The Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol

A Collaborative Response to
Keeping Our Children and Community Safe

2022

PROTOCOL PARTNERS

Aboriginal Parent Link – Native Counselling Services of Alberta

Alberta Health Services – Childrens' Mental Health

Alberta Human Services – Children & Family Services

Alberta Parenting for the Future

North American Centre for Threat Assessment and Trauma Response (NACTATR)

City of Spruce Grove

Evergreen Catholic Separate School Division

Grande Yellowhead School Division

Living Waters Christian Academy

Mother Earth Children's Charter School

Parkland County

Parkland School Division

RCMP

St. Matthew Lutheran Christian Academy

Town of Stony Plain

Unlimited Potential Community 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.

Contents

INTRODUCTION

This document has been prepared as a support to:

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

This document outlines the common principles, 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 *Criminal Code*, the *Education Act*, the *Health Information Act*, and the *Youth Criminal Justice Act*).

VISION

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

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

- Prevention of youth violence is a community responsibility as it is all partners' duty to report.
- Open and collaborative community partnerships help to ensure that the right child gets the right support at the right time.
- Through consultation and information sharing with local cross-sector agencies and other specialized agencies, threatening and/or violent behaviour will be analyzed to guide school-based and community-based risk reduction and child/youth support planning.
- Proactive strategies to recognize early warning signs and initiate/reinforce violence reduction in schools and the community are encouraged and supported.

KEY INFORMATION ABOUT VIOLENCE THREAT RISK ASSESSMENT

Responding to Threat Making Behaviour

The *Tri-Municipal Community Threat Risk Assessment and Intervention Protocol* is based upon the North American Centre for Threat Assessment and Trauma Response (NACTATR) model of Violence Threat Risk Assessment (VTRA). VTRA follows a three-step process:

- Stage 1 – Immediate risk reducing intervention, data collection, and initial assessment.
- Stage 2 – Comprehensive risk assessment and intervention by a multidisciplinary team.
- Stage 3 – Intervention by a mental health professional in a clinical setting.

The work of the NACTATR 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.

Partner Responsibilities

- All protocol partners will, at all times, take actions seen as necessary to ensure immediate risk reduction, without delay, regardless of the involvement or availability of other community partners.

VTRA Response

VTRA response is appropriate when:

- Baseline behaviour has changed,
- The threat is plausible and,
- There is evidence of attack related behaviour

Threatening and Violent Behaviour for VTRA Response

- Examples of high-risk behaviours addressed in this protocol include but are not limited to:
  - Serious violence or violence with the intent to harm or kill
  - Verbal/written threats to kill others (clear, direct, plausible)
  - Internet, web site, social media threats to kill others
  - Possession of weapons (including replicas)
  - Bomb threats (making and/or detonating explosive devices)
  - Fire setting
  - Sexual intimidation or assault
  - Gang related intimidation and violence
  - Hate incidence motivated by factors including, but not limited to: race, culture, religion, and/or sexual or gender diversity
  - Special consideration for suicide.

- The child/youth behaviour that activates the VTRA Team will have been observed in or will potentially affect the safety of the school and/or community.

VTRA Team Membership

The Stage 1 Site Specific VTRA Team will be made up of:
  - Agency Administrator (e.g., school principal, clinic manager, site director)
  - RCMP

- Additional Members may support the VTRA Stage 1 work at the discretion of an Administrator (eg. Family School Liaison Worker, Bus Driver, Staff Witnesses, etc.).

The Stage 2 Community VTRA Team will be made up of:
- RCMP VTRA Contact
- School Division VTRA Contact
- Children's Services VTRA Contact
- Addiction and Mental Health VTRA Contact
- Additional Community VTRA Members may be added, if available, at the discretion of the VTRA Team (e.g., Family and Community Support Services, Community Corrections, etc.).

Anonymous Threats

- Anonymous threats are typically threats to commit a violent act against an individual(s), specific group, or site (ex. clinic and/or the school). They may be found written on bathroom walls or stalls, spray painted on the side of a building, posted on the internet, letters left in a conspicuous place (staff room, desk), etc.

