive continuing treatment and care • is authorized to be disclosed by Alberta's or Canada's legislation	eLearning – Information Sharing in Practice Fact Sheet – Sharing Personal or Health Information to Avert or Minimize Risk of Harm HIA Help Desk 780-427-8089 Toll free in Alberta 310-0000 hiahelpdesk@gov.ab.ca Health Information Act
I am authorized to disclose personal information under FOIP without consent	I am disclosing personal information that: • averts risk of harm to a minor's health and safety • prevents imminent danger to any person • is for a consistent purpose • helps determine service or program eligibility • is authorized to be disclosed by Alberta's or Canada's legislation	eLearning – Information Sharing in Practice My organization's FOIP coordinator FOIP Help Desk 780-427-5848 Toll free in Alberta 310-0000 foiphelpdesk@gov.ab.ca FOIP Act
I am authorized to disclose personal information under PIPA without consent	I am disclosing personal information that: • allows response to an emergency that threatens an individual's or the public's life, health, or security • is authorized to be disclosed by Alberta's or Canada's legislation	eLearning – Information Sharing in Practice servicealberta.ca/pipa PIPA Help Desk 780-644-7472 Toll free in Alberta 310-0000 pspinfo@gov.ab.ca PIPA
I am authorized to disclose health or personal information under the CFA without consent	I am disclosing personal or health information about a child that: • enables service planning and delivery for a child • is in the best interest of the child • does not go against the child's express request not to share information with their guardian	eLearning – Information Sharing Under the *Children First Act* eLearning – Information Sharing in Practice Guide – Information Sharing Under the *Children First Act* Fact Sheet – *Children First Act* Fact Sheet – Sharing Personal or Health Information to Avert or Minimize Risk of Harm *Children First Act*
I am authorized to disclose health or personal information under other program legislation without consent	I am operating under: • the *Child, Youth and Family Enhancement Act* • the *School Act* • the *Victims of Crime Act* • the *Mental Health Act*	*Child, Youth and Family Enhancement Act* *School Act* *Victims of Crime Act* *Mental Health Act*

The express request of the individual and any other relevant factors have been considered

I can get consent and understand what it means and what is required

I can disclose minimum information that is reasonable and necessary and will document the disclosure

I can only disclose information that is specified in the consent and will document the disclosure

I cannot disclose information and will document the decision

CONSIDERATIONS

I have made a reasonable effort to ensure the information being disclosed is accurate and complete

I will follow my organization's information sharing policies and document management processes

Decision Tree
Information Sharing under Existing Legislation

Request for disclosure of individually identifying information

Is the request for health information subject to HIA or the request for personal information subject to other privacy legislation (e.g. FOIP Act, PIPA, Privacy Act)? [2]

No → If no, I cannot use this decision tree. See [1] for further details.

Yes ↓

Can I verify the identity of the requestor? If verification standards are not met, I may need to request more information.

No → [red box]

Yes ↓

Custodians/Affiliates
Health Information Act

Public Bodies/Organizations/Institutions
FOIP Act, PIPA, Privacy Act (federal)

Am I authorized under HIA or any other program legislation to disclose health information without consent? [3]

—Yes→

After determining my authority to disclose, have I considered the expressed wish of the individual and any other relevant factors (see examples below 3-4)?

←Yes—

Am I authorized under the FOIP Act or any other privacy or program legislation to disclose personal information without consent? [3]

Yes ↓

Disclose the minimum amount of information that is reasonable and necessary; document the disclosure.

