

ACTS OF VIOLENCE

Background

The district recognizes its responsibility in providing safe schools/work environments and a positive climate for all members of its community. As such the district believes that an operational procedure dealing with violent behaviour, or the threat of violent behaviour, must be put into place to protect district staff and students.

A violent incident/threat may include armed or physically abusive intruders, students possessing weapons, gang or group assaults, hate-motivated violence, or any other type of occurrence where the "act or threat of violence" will or may occur, interfering with the safety and security of students and staff, and the normal operation of a school, school bus, and/or district office.

Procedures

1. The district will assemble and train both school and community based threat assessment teams, under the direction of the director of learning support services/safe schools coordinator. The school-based threat assessment teams consist of a district administrator, a school principal/vice principal, and a school counselor. The community-based team consists of principals/vice principals, counselors, school psychologists, the school liaison police officer, and other community-based resource personnel. The primary purpose of these teams is to identify indicators that suggest a student may pose a risk to themselves or others. Protocol and procedures are followed to prevent injury to the individual or others, and to ensure that the student, or adult, receives the assistance they need to address the issues contributing to the problematic behaviour.
2. Any district employee having knowledge of worrisome or threat-making behaviour will promptly report the information to the principal or designate who will respond accordingly. Reportable behaviours are categorized but are not limited to (please err on the side of caution):
 - Possessing a weapon while displaying any threatening behaviour is to be considered an immediate risk.
 - Making threats to destroy a school (e.g. bomb, fire).
 - Making verbal or written threats to harm themselves or others.
 - Using the internet or other electronic media to threaten to harm or injure others.
 - Drawing of disturbing pictures.
 - Writing disturbing stories, etc.
 - Harassing via the internet or other electronic media including the telephone.
 - Demonstrating any other challenging behaviour that leaves the recipient feeling threatened.
3. All reported behaviours will be assessed by the principal or designate. If the principal or designate deems it necessary, they will activate the school-based team to complete a threat assessment pre-screen.
4. If results of the threat assessment pre-screen indicate that a full threat assessment is necessary, the community-based team will be activated.

5. Regardless of activation of school team, community team or both, the district administrator or school principal/vice principal will contact the director of learning support services/safe schools coordinator and superintendent of schools or designate to consider and discuss the threat.
6. Upon police attendance, all decisions regarding the safety and security of students and staff will be made in consultation with police and other emergency responders until the incident is resolved.
7. As appropriate and considering Freedom of Information and Protection of Privacy laws, staff who reported the threat or behaviour will be apprised of the actions taken. If deemed appropriate, all staff at the site will be apprised of the incident and the preventative and/or procedures followed.
8. District incident/accident protocol and WCB regulations will be followed.

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 177
Workers' Compensation Act
Occupational Health and Safety Regulation

Supporting Documents: SD72 Emergency Preparedness Plan (Available to District Employees Only)
SD72 Critical Incident Response Plan (Available to District Employees Only)

Related Forms: SD72 Form 136-1 Threat Assessment Pre-Screen
SD72 Form 136-2 Threat Assessment