

Administrative Procedure 170

VIOLENCE AND INTIMIDATION

Background

The District recognizes its responsibility in providing safe schools and a positive climate for all members of the school community in which all will be safe from violence and intimidation and will be able to develop freely to their potential.

Definition

Violence means the attempted or actual exercise by any person (employee, student, parent, the public or other), of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives the employee reasonable cause to believe that the employee is at risk of injury. Violent acts by employees are specifically included in this definition even through the WorkSafe B.C. Violence in the Workplace regulations excludes employee acts of violence.

Procedures

1. Actions dealing with violence and intimidation shall be governed by the following considerations:
 - 1.1 The use of media, illustrative material or portrayal of behaviour, which glorifies the use of violence, is prohibited.
 - 1.2 The conduct of any student that adversely affects school climate is considered a serious offence.
 - 1.3 Any act of violence or intimidation that affects members of the school or community may be considered a serious threat to the school environment and to the safety of both students and staff. School and District personnel are authorized to take appropriate action and may, following consultation with the Superintendent or designate, proceed with disciplinary and/or legal action against any individual so involved. Such action may fall under Section 177 of the School Act.
 - 1.4 The possession within the school environment of any potential weapon or any instrument intended to inflict injury or to intimidate another person, or the use of any instrument for the purpose of inflicting injury or intimidating another person is expressly prohibited. School and District personnel are authorized to take appropriate action and may proceed with disciplinary and/or legal action against any individual so involved.
2. In-service and Training
 - 2.1 In September and February of each year, all employees shall be made aware, by their immediate supervisor, of their responsibilities to respond to and report incidents of violence.

- 2.2 The District will provide in-service opportunities annually which will include training in the areas of conflict resolution and intervention strategies for dealing with violent incidents.
3. What to do When a Violent Incident Occurs
 - 3.1 Where an employee has been trained in Crisis Prevention and Intervention (CPI) to respond to violence, threats of violence or similar situations, the employee's actions and responses will be guided by such training.
 - 3.2 In the case where an employee is faced with violence or similar situation without said training, s/he is to remove him/herself from the situation immediately and report such incident as follows:
 - 3.2.1 If an employee is involved in a violent incident where there is a continuing danger of violence, the police are to be notified using 911 procedures as appropriate. The immediate supervisor shall be informed immediately.
 - 3.2.2 If an employee is involved in a violent incident where the immediate threat has passed, then the immediate supervisor shall be informed. The police will be notified through non-emergency procedures, if deemed appropriate by the supervisor.
 - 3.2.3 When deciding on police involvement, the supervisor will assess whether the best interests of the child are being served while ensuring that employee safety has been addressed through appropriate actions/consequences including a threat assessment, using the "Threat Assessment Protocol". The Threat Assessment Protocol is contained in the Critical Incident and Emergency Procedures Manual which is kept in the office of each school as well as Inclusive Learning.
 - 3.2.4 An involuntary violent act by a student with special needs (e.g. autism spectrum disorder) will not be reported to the police however the supervisor will ensure that a threat assessment occurs.
 - 3.2.5 Acts or threats of violence to employees shall be reported to the employee's supervisor and, if any injury occurs, to the first aid attendant.
 - 3.2.5.1 It is the responsibility of the employee to complete the Employee Incident Report form (Form 170-1) and where necessary assistance will be provided by his/her immediate supervisor.
 - 3.2.5.2 The immediate supervisor must forward the report to the Director of Human Resources for review by the District Health and Safety Committee.
 4. Notification of Potential Risk
 - 4.1 The employer shall inform employees who may be exposed to the risk of violence of the nature and extent of the risk.

- 4.2 The duty to inform employees includes a duty to provide information and procedures related to the risk of violence from persons who have a history of violent behaviour and whom employees are likely to encounter in the course of their work.
- 4.3 In the case where a threat has come from a student the District will conduct a threat assessment of the offending student.
 - 4.3.1 From that threat assessment where the level of threat is deemed that the student shall remain in school, a safety plan shall be completed and all employees who will interact with the student shall be informed of the safety plan and appropriate responses.

5. Threat Assessment of Potential for Violence by a Student

The assessment of students to determine the risk of violence towards staff and students can occur at any time throughout a student's career in school. The following procedures address the assessment of risk of student violence.

