Greater VICTORIA School District

Safety Plan

Safety Plan

DEFINITIONS

- **Crime Prevention** – comprises strategies and measures that seek to reduce the risk of crimes occurring, and their potential harmful effects on individuals and society, including fear of crime, by intervening to influence their multiple causes. https://www.unodc.org/unodc/justice-and-prison-reform/cpcj-crimeprevention-home.html

- **Community Threat Protocol** – designed to reflect the shared understanding and agreement between Boards of Education and community partners about how to collaboratively respond to threat-making and worrisome behaviour

- **District Safe Schools Coordinator** – Is responsible for district-wide safety initiatives, including monitoring the online reporting tool, liaising with school administrators regarding student reports, building the capacity of school personnel to prevent and respond to safety concerns, and liaising with the Ministry of Education and Child Care.

- **Gang Activity** – A gang is an organized group who plan and carry out crime for profit, often using violence. Gangs may have a name, symbols, colours, signs, graffiti, clothing brands and tattoos. Gangs often claim a certain area for their criminal activities and violence. https://www2.gov.bc.ca/gov/content/justice/criminal-justice/bcs-criminal-justice-system/reporting-a-crime/what-is-a-crime/crime-examples/gang-violence

- **Lower Vancouver Island Safe Schools** (also known as the South Island Regional Safety Committee, Regional Safe Schools, Regional/Lower Island Safe Schools, and Safer Schools) – a lower Vancouver Island committee comprised of representatives from SD61, SD62, SD63, Saanich Police, Victoria & Esquimalt Police, Oak Bay Police, Central Saanich Police, RCMP, Youth Probation, Safer Schools Together.

- **Safety** - the safety of a student encompasses physical, environmental, cyber, psychological, emotional, and spiritual safety.

- **Preventative Safety Measures** – all preventative measures to protect persons or places (i.e.: Community Threat Protocols, Worrisome Online Behaviour Reports, Safe Schools Coordinator role, student support plan, etc.)

- **Safety Plan** – a comprehensive strategy developed by a school district to ensure the safety, security, and well-being of students, staff, and visitors across all schools and facilities within its jurisdiction.

- **Student Safety Plan** – An individual plan developed in collaboration with school staff and parents, and at times supported by district staff, in situations where a

student's behaviour could escalate and present an immediate risk of injury to staff or students. Each Student Safety Plan is specific to the needs of the individual student.

- **Student Support Plan** (please refer to Appendix C for a student support plan template) – Applies to a small number of students who do not respond to Tier 1 interventions. Consists of more highly intensive interventions and require more support and instruction. Simple functional behaviour assessments may be employed at the Tier 2 level.
  - o Tier 1 Intervention: includes school wide expectations defined in the classroom, teaching and modeling appropriate behaviors, and establishing routines. Other Tier 1 supports may include: non-verbal cues such as a nod, thumbs up, high-five, etc. Grounding exercises, including box breathing, mindfulness, and guided imagery.
  - o Tier 2 Intervention: supports are moderately intensive and focused interventions, formally taught and practiced in a small group or individual setting on a systematic and an ongoing basis. These consist of more highly intensive interventions and require more support and instruction. Simple behavior assessments may be employed at the Tier 2 level. This may include Non-Violent Crisis Intervention which include strategies: allowing time, providing space, and asking others to respect the time and space needed for the student.
- **Trauma-Informed Practice** – Is a strengths-based framework grounded in an understanding of, and responsiveness to, the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment. (https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/trauma-informed-practice-resources
- **Worrisome Online Behaviour reports –** complement the evolving needs of School Safety/Threat Assessment teams by identifying potential risks or threats, allowing for proactive intervention and enhancing school safety

INTRODUCTION

The Greater Victoria School District No. 61 (the District) believes every student in our District should feel safe, accepted and respected, regardless of race, colour, ancestry, place of origin, religion, family status, diverse abilities, sex, sexual orientation, gender identity or expression.

