

Administrative Procedure 165 – Appendix D

VIOLENCE THREAT RISK ASSESSMENT

Background

The District is committed to creating and maintaining an environment in schools where students, staff, parents, and others feel safe. The District has established a protocol for responding to student threats and associated high risk behaviours.

Definitions

High Risk Behaviours express an intent to do harm or act out violently against someone or something. They may be, but are not limited to, possession of weapons, bomb threats, fire setting, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled.

Immediate Risk Situations are those situations that present immediate danger and require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Stage One:

- Immediate risk reducing interventions
- Incident screening
- Data collection
- Formation of the school-based VTRA team
- Consult with District Principal of Student Support Services

Stage Two (often combined with Stage One):

- School-based VTRA team, in coordination with any community partners, continue data collection, interviews and further risk reducing interventions.
- Completion of VTRA documentation.

Stage Three:

- Long term intervention plan (within the school and the community)
- Thirty-day follow-up meeting, continue monitoring and adjusting supports and services as needed.

Procedures

1. Reporting

- 1.1. Any person in a school having knowledge of high risk student behaviour or having reasonable grounds to believe there is a potential for high risk behaviour shall immediately report the information to the principal.
- 1.2. In consultation with the school's VTRA Team (trained administrator, police officer and counsellor) and the District Principal of Student Support Services, the principal will activate the [Violence Threat Risk Assessment Protocol](#).
- 1.3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
- 1.4. In cases where a report is made maliciously, the person shall be dealt with according to District administrative procedures and the law, where applicable.

2. Fair Notice

- 2.1. Prior to any Violence Threat Risk Assessment Protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that "fair notice" is given that threatening behaviour will not be tolerated.
- 2.2. The principal shall take the lead to ensure that students, staff, and parents are aware of the Violence Threat Risk Assessment Protocol and that a consistent message is given regarding the use of the protocol.

3. Duty to Respond

- 3.1. Principals shall respond to all high risk/threat related behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly.

4. Immediate Risk Procedures

- 4.1. These are matters for immediate police intervention.
- 4.2. The principal shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (such as lock down or hold and secure).
- 4.3. The principal shall notify the Superintendent or designate following initial police contact.

5. High Risk Behaviours

- 5.1. In consultation with the school's VTRA Team (trained administrator, police officer and counsellor) and the District Principal of Student Support Services, the principal may activate the Violence Threat Risk Assessment Protocol.
- 5.2. The District Principal of Student Support Services will initiate the Community VTRA Protocol, which includes ascertaining whether or not the student who made the threat is already connected through current services or past contact. If a community partner is connected to the individual or their family, they may be able to share pertinent information with the VTRA Team and/or be invited to participate in the formal VTRA process as well.

- 5.3. The principal shall notify the parents of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made. Parents may become an integral part of the initial risk assessment process.
 - 5.4. Stages one and two (stages one and two are often combined) of the Violence Threat Risk Assessment Protocol will guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school if a suspension has occurred.
 - 5.5. During the VTRA process, if the data suggests that a student who has made a threat poses a medium to high risk, the team will continue on to Stage Three of the Violence Threat Risk Assessment.
6. Duty to Victims and Others
 - 6.1. The principal shall ensure that appropriate support is provided to those against whom threats have been made.
 - 6.2. The principal shall notify school staff, and the wider community, where appropriate, and if deemed necessary, within a reasonable time-period, when the protocol has been activated as a result of high-risk behaviour.
7. Students Requiring Special Consideration
 - 7.1. When dealing with students under twelve years of age, students with diverse abilities, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
 - 7.2. Since these students can still pose a risk, Worrisome Behaviour Planning or the Stage One Violence Threat Risk Assessment Protocol will still be activated.
 - 7.3. The principal and the District Principal of Student Support Services shall determine police involvement.
8. Threat Assessment Incident Report
 - 8.1. Following the completion of any Violence Threat Risk Assessment Protocol (and any subsequent data, assessment and intervention planning documents) are to be sent to the District Principal of Student Support Services. A copy of the assessment should remain in the school in the principal's confidential files. Completed assessments should not be placed in the student's file. Instead, the place holder page found in the assessment shall be completed and put in the student's file.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: December 15, 2020