5.1 New Student Intake

- 5.1.1 The Inclusive Learning Coordinators liaise with staff from preschools to determine if any new children coming into school present a risk of physical aggression.
- 5.1.2 Other students new to the District have a file review (conducted by the Counselor of Mainstream Support Teacher in the receiving school) to determine if they are at risk for aggressive behaviour.
- 5.1.3 Students with disabilities that may encompass challenging behaviours are identified to the appropriate school staff (Principal, Counselor or regular or resource room teacher).
- 5.1.4 If a student has an identified special need, Education Assistant (EA) time may be allocated by the Director or District Principal/Vice-Principal (P/VP) of Inclusive Learning.
- 5.1.5 If the student does not have an identified special need but is deemed at risk, by an Inclusive Learning Coordinator, to display aggressive behaviour, the Principal may apply to the Inclusive Learning Department for additional EA time.

5.2 Response to an Aggressive Incident

- 5.2.1 Upon an incident of aggression occurring school based staff will implement regular discipline procedures including: completion of the Employee Incident Report (Form 170-1) or a School Safety Report (Form 170-2) if no employee is involved, reviewing the incident with staff and determining a consequence for the behaviour.
- 5.2.2 If the incident involves a student with special needs, school staff will review the behaviour plan as identified in the student's Individual Education Plan (IEP) which will be found in the student's file in the school office.

- 5.2.3 Depending on the severity or frequency of the incident, the District P/VP of Inclusive Learning or an Inclusive Learning Coordinator may review the incident with school staff and make recommendations regarding changes including: changes to an existing behavioural program, developing a Safety Plan specific for the student to be kept in the student's file; and new or refresher training for staff (e.g., CPI training).
- 5.3 Threat Assessment
 - 5.3.1 All threats are taken seriously.
 - 5.3.2 The District Principal/Vice-Principal of Inclusive Learning:
 - 5.3.2.1 Provides in-service targeted to specific staff or made available to all staff through Pro-D programs on threat assessment each year.
 - 5.3.2.2 Maintains the Threat Assessment Protocol which is used to determine the level of risk associated with a threat. The Threat Assessment Protocol is located in the Critical Incident and Emergency Procedures Manual.
 - 5.3.3 The District Threat Assessment team is available through Inclusive Learning to assist with determining the risk of any threat making behaviour and develop a student plan where necessary.
 - 5.3.4 Requests for assistance of the District Threat Assessment team are to be made by the Principal or site supervisor.
- 5.4 Documentation
 - 5.4.1 Employee Incident Reports (Form 170-1) or School Safety Reports (Form 170-2), if no employee is involved, are to be given to the immediate supervisor.
 - 5.4.2 If an incident occurs involving a student with special needs, a copy of the report is also to be sent to the District Principal/Vice-Principal of Inclusive Learning.
 - 5.4.3 Individual Education Plan Students
 - 5.4.3.1 Most students with aggressive behaviours will have an IEP that includes a goal on behaviour.
 - 5.4.3.2 The goal will set the desired behaviour to be attained, positive strategies to assist with reducing the problem behaviour, a form of data collection to determine the efficacy of the behavioural program, and a review date.
 - 5.4.4 Student Safety Plan
 - 5.4.4.1 Is written by school staff in response to an act of aggression or because of a perceived risk of aggression by a student.

- 5.4.4.2 Includes a review of precursors to the behaviour, a clear description of the behaviour, and the immediate consequences.
 - 5.4.4.3 Determines the most effective pro-active strategies to eliminate the behaviour and details a reactive plan in the event of aggressive behaviour occurring again.
 - 5.4.4.4 Includes a review date.
- 5.5 Education Assistant Training
- 5.5.1 Students who pose a threat of aggressive behaviour shall have some support of an Education Assistant (EA).
 - 5.5.2 Students who are known to present aggressive behaviours are assigned EA staff who have been determined qualified to work in the "behavioural" classification. EA's in this classification have a level of training and experience higher than other EA classifications.
 - 5.5.3 Staff working with students with aggression will be provided with training in "Non Violent Crisis Intervention". This training includes both verbal de-escalation skills and skills in physical restraint.
 - 5.5.4 Staff working with students with autism will be given training in Autism Spectrum Disorders and may also receive training in Applied Behaviour Analysis to better enable them to predict and manage challenging behaviours.