Worrisome Behaviours

Worrisome behaviours are those that cause concern for members of the organization, school or community that may indicate a child/youth is moving toward risk of serious violent behaviour. The majority of high-risk behaviour for children and youth fall into this category. Worrisome behaviours include but are not limited to:

- Writing stories, journal entries, blog posts
- Social media messaging
- Drawing pictures
- Making vague threatening statements
- Unusual interest in fire
- Significant change in base-line behaviours (a change in baseline)

In keeping with the zero tolerance for not responding to threat related behaviour, all worrisome behaviours will be communicated to the Principal or Supervisor for consultation. In these cases, the VTRA Team is not formally activated. The Site Specific VTRA Team Members determine whether or not some formal action/assessment should occur, for example informally contacting the RCMP VTRA Contact. If further data is obtained that suggests the young person has been violent, uttered threats, or is in possession of a weapon, then the Site Specific VTRA Team is activated to deal with the new data.

VTRA and Suspension from School

In most cases, unless the individual of concern already poses an imminent risk or obvious safety concern (e.g. brandishing a weapon), A Stage 1 VTRA is activated by the Site-based Team and data is collected in a timely and reasonable manner.

A poorly timed "out of school" suspension can be a very risky response as the suspension is often viewed as by a high-risk student as the "last straw". It is during the suspension that many threat makers decide to finalize a plan to terrorize a school or attack a specific target. This can include suicidal or homicidal 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 taking action.

VTRA is Not a Disciplinary Measure

It is not appropriate for an administrator to tell a person of concern that if they engage in

similar behaviour again, that they will "do a threat assessment" on them. This is contrary to the purpose of VTRA. The purpose of VTRA is to determine the plausibility of risk by engaging in a Stage 1 VTRA Response at minimum.

If suspension is necessary, a critical question beyond 'when to suspend' is 'where to suspend'. The isolation and disconnection felt by high-risk students during an out of school suspension may be exacerbated if steps are not taken to keep the student connected with healthy adult supports.

Criminal Charges (if applicable)

Public safety forms part of the primary mandate of the RCMP. The police officer assigned to the VTRA Team will assist with identifying any potential offenses or charges and ensure a police investigation is initiated by the police force of jurisdiction, if applicable. The police officer may still continue to participate as an active member of the VTRA Team.

An RCMP investigation does not prevent the remaining members from continuing on with data collection relative to the VTRA process. Good communication between the RCMP and VTRA Team is important so as not to compromise an investigation/prosecution or place unnecessary strain on a victim. It is understood that collaboration with the RCMP and VTRA Team members will be ongoing.

Early Elementary Aged Children and VTRA

If there is a significant increase in baseline behaviour, weapons possession, or clear, direct, and plausible threats, the Stage 1 VTRA process will be activated and possibly the Community VTRA Team. When younger child/youth engage in violent or threat related behaviour, 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 child/student is elementary age, does not mean that they cannot pose a risk.

Students with Diverse Learning Needs and VTRA

The Stage 2 VTRA Team process will not be activated when students with diverse learning 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 their symptoms have been known to typically present in them, then the Community VTRA Team will not be called upon to conduct an assessment.

However, if the student with diverse needs moves beyond their typical baseline and is engaged in high-risk behaviour warranting a VTRA response, then the Community VTRA Team would be activated following the Stage 1 VTRA response. The role of the Community VTRA Team would be to assist in determining why there has been an increase in the baseline behaviour and if the student poses a risk to self or others.

The process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the student with diverse needs. Staff members from the school and division levels responsible for program planning and service delivery must consult to the VTRA Teams in these cases.

There are times when the student with diverse 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 1 VTRA response. In the school response, information may emerge that requires some or all of the response of the Community VTRA Team. The Principal should contact the School Division VTRA Contact to discuss the case and collaboratively determine if a full or partial response from the Community VTRA Team is the appropriate approach.

