

ADMINISTRATIVE REGULATIONS

TITLE: RESPONDING TO A THREAT OR POTENTIAL VIOLENT BEHAVIOUR

CATEGORY: HEALTH AND SAFETY

NUMBER: 3180

CIRCULATING UNTIL FEBRUARY 18, 2026

Rationale

School and district staff are trained in Violent Threat Risk Assessment (VTRA) protocols which guide our response to threat-making behaviour. The VTRA protocol is designed to guide school and district personnel in responding effectively to a threat or threatening behavior.

I. Prevention and Training

- a. Principals and appropriate members of staff shall strive to ensure that all students receive instruction that promotes prevention education, responsible decision-making, positive self-esteem and overall good emotional health.
- b. Principals and appropriate members of staff shall remain aware of current knowledge and techniques related to threat-making behaviour appropriate to their level of involvement.
- c. Principals and appropriate members of staff shall be aware of the *VTRA Protocol Guide*.
- d. Students and guardians/families shall be made aware of available counseling services and other support services within and outside of the school where possible.
- e. Encouragement and support shall be offered to those student organizations and activities that, in the opinion of the administrator, help to develop a positive peer influence in the area prevention of child and youth threat-making behaviour.
- f. Principals will send out "Fair Warning" notice to parents/caregivers annually.
- g. Inclusion Support Services Department will facilitate annual review of district protocols and procedures to respond to threat-making behaviour.
- h. Inclusion Support Services Department will facilitate in bi-annual training of protocols and procedures to respond to threat-making behaviour for school district employees and their partner agencies as per the *Maintaining School Safety: A Guide for School & Police*.

II. Assessment and Intervention: Threat from a student

- a. When there is a concern regarding a threat from a student, qualified and trained personnel in consultation with the VTRA team will assess the situation and may

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initiate a Threat Assessment (see *VTRA Protocol Guide*).

- b. In making decisions about threat assessment procedures, the administrator shall be guided by the concept of “in loco parentis” (reasonable parent) and shall consider what is best for the individual student as well as the health, safety and wellbeing of other students and staff members. The administrator will do this in consultation with the VTRA team.

III. Threat-Making Behaviour Intervention Procedure

- a. If a concern arises regarding the threat-making behaviors of a child or youth the principal will be informed as soon as possible. Time shall be of the essence and priority given to expedite interventions and assistance. The principal or designate will consult with their school VTRA team and will then will consult with the Director of Instruction for Inclusion Support Services to facilitate the initiation of a threat-making assessment by two individuals qualified to conduct a Threat Assessment. This will include a minimum of one individual from the district team to support building staff.
- b. If there is a report of a student or staff member's life that may be in danger, RCMP will be contacted. Additionally, the usual rules of confidentiality must be waived and the legal guardian must be informed. If informing the legal guardian is perceived to increase the level of risk to the youth, the Ministry of Children and Family Development must also be notified immediately as per the *Maintaining School Safety: A Guide for School & Police*.
- c. Qualified examiners will conduct the Threat Assessment (see *VTRA Protocol Guide*), and report back to the principal, parent/caregiver and school VTRA team.
- d. VTRAS are therapeutic and geared towards increasing interventions and supports for all involved. School staff involved with the student will connect the student and their parent/guardian to school supports and when possible, available inter-ministerial support services and other supports outside of the school, as identified by the VTRA.
- e. Follow up to VTRA recommendations will be conducted at 6 weeks and 3 months.

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IV. Response and Safety Plans Arising from VTRA:

- a. The principal shall inform staff and students, where appropriate, of the response plan in a timely manner (see *Threat/Violent Incident Reporting Form*). Every effort will be made to also inform replacement/on call staff, when appropriate, of the response plan as well. If a student safety plan is to be developed this will be made available to all staff who may have contact with the student. Principals will ensure that staff have had time to read the safety plan.

V. VTRA Assessment Report:

- a. The qualified examiner will file the threat assessment summary report (VTRA *Threat/Risk Assessment Report Form*) of the incident with Inclusion Support Services and will place a confidential "Notification of Risk Assessment" form in student file.
- b. Director of Instruction for Inclusion Support Services will receive the reports and will keep record of these reports until the student graduates. Copies may be forwarded to RCMP and MCFD (as per the *Maintaining School Safety: A Guide for School & Police*).

Received: October 2022

References:

Maintaining School Safety: A Guide for School and Police 2024

<https://www2.gov.bc.ca/assets/gov/erase/documents/school-safety/maintaining-school-safety-guide-for-school-and-police-personnel-in-bc.pdf>

ERASE: Principal's Guide to Threat/High-risk Behaviour:

<https://www2.gov.bc.ca/assets/gov/erase/documents/principals-checklists.pdf>

Safe and Caring School Communities 2024:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/safe-and-caring-school-communities>

Violent Threat Risk Assessment (VTRA) Fair Notice Letter for students, staff and family and VTRA Process and Expectations Flow Chart:

<https://sd46.bc.ca/district-information/board-of-education-and-governance/policies-bylaws-and-regulations/emergency-preparedness/>