No ↓ (left) | No (middle) | No ↓ (right)

Can I get consent? [4]

—Yes→ Only disclose information specified in the consent; document the disclosure. ←Yes—

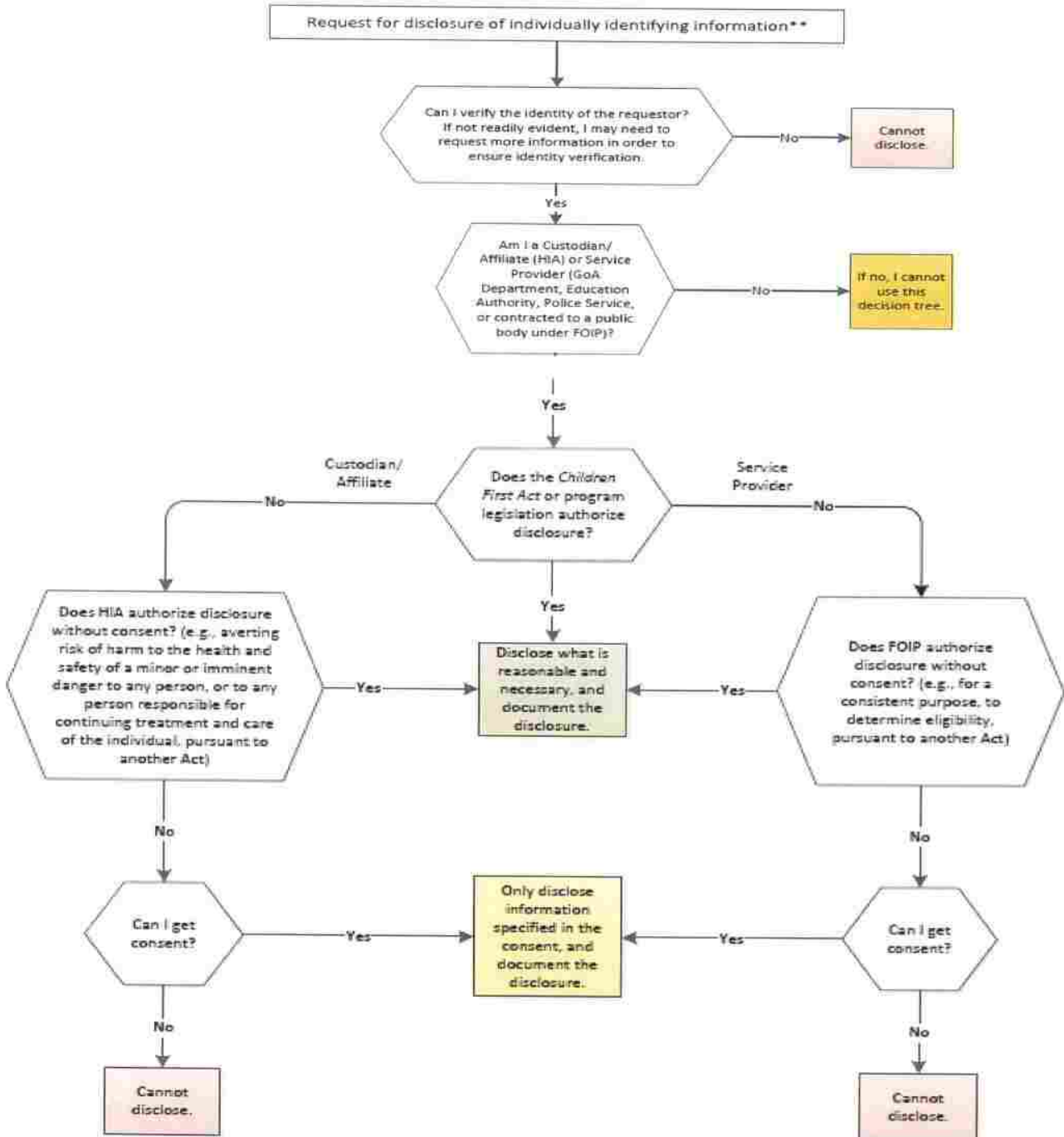Can I get consent? [4]

No → [red box: cannot disclose] ← No

CONSIDERATIONS:

[1] If I am not subject to any legislation, am I aware of other ways that I am able to disclose?
(e.g., contract or agreement, verified security measures to protect disclosed information)

[2] Do I understand the difference between health information and personal information?