As a note of caution, sometimes school and community members may under react to a serious threat posed by a student with diverse needs. They may assume that all of their behaviours are as a result of their symptoms rather than consider that a student with diverse needs can move along "the pathway to justification" as well. The same dynamics that can also be factors in contributing to the violence in the general student population can be factors in contributing to the violence potential of the student with diverse needs independent of their challenges.

Supporting the Targeted or Victimized Child/Youth or Staff Member

The Community VTRA Contacts are responsible for ensuring that the recipient(s), victim(s), or target(s) of the threats are assessed and that services are provided as necessary. As the threat may be directed towards one or more child/youth, an entire group, or the community, the circumstances will dictate how far reaching the intervention may be. The Community VTRA Contacts in consultation will determine if crisis counselling or a Trauma Follow Up Team is needed to re-establish calm in the community.

There may be cases where the recipient of the threat has been engaged in high-risk behaviours that may have lead to the threat(s) in the first place. In those situations, the recipient of the threat(s) may also need to be assessed following the VTRA model.

Community Based Referrals

When a community partner determines the need to activate the VTRA process, the partner will contact:

- The School Division VTRA Contact for the school that the youth attends.
- If the school the youth attends is unknown, contact the VTRA Division Contact for Parkland School Division to assist in determining the youth's school.
- If the student is not a Parkland student, contact Evergreen, and then the private schools. VTRA School Division Contacts will assist through this process.

CRISIS AND TRAUMA MANAGEMENT

If the language of a threat is **low risk** and only a few people are aware of the incident, there is usually no need to notify the other children/youth, staff and/or parents/guardians. In some schools and communities, the unnecessary communication of "threat-related" incident will cause more damage than good.

If the language of the threat is **low risk** but several children/youth, staff, and others are aware of the incident and it appears to be elevating the anxiety of some in the school, then all student, staff, and parents/guardians should be notified. Each school/agency should follow their appropriate communications protocol. Ultimately information that will be shared will be determined by the Superintendent.

If the threat is more specific and deemed to be a **moderate to high risk** and includes names of particular targets, then those targeted must be notified. In the case of children/youth, parents/guardians, or caregivers must be notified pending any unique circumstances. If the case is only known to a few and threat selection is very clear and specific, then the rest of the children/youth and staff would only be notified if they are directly related to the case.

If the threat is deemed **moderate to high risk** but several children/youth and staff members outside of the target group are aware, then all children/youth, staff and parents/guardians should be notified in general terms that an incident is under investigation and the school is following the lead of the RCMP. Assure everyone that all children/youth and staff are safe and that they situation is being managed collaboratively as part of the multi-disciplinary VTRA protocol.
Again, schools/agencies should follow their appropriate communication procedures.

Whether the threat is high risk or not, if the school and community are responding traumatically, then it is appropriate to move into a trauma response mode following the appropriate school/agency procedures. This could involve bringing in additional support people (counselling staff, administrative support, security staff, etc.), closing the school for the remainder of the day, etc.

COMMUNICATIONS

Safe communities are communities that promote open communication in a culture of information sharing and reporting of concerns. Throughout the entire community, agency administrators, staff, support staff, children/youth and parents/guardians must have the support to openly voice concerns about safety.

Responsible Reporting

All Agency staff and children/youth must be advised that any person in a community having knowledge of high-risk children/youth behaviour or having reasonable grounds to believe there is potential for high-risk or violent behaviour should promptly report the information to the RCMP, Site Administrator or another staff member. Actively teach children/youth that seeking adult support for worrisome behaviour is not "ratting or snitching" but rather a social responsibility for the well- being of all. All Agencies need to operate within the limits of confidentiality and encourage timely reporting.

Fair Notice

The *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol* partners are committed to keeping our schools and community safe for all people. As a result, partner community agencies will respond to youth behaviours that pose a potential risk to other members of the community.

