



**Administrative Procedure 165
Violent Threat Risk
Assessment**

Appendix C

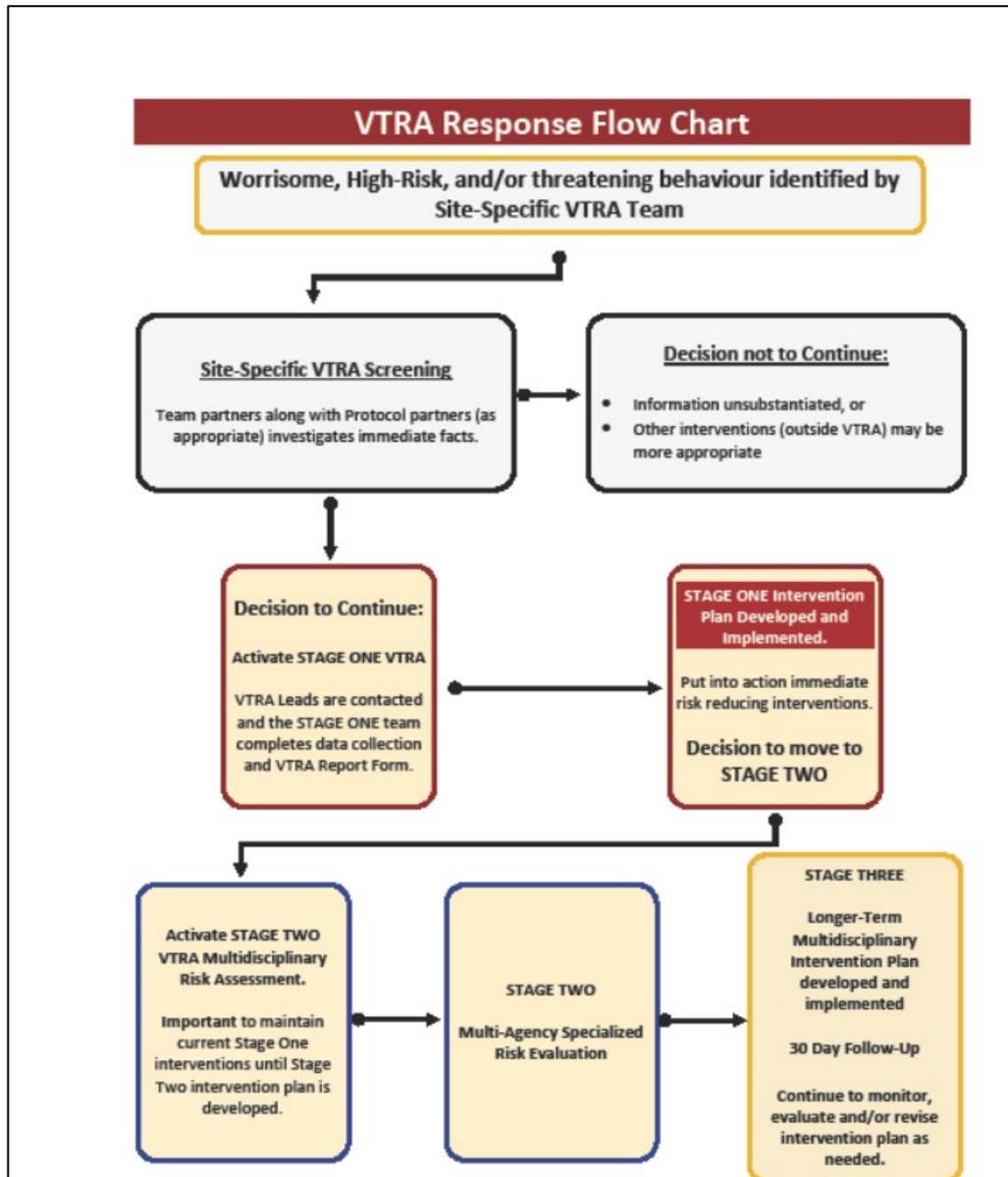
Good Spirit School Division

Updated November 2021

Background:

GSSD is committed to providing safe and caring learning and work environments for students, staff, parents/guardians, and members of our wider learning community who are guests in our facilities. In accordance with this Administrative Procedures, threats must be taken seriously, investigated and include an appropriate response. All actions or statements suggesting intent to harm or act violently against someone or something will be considered a threat and will be assessed accordingly using the Violent Threat Risk Assessment approach.

The Violent Threat Risk Assessment (VTRA) Response Flow Chart:



This appendix follows the [Yorkton and Area Community Threat Assessment and Support Protocol](#) (CTASP).

This is a Multi-Disciplinary Partnership Committed to:

- Early intervention.
- Violence prevention.
- High-risk assessments.
- Interventions and supports.

SECTION I - STUDENT THREATENING BEHAVIORS

The VTRA follows a three-step process:

- Stage 1: Data collection and immediate risk reducing interventions.
- Stage 2: Comprehensive multidisciplinary risk evaluation; and
- Stage 3: Multidisciplinary interventions.