6. Sexual Harassment

- 6.1 All employees have the right to work in an environment free from sexual harassment
- 6.2 Any incidents of sexual harassment shall be reported in writing.
- 6.3 All such allegations shall be investigated and, where necessary, appropriate action shall be taken.

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

Revised: September 2018

Administrative Procedure 170 – Appendix A

THREAT ASSESSMENT SCREENING AND REPORTING

LEVEL 1

The School Threat Assessment Team will initiate a Level 1 Threat Assessment Screening *when a student makes a threat, or if there is **concern** that a student may be about to act out violently or has acted out violently*. Information is to be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Threat Assessment Coordinator and consists of:

- Administrator (Principal, Vice-Principal)
- School Police Liaison Officer
- School Counselor
- Teacher or other person who knows the student

This Threat Assessment Screening will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. Contact administrative officers as necessary for guidance. **Actively seek** information from:

- Current and previous school/discipline records
- Law Enforcement, Probation, Diversion, etc.
- Interviews with school staff, students, parents, the target of the threat, the student of concern
- Searches of the student(s), lockers, and cars
- Other agencies: mental health, human services, etc.
- Activities: internet histories, diaries, notebooks
- Parent/Guardian interview: offer support, seek their help in understanding, clarify interest in/access to weapons

***THE INTERVENTION MUST BE DEVELOPED IN A TIMELY MANNER.
STUDENTS WHO ARE SUSPENDED FROM SCHOOL DURING THE
THREAT ASSESSMENT PROCESS MUST RETURN TO SCHOOL
WITHIN FIVE DAYS, UNLESS THE ASSESSMENT INDICATES
OTHERWISE.***

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s).
- If there is imminent danger; call the Delta Police School Liaison Officer.
- Do not allow access to coats, backpacks, or lockers

Step 2: Notify the Student's Parents(s) or Guardian(s) of threat makers and targets(s)

- Parents/guardians have been notified of the situation and this screening.
- Parents/guardians have NOT been notified because:
- Notify District Threat Assessment Team (Inclusive Learning). If unavailable, continue with Threat Assessment Screening.

Step 3: Interview witnesses including all participants directly and indirectly involved.

- If threat maker is unknown, proceed to Step 5.

Step 4: Initiate the Level 1 Threat Assessment Screening

The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *"To what extent does the student pose a threat to school/student safety?"*