The District is committed to ensuring school safety. A holistic approach to supporting the safety and well-being of students and staff includes preventative safety measures, and a proactive, coordinated plan with community services including working collaboratively with police.

This Safety Plan sets out the actions, supports and services the District provides to help prevent incidents, and to react to incidents in our District to ensure the safety and well-being of all students, staff, and visitors in schools and in relation to school-based

activities. These actions, supports and services are ongoing. Three new actions are noted below. Two new actions were implemented in August 2024 ahead of the 2024-2025 school year and one new action was implemented during the 2024-2025 school year. This holistic plan outlines protocols, procedures, and responsibilities to prevent, prepare for, and respond to emergencies and safety threats, including being aware of potential gang related activities.

<u>Key Safety Objectives</u>

- Promote a safe and inclusive environment for learning.

- Prevent student safety related incidents through education, training, and awareness.

- Student safety related incidents may include (but not limited to) physical altercations, inappropriate use of social media, weapons, behaviour related issues, a safety concern in the community, fire, critical incident, etc.

- Prepare students and staff to respond effectively to emergencies.

- Coordinate with local emergency services and authorities.

- Regularly review and improve safety protocols.

ROLES AND RESPONSIBILITIES

The Board of Education is a body corporate, constituted of democratically elected school trustees, and is responsible for determining policy for the efficient and effective operation of schools, the provision of an educational program to students, and the provision of health, social and other support services to schools in the School District, in accordance with the *School Act*. The delivery of all programs under the Safety Plan are subject to the ultimate oversight of the Board under s. 85 of the *School Act*.

As outlined in Board Policy 2100, the Superintendent is the chief executive officer of the District, and is responsible to the Board of Education for the general management of the affairs of the District, for providing education leadership and for implementing approved policies and programs to ensure the attainment of the objectives established by the Ministry of Education and the Board. These include ensuring: that students are provided with a safe and caring environment; the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District; and that the facilities safely accommodate school district students.

Police services are police forces within the meaning of the *Police Act*, responsible for the preservation of the peace, the maintenance of law and order, and the prevention and investigation of crimes and offences against the law within their respective areas of geographic jurisdiction.

- When invited to attend a school, Police will establish a trauma informed approach for interactions between students and police officers
- Emergency Response:
  - when an imminent risk is identified, school staff call 911.
- Non-Emergency response:
  - when invited to present school-wide on a relevant topic such as gang recruitment, cyber/social media online safety and exploitation.
  - will be consistent with existing District Policies (ie. Volunteers In Schools)
  - when pursuant to a specific other program with defined goals, consistently applied across the District, designed by Police services for review and approval in advance by the Board.
  - when invited can assist families by providing relevant resources.

CHANGES TO THE SAFETY PLAN

This Safety Plan may be amended by the Board following consultation with interested parties identified by the Board including but not limited to Esquimalt Nation, Songhees Nation, Métis Nation, Urban Peoples' House Indigenous Advisory, Police services and Educational Partners and following collaboration with the police services and 60 days advance notice to the Minister of changes to be made.

GANG RISK ASSESSMENT

In Spring 2023 police services shared for the first time at the Lower Vancouver Island Safe Schools meeting, the risk associated with potential gang recruitment. In response to the risk of potential gang recruitment and out of an abundance of caution, the District communicated in a letter to parents and caregivers how they can be mindful of potential indicators of gang involvement and provided suggestions about how parents and caregivers can speak with their children about the risks associated with potential gang recruitment. Attached to the Safety Plan as Appendix H, is a copy of that letter. Further, last year police provided information sessions for families both in community and at several of our secondary schools regarding the risks associated with potential gang recruitment.