[3] Do I understand my program legislation's disclosure and confidentiality provisions?
Does my organization have delegated authorities in place.
Is there any other legislation that permits disclosure?
(e.g. *Child, Youth and Family Enhancement Act*; *Victims of Crime Act*; *Mental Health Act*; *School Act*)
Is there any other legislation that prohibits disclosure?
(e.g. *Youth Criminal Justice Act*; *Child, Youth and Family Enhancement Act*)
Have I considered all of the available disclosure provisions?
(e.g. FOIP Act, s.40, HIA, s.35)
Have I made a reasonable effort to ensure that the information being disclosed is accurate and complete (HIA s.61).
Do I know enough about why the requester needs the information? While not obligated to verify that the individual receiving the information has the authority to collect, the question will help to inform the least amount of information necessary to be disclosed based on the need to know.

[4] Do I know what consent means and its legal requirements under the FOIP Act or the HIA?

Information SHARING

Decision Tree
Information Sharing Under the *Children First Act*

Request for disclosure of individually identifying information**

Can I verify the identity of the requestor? If not readily evident, I may need to request more information in order to ensure identity verification. —No→ Cannot disclose.

Yes

Am I a Custodian/ Affiliate (HIA) or Service Provider (GoA Department, Education Authority, Police Service, or contracted to a public body under FOIP)? —No→ If no, I cannot use this decision tree.

Yes

Custodian/ Affiliate ←No— Does the *Children First Act* or program legislation authorize disclosure? —No→ Service Provider

Yes

Does HIA authorize disclosure without consent? (e.g., averting risk of harm to the health and safety of a minor or imminent danger to any person, or to any person responsible for continuing treatment and care of the individual, pursuant to another Act) —Yes→ Disclose what is reasonable and necessary, and document the disclosure. ←Yes— Does FOIP authorize disclosure without consent? (e.g., for a consistent purpose, to determine eligibility, pursuant to another Act)

No

Can I get consent? —Yes→ Only disclose information specified in the consent, and document the disclosure. ←Yes— Can I get consent?

No

Cannot disclose.

No

Cannot disclose.

APPENDIX I – SIGNATORIES TO THE PROTOCOL SIGNING – *March 12th, 2018*

Kevin Cameron
Chief Executive Officer
Canadian Center for Threat
Assessment & Trauma Response

Colleen Butler
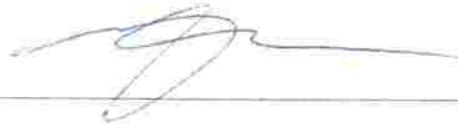Chairperson, Board of Trustees
Chinook's Edge School Division No. 73

Cathy Peacocke
Vice-Chairperson, Board of Trustees
Red Deer Public School District No. 104

Anne Marie Watson
Chairperson, Board of Trustees
Red Deer Catholic Regional
School Division No. 39

Kurt Sacher
Superintendent of Schools
Chinook's Edge School Division No. 73

Stu Henry
Superintendent of Schools
Red Deer Public Schools District No. 104

Paul Mason
Superintendent of Schools
Red Deer Catholic Regional
School Division No. 39

Cindy Shyback
Community Addictions and Mental Health
Alberta Health Services

Bonda Thompson
Regional Director
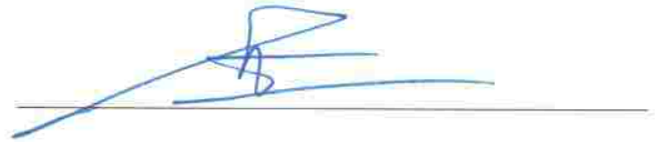Central Alberta Children Services

Gordon Sage
Superintendent
RCMP – Southern Alberta District

Ken Foster
Superintendent
RCMP – City of Red Deer

Stuart Cullum
President
Olds College

Tanya Kure
Vice President
Olds College Housing Corporation

Sharla Heistad
Manager
Central District Community Corrections

Greg Harris
Councillor
Mountain View County

William Watson
Board Chair
Chinook Arch Victim Services Unit