



Fair Notice - Assessment of Risk to Others (ARTO) Protocol

MESC's Core Values guide the actions of the Assessment of Risk to Others Protocol

- ᑭᓐᓄᓐᓂᓐᓂᓐ Wahkohtowin - There is no more important factor in school safety than ᑭᓐᓄᓐᓂᓐᓂᓐ Wahkohtowin.
- ᐃᓐᓐᓐᓐ ᐱᓐᓂᓐᓂᓐᓂᓐ Iyiniw Mamitonehickikan - ARTO is always conducted with the best of intentions to support safety.
- ᓂᓐᓂᓐᓂᓐ ᐱᓐᓂᓐᓂᓐᓂᓐ Nehiyaw Pimatisiwin - We are mindful of all of the children and their parents and partnering with them in the ARTO process to promote safety.
- ᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐᓂᓐ Nehiyawewin - It is important to be careful with your words; to listen, learn, ask questions, and take time to reflect.

What is the purpose of an Assessment of Risk to Others (ARTO) and why would one be conducted?

MESC recognizes that everyone in the school community has the right to be safe and feel safe. Under certain conditions, students will undergo an “Assessment of Risk to Others”. This process is meant to support safety and well-being and is implemented in response to school safety. An ARTO is a data-driven process that is meant to be helpful in understanding and creating an intervention plan to support a student who has made threats or engaged in behaviours that may be at risk of harm to others. An ARTO is separate and independent from disciplinary processes (e.g., suspension, expulsion) that may also occur when students engage in such behaviours. “Fair Notice” is given that violence and threats of violence will not be tolerated and that personal information shared during the ARTO process respects and balances each individual’s right to privacy with the need to protect the safety of everyone involved.

What behaviours initiate an Assessment of Risk to Others (ARTO)?

Examples of behaviours that will initiate an ARTO include but are not limited to the following:

- Verbal/written/internet threats to kill or harm others or cause serious property damage
- Serious violence or violence with the intent to kill or harm
- Assault
- Possession of weapons, including replicas (Guns, knives, bear mace, etc.)
- Fire setting
- Bomb threats (making and/or detonating explosive devices)
- Sexual intimidation/violence
- Gang-related intimidation/violence and hate incidents motivated by factors including, but not limited to; race, culture, religion, and sexual orientation
- Ongoing pervasive target issues with bullying and/or harassment
- Significant worrisome behaviour

* The model presented in this document reflects the work of J. Kevin Cameron, Director of the Center for Trauma Informed Practices



Fair Notice - Assessment of Risk to Others (ARTO) Protocol

Who is responsible for reporting worrisome behaviour?

To keep our school communities safe, all school board staff have a DUTY TO REPORT any such behaviours to a School Administrator who will then take immediate necessary safety measures as well as activate the ARTO process. Parents, students, and staff also have an obligation to help keep our schools safe by reporting worrisome behaviour to a School Administrator.

Who is involved in an ARTO?

- Initially when the process is activated, a school-based team collects, shares, and documents relevant data from multiple sources. The school-based team then meets with MESC's Coordinator of Integrated Services to analyze the data and conduct the ARTO. Other Student Services ARTO Team members may also be in attendance, including Student Services Coordinators, elders, and RCMP. This larger team in consultation with the School ARTO Team determines the next steps including the creation of an intervention plan, and whether a more comprehensive ARTO, called a Stage 2 ARTO, will be required.
- Parents/guardians of the student who has engaged in threat-related behaviours are notified that a School Administrator has activated the process as soon as possible. After the initial ARTO, members from the ARTO Team and a School Administrator then meet with parents/guardians and student to review the ARTO information, particularly the intervention recommendations and plan.
- The ARTO Team will also identify the recipient(s)/victim(s) of the student threats/behaviours that have been assessed and ensure that services are provided as necessary.

What happens during a Stage 2 ARTO?

- If the process moves to a Stage 2 ARTO, members of the ARTO Team arrange a meeting with the parents/guardians and student to explain the process and interview each fully.
- The Coordinator of Integrated Services then coordinates a meeting with school personnel and community partners where information from multiple sources (e.g., parents, students, school and board staff, student records, online sites, community agencies, RCMP etc.) is shared. Concerns about safety/well-being and an intervention plan/recommendations are discussed. This information is then summarized on a ARTO Summary Form.
- Members from the ARTO Team and a School Administrator then meet with parents/guardians and student to review the ARTO Summary Form and information, particularly the intervention recommendations and plan.

Do parents/guardians have to consent to an Assessment of Risk to Others?

- In order to address safety concerns, the ARTO process will occur with or without consent.
- This form constitutes Fair Notice regarding the Assessment of Risk to Others Process.

* The model presented in this document reflects the work of J. Kevin Cameron, Director of the Center for Trauma Informed Practices