The Board identified the lack of a codified communication protocol between police services and the District as a significant gap in our safety management strategy. Further, the Board identified that the Lower Vancouver Island Safe Schools Committee, which is a key information-sharing mechanism and point of collaboration with regional school districts and police services about potential safety risks, did not maintain a Terms of Reference nor keep agendas or minutes of their meetings. Given that clear, consistent, timely, and accurate communication is an essential component of any safety strategy the Board of Education has prioritized working toward establishing a communication protocol with police services. Communication is most effective when it is proactive as well as reactive. Attached to the Safety Plan as Appendix A, is the Communication Protocol developed by the District.

Where there is an actual or potential risk to members of our learning community, we will continue to activate our existing protocols and proactive measures outlined in the Safety Plan to appropriately address student safety in collaboration with our staff, and community partners, which includes police services. When invited, police will work with staff to help reduce risk enhancers and increase protective factors when involving youth.

In an effort to better understand the nature and extent of the risks associated with gang activity in community, (such as whether there is a risk of increased gang recruitment in schools, and whether gang recruitment is giving rise to new safety risks for students) the Board requested data from police services about potential gang recruitment and youth crime in May, June and July 2024.

The Board's request for information included the following:

- any and all data pertaining to gang recruitment or other criminal activity involving youth, between 2015 to date;
- any and all data pertaining to police call outs/calls for service to each SD61 school (broken down by each school) within the Police Department's jurisdiction, between 2015 to date;

- a copy of any and all Police policies and procedures related to vulnerable populations (including Youth).

A response was received from Saanich Police September 4, 2024. Data received included the number of police files containing search terms "gang" and "school," number of gang intelligence files documented by Saanich Police across their jurisdiction and all calls for service to Saanich SD61 schools between January 1, 2015 and June 7, 2024. No specific instances of gang activity or other criminal activity involving youth at SD61 schools was included in their response. The Board also received policies from Saanich Police. On November 5, 2024 we wrote to Saanich Police to confirm whether all responsive records have been provided.

A partial response was sent in a letter from Westshore RCMP dated September 17, 2024. A further response including their policies was provided via email on November 4, 2024. No gang activity was reported at SD61 schools. The data received included calls for service to SD61 schools from 2015-2024.

On 12 November 2024 the Oak Bay Police responded to our June 2024 request for information. Oak Bay Police stated that they have one responsive file in 2015 investigated by our Mobile Youth Services Team (MYST) and two files in 2023 investigated by their School Liaison Officer (SLO). Oak Bay Police provided a copy of their policies and aggregate data regarding the number of call outs to SD61 schools from 2015-2023. Their response did not include the number of call outs from 1 January to 18 June 2024.

On 13 November 2024 the Victoria & Esquimalt Police responded to our May 2024 request and provided some responsive records. The records are not specific to activity involving schools and are used to document all interactions with individuals associated with gang activity. The response also included their policies.

The Board requires disaggregated data to better understand the potential risks of gang recruitment and will use this data to inform our ongoing prevention and mitigation, preparedness, emergency response, communication systems, and recovery and support services.

The Board is committed to improved relations with the police services, in the fulfilment of their respective roles and responsibilities under this Safety Plan by having regularly scheduled meetings.

Key elements of our District's proactive strategies to address safety risks include:

- Ongoing risk monitoring through our District's Safe Schools Coordinator's participation in monthly Lower Vancouver Island Safe Schools meetings.
- Ongoing education and planning about safety risks in community at monthly administrators meeting.
- Ongoing collaboration between the school administrators and with MYST and other community partners such as MCFD and the Foundry to prevent and address safety risks.
- Ongoing safety planning in collaboration with appropriate partners such as police services.

- Ongoing education and planning about safety risks in community through appropriate school-based and District wide communications.
- Please see list under Prevention and Mitigation section for information about further proactive safety measures.
- District staff will utilize aggregate data specific to School District 61 to assist in identifying changes in baseline behaviour.

INTERNAL PROACTIVE OPERATIONAL SAFETY MEASURES

In 2023 the Board directed staff to monitor police interactions with students (both the number and nature of interactions) in District schools and to provide the Board with regular monthly reporting. This reporting is current and is completed on a monthly basis during the school year.