All partners will provide fair notice letters to parents/guardians of children/youth annually. See *Appendix B: Fair Notice Parent Brochure*. It is recommended that, if possible, information about the *Tri Municipal Community Violence Threat Risk Assessment and Intervention Protocol* be posted on their web site. It is the responsibility of each agency to communicate fair notice as appropriate for their site.

Communicating with Parents/Guardians

Information should always be communicated for the purpose of modelling openness, promoting credibility, and reducing/mitigating an increase in system anxiety. General parent/guardian communication should be handled as outlined in school/agency procedures. Consider an in-person meeting with several school/agency personnel attending for high anxiety situations rather than a letter. However, for parents/guardians directly involved with the incident, communication should be more personal, either by telephone or in person.

Communicating with the Media

When a case draws or has the potential to garner high profile media attention, formal communication should be collaborative between VTRA Partners. The release of information will take into consideration those statutes guiding the release of information. Additionally,

timing and content of the release must take into account police investigations so as not to jeopardize the investigation or the safety of any. All media releases will be prepared collaboratively and released jointly with the agency involved and the RCMP.

Again schools/agencies should follow their communication procedures. VTRA Team or staff members should not independently communicate with the media. Any communication that does take place with the media should model "calmness and leadership".

In high profile cases, media communications can become burdensome while at the same time trying to manage the welfare of the children/youth and/or staff involved with the situation. Ideally, supervisors for frontline staff will come forward to offer assistance with this task. However, frontline staff should seek out assistance when needed.

Community Partners

Communication within each organization will be the responsibility of that *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol* partner. An advisory committee will meet at least twice annually to review VTRA practices, organize training from the NACTATR, and recommend needed revisions to the protocol.

Documentation

Each protocol partner will be responsible for documenting and storing information as required by the agency or by law. Sharing results of the VTRA process with parent/guardians and children/youth will be the responsibility of the VTRA Team in consultation with protocol partners.

CONSENT AND INFORMATION SHARING

The general intent of access to information and protection of privacy legislation is to regulate the collection, use, and disclosure of personal information. Whenever possible and reasonable, consent to disclose personal information should be obtained. Valid consent does not exist unless the individual knows what he or she is consenting to and understands the consequences of the intended disclosure. The partners collaborating on the *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol* are committed to the sharing of relevant information to the extent authorized by law.

Section 126(6) of the Youth Criminal Justice Act enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of young person, including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or to facilitate rehabilitation

of the young person or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

All participants in the VTRA process are bound by the legislation and/or policy that guides their agency or organization regarding confidentiality and information sharing. It is their responsibility to know their legislation, take it into account, and guide their actions accordingly.

ANNUAL TASKS AND RESPONSIBILITIES

Annual Meetings

- Fall Meeting
  - o Introduction of Protocol Partner Contacts.
  - o Professional development activity (if applicable).
  - o Review upcoming training needs at all school sites and agencies.
  - o Review Calendar of Events for the Year.
- Spring Meeting
  - o Review VTRA activities and statistics for the year.
  - o Review any changes to legislation that could impact the protocol.
  - o Review VTRA Protocol to ensure relevancy.
  - o Professional development activity (if applicable).
  - o Determine VTRA Chairperson for next school year.
  - o Determine Fall and Spring meeting dates for next school year.

Building Capacity

- VTRA training will be offered by our VTRA Trainers or, from the NACTATR Centre on an ongoing basis. This could include:
  - o Level One Training (two days)
  - o Level Two Training (twodays)
  - o VTRA Introduction (three hours)
  - o VTRA Refreshers
  - o Community VTRA Overview Presentations
  - o Support for the training of Level One Trainers

