

DfYdUf]b['HcXUmj@UfbYf'Zcf'Hca cffck

Board Governance Policy Cross Reference: [1, 12, 13](#)

Administrative Procedures Cross Reference:

[Code of Conduct](#)

[Emergency Preparedness](#)

[Outside Agency Involvement](#)

Legal/Regulatory Reference:

[The Public Schools Act](#), section 47.1(1), 47.1(3)

[The Education Administration Act](#)

A. Stage 1: Data Collection and Immediate Risk-Reducing Intervention

Each school should establish a school based VTRA team also known as a Stage 1 VTRA team, which includes, at a minimum, the Principal, a school counselor and a member of the local police force. The Principal will take the lead and is ultimately responsible for the safety of students. The team will work collaboratively to make the best decisions possible with the information gathered. When a Principal activates a school based Stage 1 VTRA team, he/she must inform the Superintendent/CEO or designate. The Stage 2 VTRA team may not become directly involved at this stage but will be available for consultation and support should the situation warrant it.

B. Stage 2: Comprehensive Risk Assessment

After the initial level of risk is assessed and immediate risk-reducing interventions have occurred, a further risk assessment may be required. A Stage 2 VTRA team includes wider community representation. It is focused on collecting further data beyond the initial data collected by the school-based Stage 1 VTRA team. A Stage 2 VTRA team includes members of the school based VTRA team plus mental health professionals, child protection workers, probation workers and others as needed.

VTRA, whether Stage 1 or 2, has four basic steps:

1. Identify worrisome or threatening behaviour. The person making the observation initiates the VTRA process.
2. Immediately, the VTRA team conducts a violence threat risk assessment by collecting relevant data. The VTRA process does not use a profile or a checklist of behaviours to identify an individual who may be on the pathway to violence, but makes use of information gathered from social media, friends, parents, teachers, and others. Data to determine initial level of risk can often be collected in two hours or less, especially with the use of technology.
3. Using the data, determine if a threat maker actually poses a risk. This involves determining how credible the threat is and whether or not the threat maker has the resources and motivation to carry out the threat.
4. Intervene appropriately by implementing risk-reducing interventions. The interventions are designed to protect the threat maker as well as any potential targets.

The VTRA Team shall also ensure that appropriate support is provided to those against whom threats have been made and shall notify school staff and parents as required. Fortunately, the majority of threat makers do not pose a risk to others. However, all threats must be taken seriously and assessed in a timely manner.

The Team Leader shall be responsible for completing or designating the completion of a VTRA Report, available in Clevr.

C. Principal Responsibilities

1. When a threat or very worrisome behavior is brought to your attention:
 - a) Make sure that no individual is in possession of a weapon and poses a serious threat to self/others. Check backpack, jacket, locker, car (if applicable) for weapons.

- b) Investigate with witnesses. What happened, what was said/done? What is the risk of immediate threat to life?
 - c) If immediate threat exists, call 911 and initiate Lockdown.
2. If no immediate risk to life:
- a) Consult with Student Services Administrator (SSA) and call together the Stage 1 Threat Assessment Team (school team and clinicians).
 - b) Review incident; team decides (with SSA's input) whether there is sufficient escalation to warrant a Violent Threat Risk Assessment (VTRA).
 - c) If a VTRA is needed, determine who should be part of the team (for example, if CFS is involved, they will be part of the team; if probations is involved they would be, etc.).
 - d) Decide if suspension is appropriate and consider the possibility of extension.
3. Interviewing:
- a) Decide on who will do which interviews. Generally, administration interviews staff, guidance/resource interviews students, clinicians interview threat maker, parents, and sibling(s).
 - b) External partners are consulted and attend data review meeting to share the information they have. Team member with level 2 VTRA will assist with this step.
4. Following interviewing:
- a) Gather the whole team.
 - b) Everyone shares what information they have gathered.
 - c) The information is organized using the VTRA report template.
 - d) The team then considers the information gathered and makes an intervention plan. If external partners are involved, they may be part of the plan.
 - e) If they were not involved in data collection (because, for example, the student was not previously open to Community Mental Health), referrals can still be made to external agencies as part of the plan.
5. Intake Meeting:
- a) Call the parent(s)/guardians and student to invite them to an intake meeting.
 - b) The plan is shared at the meeting.
 - c) The plan will consist of both requirements and recommendations.
 - d) Depending on the age of the student, they may be present for only the last portion of the meeting.
6. Follow up:
- a) A follow-up meeting should be scheduled for within 4-6 weeks at the Intake meeting.

See Appendix A - VTRA Flowchart

See Appendix B - VTRA - Fair Notice to Parents

Appendix A VTRA Flowchart

The decision to engage in any of the processes below is at the discretion of the Principal or designate.

Worrisome Behaviour

Majority of concerning behaviour - may include violence in drawings, writings, vague statements or uttering threats (even threats presumed to be made as a joke or in jest)

Observer reports concern ASAP to Principal or designate
Principal or designate will consult with Stage 1 or Stage 2 VTRA Team as required, to determine if threat is generalized or a direct threat

Generalized Threat (no target or time frame)

Principal, SST, RCMP (as **required**) meet to decide if Stage 1 VTRA Team is to **be**
/P ↻ Tf9 TBε

Anytime the VTRA Team is activated, the team will need to complete a VTRA Intervention Plan.

Appendix B
VTRA - Fair Notice to Parents

Interlake School Division

Student Violence Threat Risk Assessment (VTRA) - Fair Notice to Families

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.

Duty to report

To keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

Collection Notice

The school division is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from publicly available open source social media sites. Interlake School Division will not collect information as part of a threat assessment unless there is a reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

For more information regarding the threat/risk assessment process please visit the North American Center for Threat Assessment and Trauma Response website at: www.cctatr.com