Other internal operational safety measures including:

- Building access controls (i.e.: locks, alarms, alarm monitoring).
- Ensuring safe access to school sites through District partnerships with municipalities in support of crossing guard services.
- Collaboration with police services to support traffic safety around our school sites and enforcement of school zone speed limits.
- Coordination with police services to support us by engaging in preventative safety measures associated with environment design on our school sites to reduce the risk of crime such as vandalism and graffiti.
- Coordination between police services during walk through of schools with School Administrators to identify the safe location in each classroom/room where students and staff shall assemble should there be a lock down.
- Coordination between police services during walk through of schools with School Administrators to identify where students and staff assemble include consideration of exterior and interior windows and the visibility from a doorway into a classroom/room from a hallway.
- The Safe Schools Coordinator attends Lower Vancouver Island Safe Schools meetings on a monthly basis as part of existing and ongoing measures to identify risks that may impact student safety.
- Ongoing coordination at the Lower Vancouver Island Safe Schools which functions in part to identify existing, changing, or emerging safety concerns in the Lower Island region.
- Proactive safety risk information sharing and coordination led by the Safe Schools Coordinator who shares information gathered or exchanged at the Lower Vancouver Island Safe Schools meetings with Middle and Secondary School Principals.

Supports and strategies are in place and ongoing and include for instance, school district staff continue to work with Safer Schools Together to identify potential safety risks and

then to implement a proactive coordinated approach to address them. The Behaviour and Digital Threat Assessment (BDTA) resources (please refer to Appendix D for more information regarding the BDTA) are used by the school district as part of existing and ongoing risk assessment activities. The Community Threat Protocols such as BDTA resources are available on the District's website and is appended to the Safety Plan.

There are several ongoing protocols, strategies and supports in place to address new and evolving issues facing youth including the risks associated with potential gang related activities. These may include Community Threat Protocols, Worrisome Online Behaviour Reports, and participation in the Lower Vancouver Island Safe Schools meetings. The District takes a proactive approach to safety by developing, training, and preparing collaborative multi-disciplinary teams with expertise in culturally responsive, trauma informed practices to support all students. For example, the District's Indigenous Education Department (IED) has led culturally responsive leadership professional development for teachers, administrators and CUPE staff. Trauma-informed practices are shared with teachers, counsellors, and administrators through professional development and written resources.

PREVENTION AND MITIGATION

Prevention and mitigation are key elements of keeping students, staff, and volunteers safe in our District. This safety plan outlines the coordinated, proactive, preventative, and ongoing steps taken to mitigate safety risks that may impact students in the District. The Board's policies related to student safety and student codes of conduct are key components of our District's ongoing prevention and mitigation measures and strategies to support student safety. Student Codes of Conduct are publicly available on each schools website. The Board policies relevant to this Safety Plan are as follows:

    Bylaw 9330.1 Appeal Process

    1155 Complaint Process for a Resolution of Concerns

    1300 Acceptable Use of Digital Technology

    1305 Social Media Use

    4116 Sexual Harassment

    4302 Multiculturalism

    4303 Discrimination

    4304 Bullying and Harassment

    4305 Gender Identity & Gender Expression

    5131.0 Personal Safety & Security

    5131.1 Discipline

    5131.2 Threats to Students, Employees, or Volunteer Sponsors

    5131.3 Prohibition of Weapons in Schools

    5131.4 Substance Abuse **currently under review**

5131.5 Smoking

5131.6 Student Attendance

5131.7 Student Suspensions

5132 Student Dress Code

5134 Student Input

5140.1 Child Abuse

5145 Police Questioning of Students in Schools ***currently under review**

6114 Maintenance of Order

6164.03 Physical Restraint

8400 Whistleblower Protection

The Safe Schools Coordinator attends Lower Vancouver Island Safe Schools meetings on a monthly basis as part of existing and ongoing measures to identify risks that may impact student safety and is a key ongoing venue to collaborate and coordinate with other school districts in the region and local police services.