HELPFUL LINKS

211 Resource Lists
   http://www.211edmonton.com/resources/lists.php
Addiction & Mental Health Edmonton Zone Index to Services
   http://psychiatry.med.ualberta.ca/NewsEvents/Documents/AMH%20Index%20to%20Services%20Feb21,%202013.pdf
The Do's and Don'ts of Calling 911
   http://globalnews.ca/news/509277/the-dos-and-donts-of-dialling-911/
The Green Book Online (Parkland and Area Support Agencies Directory)
   http://www.sprucegrove.org/Assets/pdf/reports/directory.pdf
Information Sharing for Human Service Providers in the Alberta Public Sector
   http://justice.alberta.ca/programs_services/families/Documents/doc_ACYI RedGreen.pdf
List of Chat Acronyms and Text Message Shorthand
   http://www.netlingo.com/acronyms.php

Legislation

Alberta Human Rights Act
   http://www.albertahumanrights.ab.ca/about/legislation.asp
Child First Act
   http://humanservices.alberta.ca/16594.html
Criminal Code of Canada
   http://laws-lois.justice.gc.ca/eng/acts/C-46/
Education Act
   http://www.education.alberta.ca/department/policy/education-act.aspx
Health Information Act
   http://www.qp.alberta.ca/1266.cfm?page=H05.cfm&leg_type=Acts&isbncln=9780779724758
Privacy Act
   http://www.priv.gc.ca/leg_c/r_o_a_e.asp
Youth Justice Act
   http://www.justice.gc.ca/eng/cj-jp/yj-jj/ycja-lsjpa/index.html

North American Center for Threat Assessment and Trauma Response
   https://www.nactatr.com/

APPENDIX A: Definitions

NACTATR	North American Centre for Threat Assessment and Trauma Response
CS	Children Services
Community VTRA Response (Stage 2)	The inter-agency process of determining the level of risk for threatening or violent behaviour. At this stage a multi-disciplinary intervention plan is also created.
Empty Vessel	The relationship between the child/youth of concern and his/her connection to healthy adult supports and other social/cultural aspects of his/her personality.
FCSS	Family and Community Services
Fluidity	The flow between suicidal thoughts and/or actions and homicidal thoughts and/or actions.
FSCD	Family Supports for Children with Disabilities. This is a department of Child & Family Services.
Genogram	A diagram expressing the relationships within a family.
High Risk Behaviours	Behaviours that express a plausible intent to do harm or act out violently against someone or something.
Informed Consent	Ensuring the participant knows what he/she is consenting to and the risks and benefits of giving that consent.
Risk Assessment	The process of determining if a child/youth of concern may pose a risk to some unknown target(s) at some unknown period of time.
Site Based Response (Stage 1)	Ensuring immediate risk reduction, collection of data, and initial assessment.
Longer-Term Intervention (Stage 3)	Ensure that a student is provided services by a mental health professional in a clinical setting.
Threat	Any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted online or made by gesture. Threats may be direct, indirect, conditional or veiled.
Threat Assessment	The process of determining if a threat maker actually poses a risk to the target they have threatened.

Tri-Municipal Community	The City of Spruce Grove, The Town of Stony Plain, and the County of Parkland
Worrisome Behaviours	Behaviours that cause concern and may indicate that a child/youth is moving toward a greater risk of violent behaviour but are not overly threatening or violent.

Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol

Fair Notice and Practice

Community safety is everyone's responsibility.

The goal of VTRA is that every incident of youth violence in our communities be addressed.

VTRA is early intervention – which is quite possibly prevention.

The Partners

VTRA partners are committed to creating and maintaining safe environments in which children, youth, staff, parents and others feel safe. Our VTRA Partners collaborate in multidisciplinary assessment when determining the level of risk posed. The VTRA team includes:

Parkland School Division	SML Christian Academy
Evergreen Catholic Separate School Division	Columbus Academy – Unlimited Potential Community Services
Grande Yellowhead School Division	Children's Services
Living Waters Christian Academy	Alberta Health Services
Mother Earth's Children's Charter School	RCMP
Grande Yellowhead School Division	Alberta Justice

Community Agency partners support this coordinated response to any violence or threats of violence and provide services that are regularly included as part of the intervention plans. Our Community Agency Partners include:

City of Spruce Grove	Alberta Parenting for the Future Association
Town of Stony Plain	
Parkland County	Aboriginal Parent Link Native Counselling Services

The North American Center for Threat Assessment and Trauma Response has completed extensive research in youth and school violence. Kevin Cameron, Executive Director of NACTATR, has trained partner local personnel in the use of the protocol.