Step 6: Decide on a Course of Action

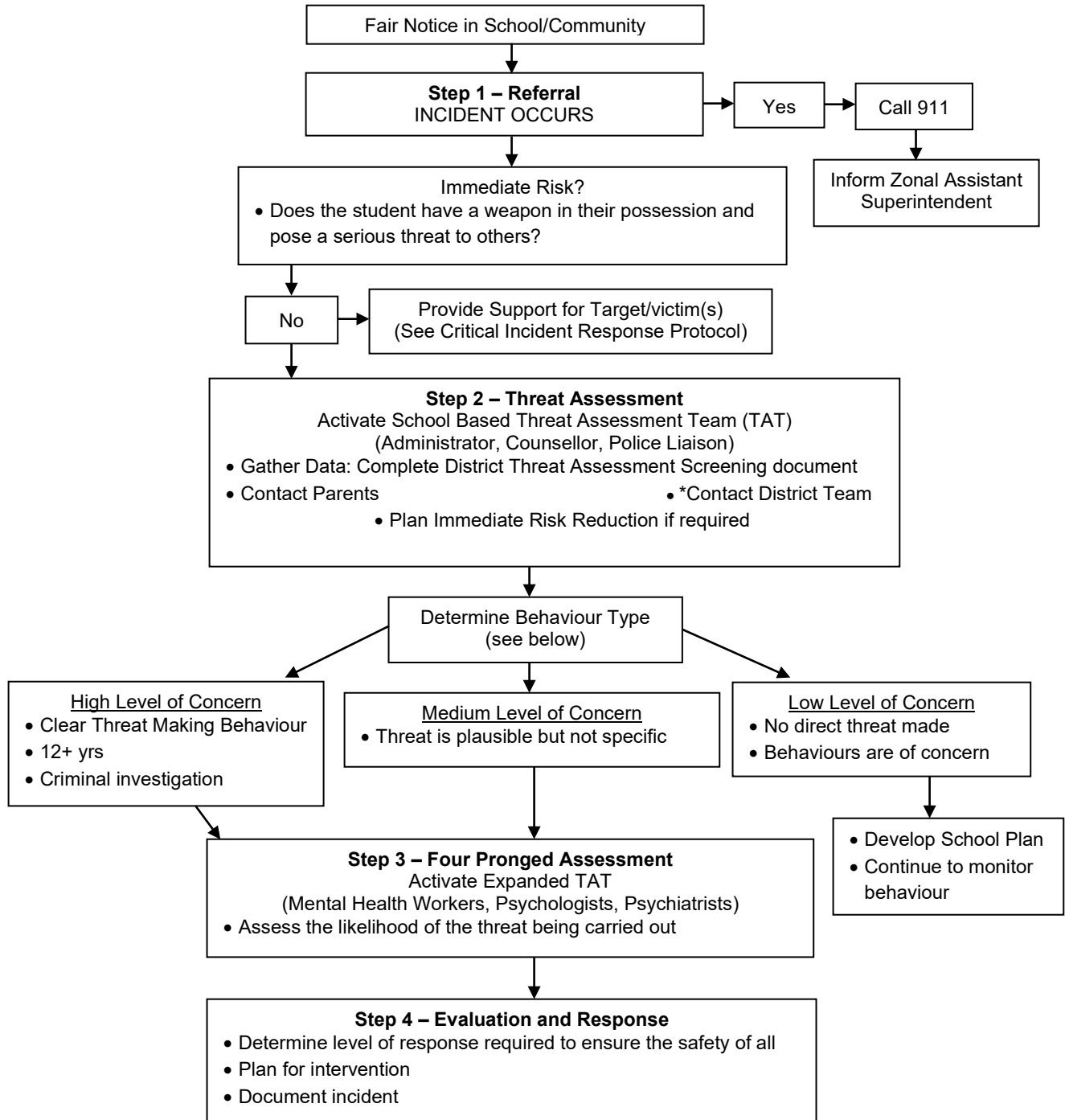
With the input of **all** School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Step 7: Develop an Intervention Plan

Step 8: FAX completed screening document and Note to File document to the District Threat Assessment Coordinator at (604) 946-7803 or email to: jangelidis@deltasd.bc.ca

Administrative Procedure 170 – Appendix B

THREAT ASSESSMENT PROTOCOL – FLOW CHART



***PLEASE NOTE THAT THE DISTRICT THREAT ASSESSMENT TEAM CAN BE CONSULTED AT ANY TIME DURING THIS PROCESS. CONTACT INCLUSIVE LEARNING.**

Administrative Procedure 170 – Appendix C

ASSESSING HIGH RISK STUDENT BEHAVIOUR

The following procedures will guide our practice in dealing with high risk student behaviour. We will respond to all threats following the guidelines below:

1. All District employees having knowledge of threat making behaviour must promptly report the information to the Principal or designate.
2. School personnel have received training in threat assessment. As a result all schools have the capacity to conduct an initial review of information to determine what further steps need to be taken. *(If necessary, complete Form 170-3 – Threat Assessment Reporting Document)* The school team would be comprised of administrators, counsellors, school psychologists and School Liaison Police Officers, as needed.
3. If the school needs assistance in assessing risk, they may call the District team which consists of the Zone Superintendent, a representative from Inclusive Learning and other counsellors or administrators, as needed, along with an expanded school team, e.g. learning assistance teachers, multicultural workers, Indigenous support workers, teaching assistants, etc.
4. If the data indicates that the student in question poses a threat, the School Team may invite community partners trained in threat assessment to assist with an intervention plan. The Community Team may include the police, representatives from Child and Youth Mental Health, the Ministry for Children and Family Development, Adolescent Crisis Response, Deltassist Family and Community Services, forensic psychologists and physicians.

<p>NOTE: At any point in this process, the school may consult with the Zone Superintendent or a Representative from Inclusive Learning.</p>