Supports and strategies are in place and ongoing. For instance, school district staff continue to work with Safer Schools Together. Community Threat Protocols/Behaviour and Digital Threat Assessment (BDTA) resources are available on the Greater Victoria School District's website. There are several ongoing protocols, strategies and supports in place to address new and evolving issues facing youth including the risks associated with potential gang related activities. The district takes a proactive approach to safety by developing, training, and preparing collaborative multi-disciplinary teams with expertise in culturally responsive, trauma informed practices to support all students.

The Board expects that when police officers interact with District students, they will employ trauma-informed practices that are sensitive to the needs, circumstances and age of the student, and which respect and uphold the student's dignity.

Other District culturally responsive and trauma informed proactive protocols, strategies and supports include:

<u>Existing and Ongoing</u>

- Bi-annual check between Associate Superintendents and Principals and Vice Principals from the 18 secondary and middle schools to review the Student Codes of Conduct and school expectations to discuss District wide expectations and collaborative supports available through the District and Community. (August and January of each school year).
- Bi-annual meeting with Senior Leadership Team and all Principals and Vice Principals to discuss School District Policies and Regulations relevant to student safety, including online reporting tools (ERASE) and Community Threat Assessment protocols(BDTA). (August and January of each school year).

- The Safe Schools Coordinator attends Lower Vancouver Island Safe Schools meetings once per month during the school year to ensure the district is aware of potential gang related safety issues in the schools and broader Greater Victoria community.

- The Worrisome Online Behaviour Report is received and reviewed monthly by the Safe Schools Coordinator who works collaboratively with the District Counsellor to ensure each student named in the report has a District and School based staff assigned and a planned response is created and communicated.

- Every August the Safe Schools Coordinator connects with members of the local police departments to check with police services regarding any police related incidents that occurred during the summer with district students in community including gang related activities that occurred during the summer months. The Lower Vancouver Island Safe Schools meeting in August is dedicated to this information sharing. Representatives from all police services provide reports verbally and those reports are summarized in meeting minutes. The Safe Schools Coordinator shares this information with Middle and Secondary School Principals.

- The District Counsellor works with Island Sexual Health, MYST and Shift Education to support Sexual Exploitation and Sexual Consent education provided in our schools for both staff and students. This is another key proactive measure that increases student safety.

- Physical Health Education Teachers and School Based Counsellors continue to support and educate Sexual Health and Consent.

- Teams and Clubs and other extra-curricular opportunities are available to students which provide opportunities for positive adult mentorship to enhance protective factors for vulnerable and/or high-risk youth

- The District Counsellor provides resources each month in a Counsellor Newsletter. Examples included in the newsletters include: 'Consent Culture' – a consent module designed to cultivate a culture of consent in schools and community; 'Power Up Sexual Health Middle/Secondary;' and 'Power Up Sexual Health Elementary/Middle' consent education resources. The newsletter is available to the entire learning community and published on the District website: https://supportforlearning.sd61.bc.ca.

- The District Healthy Schools website is publicly available on the District website and contains resources for students, staff and the community, supporting topics such as: Mental Health, Nutrition, Healthy Practices, Gender and Sexuality, Sexual Health, Active Living, Social Emotional Learning and Where to Call for Help for Students. https://healthyschools.sd61.bc.ca/resources-links/sexual-health/.

- Principals and Vice Principals receive annual reminders in April to consult with staff, parents and students about their respective schools' Student Code of Conduct. In the Spring of each school year, the Principal of each school meets with members of Parent Advisory Council (PAC), staff and students to review and update the School Student Code of Conduct. The Student Code of Conduct is

then shared with parents and staff and communication with students (typically via a student assembly). In the Fall of each school year, the Student Code of Conduct is distributed and made available on the School website. Principals and Vice Principals are expected to submit the final copy of their code of conduct to the Associate Superintendent by the end of June, and to make the code of conduct available as per the Provincial Standards for Codes of Conduct Ministerial Order 89/2024.