Duty to Report

There is zero tolerance for not responding. Prevention of youth violence is a community responsibility and it is everybody's duty to report. Under-reaction is epidemic and a key factor of escalation from thought to action.

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 and be investigated with a clear and appropriate response. In a culture of responsible reporting, students/youth need to believe that they will be believed when they confide; their family will be kept confidential; their information will be acted upon promptly; and their concern will be investigated thoroughly.

What is a Threat Assessment Team?

Each threat assessment team is multi agency. The team may include school staff, psychologist, police, child protection agencies, community mental health workers, hospitals, probation/parole and other professionals.

What is the Purpose of a Threat Risk Assessment?

The purposes of a children/youth threat risk assessment are to:

➢ ensure the safety of children/youth, staff, parents, and others;
➢ ensure a full understanding of the context of the threat;
➢ understand the factors that contribute to the threat maker's behavior;
➢ view the threat maker as in need of intervention rather than discipline;
➢ be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker which may include disciplinary action but will also include appropriate supports to aid the child/youth in developing and using positive strategies;
➢ promote the emotional and physical safety of all; and
➢ ensure all agency partners are working together with a common understanding and protocol.

What happens in a Threat Risk Assessment?

All threat making behavior shall be reported to the Agency Administrator who will activate the protocol for the initial response. The protocol requires contacting 911 if imminent danger is present.

When the VTRA team is activated, data is reviewed and interviews may be held with children/youth, the threat maker(s), parents, staff, and/or partner agency personnel to determine the level of risk and develop an appropriate response to the incident.

An intervention plan will be developed and shared with parents, staff, and the person of concern as required and as appropriate.

Can I refuse …?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat risk assessment process will continue in order to ensure a safe and caring learning/community environment for all.

Appendix C: **Signatories to the Protocol**
                    Signing Ceremony – April 8, 2014

Tracy Shannacappo
Aboriginal Parent Link Center
Coordinator
Aboriginal Parent Link – Native
Counseling Services of Alberta

Signature

Christine Mummery
Director, Child and Adolescent
Mental Health Services
Alberta Health Services

Signature

Carole Ann Patenaude
Regional Director
Edmonton & Area
Child & Family Services

Signature

Pamela Geddes
Executive Director
Alberta Parenting for
the Future Association

Signature

Katherine King
Principal, Columbus Academy
Bosco Homes Schools

Signature

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

_____
Signature

Gerald Bernakevitch
Board Chair
Evergreen Catholic Separate
Regional School Division No. 2

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Signature

Leanne Topola
Board Member
Living Waters Christian Academy

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Signature

Dale Friedel
Vice Chairperson
Mother Earth Children's
Charter School

_____
Signature

Eric Cameron
Board Chair
Parkland School Division No. 70

_____
Signature

Staff Sergeant William Eubank
For Inspector Gary Graham
Royal Canadian Mounted Police

_____
Signature

Appendix D: Signatories to the Protocol
Signing Ceremony – December 3, 2015

Wayne Rothe
Deputy Mayor
City of Spruce Grove

Signature

Brenda Rosadiuk
Board Chair
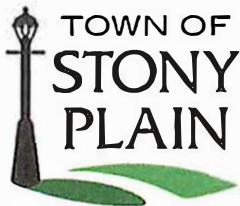Grande Yellowhead
Public School Division

Signature

Rod Shaigec
Mayor
Parkland County

Signature

Rev. Mark Dressler
Principal
St. Matthew Lutheran
Christian Academy

Signature

Judy Bennett
Deputy Mayor
Town of Stony Plain

Signature

Katherine King
Principal, Columbus Academy
Unlimited Potential
Community Services

Signature