

## Administrative Procedure 166

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### VIOLENCE THREAT RISK ASSESSMENT

A Violence Threat Risk Assessment is a process of determining if a threat maker actually poses a risk to the target(s) being threatened. The School Threat Assessment Team will initiate a Violence Threat Risk Assessment (VTRA) Screening *when a student makes a threat, of if there is a concern that a student may be about to act out violently or has acted out violently.* Information is to be shared amongst all staff members of the School Threat Assessment Team, as this is essential to the effectiveness of the VTRA and to the development of an Intervention Plan. The School Threat Assessment Team may consist of:

- Principal
- Vice-Principal
- Counsellor
- Resource Teachers
- School Liaison Officer/RCMP

This VTRA will guide the inquiry, document concerns, and help you develop and Intervention Plan to maximize student safety. The VTRA process is outlined in the VTRA Protocol. Contact District Threat Assessment Team as necessary for guidance.

- Associate Superintendent/Safe School Coordinator
- District Principal of Student Services
- School Liaison Officer/RCMP

Consultation may also occur with:

- Ministry of Education
- Safe Schools
- CVPVPA team members
- Child and Youth Mental Health Team Leader
- Ministry of Child and Family Development, Child Protections Services Social Worker
- Kwumut Lelum (MCFD Aboriginal services)
- Lalum'utul' Sumun'eem (MCFD Aboriginal Services – Cowichan Tribes Specific)
- Probations/Youth Services Officer
- Medical Health Officer

#### Procedure

1. Each school will identify a school based Threat Assessment Team (TAT).
  - 1.1 This team typically consists of the administrative team as well as a school counselor and is the first responder to critical incidents within the school.

2. If it is determined the incident will have an impact on the entire school and/or community or the incident is deemed “Medium to High risk” the School will connect with the District Threat Assessment Team (DTAT).
3. As with any critical incident within your school, the Associate Superintendent will be notified.
4. The School Threat Assessment team will follow the *Responding to Student Threat Making Behaviour* guide.

### **Roles and Responsibilities**

5. School principal or designate will:
  - 5.1 Be the School TAT leader;
  - 5.2 Call and coordinate the School TAT and inform their Associate Superintendent;
  - 5.3 Be responsible for the completion of the Stage 1 VTRA Report Form;
  - 5.4 Data collection and immediate risk reducing intervention within 24 hours;
  - 5.5 Contact the associate superintendent to discuss possible activation of the DTAT;
  - 5.6 Follow up and coordinate intervention plans developed by the team;
  - 5.7 Communicate appropriate school staff of the completion of the VTRA process and send the completed document to district office;
  - 5.8 Flag the student’s file that VTRA was completed. (*Violence Threat Assessment Notification Form – dot?*)
  - 5.9 Keep a copy of the Stage 1 VTRA report which includes the assessment and intervention plan in a secure location.
6. School Threat Assessment Team (TAT) will:
  - 6.1 Assist in data gathering as assigned by the principal;
  - 6.2 Assist the principal in Steps 6 – 10 of the Stage 1 VTRA report form
  - 6.3 Be available for consultation on general issues regarding violence threat risk assessment procedures relating to mental health;
  - 6.4 Assist in developing plans or other interventions (i.e. behaviour plans, safety plans), and in facilitating access to programs or resources to reduce the risk of violence and respond to the student’s educational needs if consent has been obtained;
  - 6.5 Help families obtain needed assistance.
  - 6.6 Develop a communication plan for staff and parents as needed
7. District Threat Assessment Team (DTAT) will:
  - 7.1 Consult with the principal, and school TAT.
  - 7.2 Assist when asked in completing the Stage 1 VTRA report form questions Steps 1-11
  - 7.3 Contact community partners, as required, to facilitate consultations, and conduct interviews except in criminal investigations;
  - 7.4 Develop a communication plan to inform Parents, Board, CVPVP, CVTF and CUPE executive, if the VTRA is a “high” and proceeding to level 2;
  - 7.5 Follow-up on recommended intervention plans as outlined in Step 11

8. School Liaison Officer (SLO)/Investigating RCMP Officer will:
  - 8.1 Be involved in school TAT as necessary;
  - 8.2 Investigate and determine whether a crime has been committed and if charges are appropriate or warranted;
  - 8.3 Conduct an RCMP investigation;
  - 8.4 Generate an RCMP occurrence report;
  - 8.5 Interview the threat maker and witnesses when a criminal offence has occurred.
  
9. Community Partners will, when appropriate:
  - 9.1 Have a relevant staff member participate in the DTAT;
  - 9.2 Participate in completion of the Stage 1 VTRA report form;
  - 9.3 Participate in a review of school TAT findings; and
  - 9.4 Participate in developing any recommended intervention plans as outlined in Step 11.

*Reference:*  
*Sections 17, 20, 22, 65, 85 School Act*  
*School Regulation 265/89*  
*Violence Threat Risk Assessment Protocol (VTRA) SD79*

Adopted: September 1, 2018

# Responding to Student Threat Making Behaviour: A School Guide

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

Worrisome Behaviours	High Risk Behaviours	Immediate Threat – Call 911
<p>Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Violent content</li> <li>• Drawings and pictures</li> <li>• Stories, journals, vague threatening statements</li> <li>• Unusual interest in fire</li> <li>• Significant change in anti-social behaviour</li> <li>• Significant change in baseline behaviour</li> </ul>	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Possession of weapon/replica</li> <li>• Bomb threat plan</li> <li>• Verbal or written threat to kill or injure</li> <li>• Internet website threats to kill or injure self or others</li> <li>• Fire setting</li> <li>• Threatens violence</li> <li>• Hate motivated violence targeting a particular student or group</li> </ul>	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Weapon in possession that poses a serious threat to others</li> <li>• Plan for serious assault</li> <li>• Homicidal or suicidal behaviour that threatens safety</li> <li>• Fire setting resulting in harm</li> </ul>
<p>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 parent/guardians/caregivers.</p>	<p>Activate protocol when safe to do so. Complete Stage 1.</p>	<p>Activate protocol when safe to do so. Complete Stage 1.</p>
<p>Principal informed and school based intervention plan implemented.</p>	<p>Principal of school that the student is registered at, is informed and a decision is made to activate the protocol.</p>	
<p>Stage 1 – School Based - Data collection immediate risk reducing intervention is competed within hours.</p>		
<p>School Threat Assessment Team (TAT) Principal (lead), counsellor and RCMP Gather data, conduct interviews as required and determine level of risk.</p>		
<p>If activated by TAT, the associate superintendent or designate with responsibility for VTRA, proceed to Stage 2.</p>		
<p>Stage 2 – District Based - Comprehensive multidisciplinary risk evaluation is completed as soon as possible CTAT – School TAT, Associate Superintendent (lead), RCMP and community partners. Conduct interviews as required Meet with appropriate protocol partners and complete Stage 2 School/Family/Community Intervention Plan Form.</p>		
<p>Stage 3 – Multidisciplinary intervention CTAT – School TAT, assistant superintendent or designate with responsibility for VTRA (lead), RCMP and community partners.</p>		

\*Adapted from Nanaimo School