- School Principals ensure that teachers and support staff understand what constitutes worrisome behaviour and the reporting processes for reporting signs of worrisome behaviour.

- Principals and Vice Principals receive professional development regarding cultural sensitivity, cultural bias and trauma informed practices in August and during monthly administrative meetings with Senior Leadership Team and the Indigenous Education Department.

- Teachers, Educational Assistants, Principals and Vice Principals are able to participate in professional development for Nonviolent Crisis Intervention on Professional Development Days in each school year.

- Some Elementary Schools, and Middle and Secondary Schools participated in Mental Health and Well-being student grants in the 2023-24 school year and the Grants will be available again in the 2024- 25 school year. The culminating sharing event occurred June 2024 and will take place in June 2025.

  o The Student Mental health and Wellness grants were initiated last winter (2024) and will be continued this year through the lens of Mental Health and Wellness. The grants were initiated last school year for grades 6-12 students and will continue during the 2024-2025 school year. We will extend the offer to schools who participated again this year for their second year. Schools are invited to apply for a grant to support student mental health and wellness.

  o A minimum of $3,000 will be provided to schools who submit a proposal and receive approval to plan a school based, student voice focused mental health and wellness initiative.
  Proposals should include the following:
    - Goal and purpose of the specific initiative
    - Tied to student feedback (i.e. student survey)
    - Connection to school growth plan
    - Outline of resources, plan, timeline
    - A commitment for school teams to participate and share in a celebration/culmination event.
    - This informal event would include the opportunity to share a brief summary of your initiative.
    - School teams could include teachers, EAs, YFCs, students, administrators, and/or caregivers.

- Mental Health Community Resource Fair (Student led – April 2024 and April 2025).
- Mental Health Snap Shots for each school level with distribution to schools, staff, students and parents. Topics include: Be Your Own Best Friend, Green Time Instead of Screen Time, Building Bridges, Teen Relationships, Romance and Respect, and Community Connections.
- Presentations from Island Sexual Health (throughout the year in schools).
- The Second Step program is a program offered at elementary and middle in both English and French - Children benefit from social-emotional learning (SEL) at any time, but today it's especially important to help them develop the skills they need to connect and thrive. Second Step Elementary is a leading research-based SEL curriculum for students in Kindergarten–Grade 5. At the Middle School level, which is a time of change, growth, and life lessons, students learn how to collaborate, solve problems, make good decisions, set and meet goals, and process their emotions.
- Principals and Vice Principals are provided release time to attend Community Threat Assessment training sessions offered by Safer Schools Together throughout each school year. At least one Principal or Vice Principal from each secondary school is encouraged to attend one per year.
- Continuing to offer and promote anti-bullying programs to students in K – 12.
- Monthly Principal and Vice Principal meetings are used to discuss topics such as social emotional learning, restorative practice and alternatives to a suspension, culturally responsive leadership, Equity, Diversity and Inclusion, Inclusive learning practices, First Peoples' Principles of Learning.
- Bi-monthly Local Education Agreement implementation meetings occur between staff members of Esquimalt Nation and Songhees Nation, Indigenous Education Director and Superintendent.
- Monthly emergent Secondary, Middle and Elementary Principal and Vice Principal meetings occur with Senior Leadership Team members to discuss trends, worrisome behaviour and consistent approaches to support students.

Ongoing proactive and preventative efforts to support student mental health and well-being, and school and adult connectedness are key protective factors that we know support student safety. Our District engages in ongoing monitoring of relevant reporting indicators and key initiatives including: McCreary, EDI, CHEQ, Annual Student led Wellness Fair (middle and secondary), Bi-Annual, Student Facilitated Equity, Diversity and Inclusion Forum (middle and secondary), Mental Health Grants for Schools.

