

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 363</b>
	<b>Violence Threat Risk Assessment (VTRA)</b>
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LEGAL REFERENCE:	Education Act; Freedom of Information and Protection of Privacy Act; Child, Youth and Family Enhancement Act; Police Act Youth Justice Act

## Background

Based on the work of J. Kevin Cameron of the Canadian Centre for Threat Assessment and Trauma Response, the Grande Prairie and Area Violence Threat Risk Assessment (VTRA) Protocol has been developed to facilitate the effective assessment of violence threat/risk among the youth in our systems. Grounded in a multi-disciplinary approach, the intent of the VTRA protocol is to create and maintain a system where all members of our school families and the wider community be safe. All partners will undertake to follow the protocol and have a shared obligation to actively take steps to prevent traumatic events in our communities.

The primary purpose of the VTRA protocol is to provide an established and practiced approach to assessing students who may be on a pathway towards violence and provide multi-disciplinary interventions that decrease the risk, prevent injury, and support students in receiving the help necessary to address the issues leading to high-risk activities.

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. Information is shared on a confidential basis and is only used for the purpose of assessment or actions developed through assessment.

All Grande Prairie Public School Division (GPPSD) families are to receive the Fair Notice Letter from their school at the beginning of each school year. [Form 363-2 Fair Notice Letter Template](#).

All GPPSD Administrators must be familiar with and regularly review the [GPPSD VTRA Handbook](#).

## Structure

The VTRA protocol is based on a three stage model. The initial investigation is at the school level through the School Threat Assessment Team (STAT). Most VTRA cases are attended to at the Stage I level. Cases that require a more detailed response are elevated to Stage II which is the domain of the Community Threat Assessment Team (CTAT)

**Stage I:** Data collection and immediate risk reducing intervention performed by the minimal level one school-based team that must be comprised of the school principal, school/ Division-based clinician, and the RCMP. The initial data collection is often accomplished in one to two hours. It focuses on gathering case specific data using [Form 363-1 VTRA Report](#).

**Stage II:** Multi-disciplinary risk evaluation involves a team consisting of some or all of the following: RCMP, Alberta Health Services, Alberta Mental Health (Children's Mental Health), Ministry of Children's Services, Police and Crisis Team, school and Division level administrators, and GPPSD Multi-Disciplinary teams members as appropriate. Stage II is focused on further data collection beyond the initial data set obtained in Stage I and is directed to develop the formal risk assessment and evaluation.

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

## Procedures

Reference document is the [GPPSD VTRA Handbook](#) and all forms can be found within [Form 363-1 VTRA Report](#)

1. A threat or an elevated level of risk is reported to the VTRA team lead at the site.
2. Immediate steps are undertaken to ensure student safety: see VTRA Checklist within [Form 363-1 VTRA Report](#).
3. Notice is sent to the Director of Inclusive Learning and the subject's parents if appropriate.
4. The School Threat Assessment Team (STAT) is convened.
5. Use [Form 363-1 VTRA Report](#) to gather data.
6. Review findings with the STAT and assess risk low/medium/ high. [Form 363-1 VTRA Report](#).
7. Decide course of action and develop intervention plan.
8. Send copy of [Form 363-1 VTRA Report](#), including the Intervention Plan to Director of Inclusive Learning within 24 hours of the start of the assessment.
9. If necessary, the decision is made to advance the protocol to the Community Threat Assessment Team (CTAT).
10. CTAT is convened and updates the [Form 363-1 VTRA Report](#).
11. CTAT decides on a course of action.
12. CTAT continues the development of an intervention plan
13. CTAT members coordinate intervention activities as necessary.
14. CTAT continues long term monitoring and progress of subject.