Basic Categorization of Risk for Stage One VTRA

Low Level of Concern: “Low” categorization of risk does not imply “no risk”, but indicates the individual is at little risk for violence, and monitoring of the matter may be appropriate.

- Threat is vague and indirect.
- Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the Person of Concern (POC) is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behaviour for the person of concern in question.
- Monitoring of the matter may be appropriate.

Moderate Level of Concern: Moderate categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required to manage the individual’s future risk.

- Threat is more plausible and concrete than a low-level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the Person of Concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- A moderate or lingering concern about the Person of Concern’s potential to act violently.
- Increase in baseline behaviour.
- Categorization of risk indicates the individual is at an elevated risk for violence, and those measures currently in place or further measures, including monitoring, are required to manage the individual’s future risk.

High Level of Concern: “High” categorization of risk indicates the individual is at high or imminent risk for violence, and immediate intervention is required to prevent an act of violence from occurring.

- Threat is specific and plausible. There is an identified target. Person of concern has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the Person of Concern has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the Person of Concern’s potential to act violently.
- Significant increase in baseline behaviour.
- Categorization of risk indicates the Person of Concern is at a high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

The Violent Threat Risk Assessment team will be activated as determined by the Principal or designate.

1. Fair Notice

1.1 Prior to any threat assessment protocol being implemented, yearly in September, all students, staff, and parents shall be provided with information about the protocol and procedures so that “fair notice” is given that threat behaviour will not be tolerated (See AP 165 Fair Notice Letter).

1.2 The VTRA team shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

2. Duty to Report

2.1 Any person in a school having knowledge of worrisome, moderate level of concern or high level of concern shall immediately report the important to the Principal or designate.

2.2 No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds. In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.

3. Duty to Respond - Our goal is to respond to all threats in a professional manner that provides for a safe and caring learning environment.

3.1 High Level of Concern:

3.2 VTRA protocol will be followed to assess risk level.

3.3 These are matters for immediate police intervention.

3.4 The Principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school lock down.

3.5 The Principal or designate shall notify the Superintendent of School Operations or next available central office supervisor contact.

4. Medium Level of Concern

- 4.1 Upon receiving a report of high-risk behavior, the Principal or designate shall initiate the protocol for the response of the VTRA Team.
- 4.2 In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the VTRA Team has the “first call” as to whether or not charges will be laid.
- 4.3 Regardless of if charges are laid, the VTRA team shall continue to follow Stage 1, 2, 3 VTRA protocol.
- 4.4 The Principal or designate shall notify the parent(s) of the person of concern at the earliest opportunity as well as the parents of those students against whom the threat was made. Parents become an integral part of the initial VTRA process.
- 4.5 The VTRA team shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.
- 4.6 The VTRA team will develop a re-entry plan for school with the person of concern and their parent/guardian that becomes a signed contract by all participants.

5. Duty to Victims and Others

- 5.1 The Principal or designate shall ensure that appropriate support is provided to those who have been threatened.
- 5.2 The Principal or designate shall notify school staff and parents impacted by the threat when the protocol has been activated because of high-risk behaviour.

6. Students Requiring Special Consideration

- 6.1 When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration. VTRA protocol will guide this consideration.
- 6.2 The Principal or designate shall be consulted and they will make a decision of VTRA protocol.
- 6.3 Following VTRA protocol, the Principal or designate shall determine police involvement.

7. Worrisome Behaviors

- 7.1 The school shall communicate all worrisome behaviors to the Principal or designate for consultation.
- 7.2 The Principal or designate shall consult with appropriate staff as to whether or not a violent threat risk assessment needs to be conducted.
- 7.3 The police may be consulted but it is generally not done as a formal complaint.

8. Threat Assessment Incident Report

- 8.1 A [“Threat Assessment Notification”](#) (Form 165-4) will be placed in the student’s cumulative file.
- 8.2 All Violent Threat Risk Assessment data will be stored in the CLEVR template.

SECTION II - TRAUMATIC EVENTS RESPONSE

Death is a part of our life experience. It is inevitable that a school community will face this experience at some time. The effect of a death of a student or staff member can be a traumatic event. An established response plan to such an event can be a support to the school staff and students.

The purpose of the Traumatic Events Response Guide is to provide a model and strategies for school staff to use in responding to issues that arise when a tragic event occurs. Development of a Response Plan for Death, Suicide or Attempted Suicide, The Traumatic Events Response Team, using established system procedures, is to develop a response plan sensitive to the individual school community. (Refer to the Traumatic Events Response Guide)

A fundamental responsibility of the staff of the school is the safety of students. The staff has the responsibility to act on any information, which indicates that a student is in danger. In priority order, the following process will address:

1. Safety of the student.
2. Communication with those in a position to help.
3. Referral, treatment, and follow-up.