Implemented for Fall 2024 and ongoing

- The Senior Leadership Team has established a bi-monthly check in with Secondary Principals to keep up to date on potential concerning behaviors including those associated with potential gang recruitment and to work

collaboratively to establish proactive measures to address the concerns. ***New August 2024 – to occur every school year in August moving forward**

- The Senior Leadership Team has established a 'Safer Schools Update' on the monthly Principal and Vice Principal Meeting Agendas to share consistent messaging regarding gang-related community safety concerns. Consistent messaging is important in order to ensure all members of the administration team are aware of patterns, trends and concerns occurring in community and that these are commonly understood. It also provide a venue for individuals to seek clarity and proactively plan should it be necessary.***New August 2024 – to occur every school year in August moving forward**

- Junior Youth Empowerment Program piloted with a partnership between Colquitz Middle School and Spectrum Community School (please refer to Appendix E for more information on the Junior Youth Empowerment Program) ***New- Fall 2024 with a potential of expansion for the 2025-2026 school year**

Completed

- In June and again in August 2024 Principals and Vice Principals received the information regarding the *Safe Access to Schools Act*.
- Summer safety information and resources sent to families in June 2024 and posted on website for families related to extreme heat and heat warnings, cooling center locations, the BC Wildfire App, mental health supports such as ERASE, and general and home emergency preparedness.

Ongoing Individual Student Support Measures

The District recognizes the importance of early identification of young people who may need additional supports in order to appropriately respond to and provide the necessary school-based and community-based supports to the student. This early identification is a key aspect of safety strategies employed by the District and a key preventative measure to reduce the risk of youth involvement in potentially risky behaviour (i.e. potential criminal activity).

When appropriate, the District creates a student support plan to support vulnerable youth utilizing multi-disciplinary teams, which may include: school based administration, school counsellors, case managers, district based counsellors, Senior Leadership team members, Safe School Coordinator, Ministry of Children and Family Development (MCFD), Mobile Youth Services Team (MYST), Indigenous Education Department, Esquimalt Nation staff, Songhees Nation staff, Métis Nation staff, Urban Peoples' House Indigenous Advisory representatives, Island Health, Integrated Mobile Crisis Response Team (IMCRT) and local police services.

These ongoing support measures are provided to individual students needing additional supports and may include:

- o Community Threat Assessment Protocols/Behaviour and Digital Threat Assessment protocols.
- o An individualized Student Safety Plan.
- o Bi-annual review of Policy 6114 with Principals and Vice Principals, Maintenance of Order under Section 177 of the School Act.
- o Collaboration to ensure students have access to mental health professionals, including school counsellors and Youth and Family Counsellors, and Community supports and services for substance use.
- o Providing mental health awareness professional development or training for staff to recognize signs of stress, anxiety, and depression.
- o Creating school-based peer-support groups and student-led wellness initiative.
- o District Based Team meetings with School staff, district staff, the student and their family to discuss attendance, achievement or behaviour related concerns and to establish a collaborative plan moving forward to help address the concerns.
- o Educating students and staff about the responsible use of the internet and social media.
- o Implementing strong cybersecurity measures to protect personal data.
- o Ensuring students and parents are aware of ERASE anonymous reporting tool for reporting safety concerns including cyberbullying or online threats.
- o Restorative Practices when addressing behaviour related events and promoted at all levels as alternatives to suspension.
- o District Healthy, Safe and Caring Schools Website with resources for students, staff, parents/caregivers, and community.
- o Critical Incident Response Team (CIRT) responses and supports (please refer to Appendix G for further information about CIRT).

TRAINING AND DRILLS

<u>Preparedness</u>

- Preparedness activities including training and drills are very important proactive and preventative safety measures to ensure both student and staff safety (please refer to Appendix F for a list and description of drills and protocol in our District).
- Schools participate in two Lockdown drills (please refer to Appendix B for our Lockdown Protocol) with support from local police services. Elementary schools participate in one fire drill per month; Middle and Secondary schools participate in one fire drill every-other month; all schools participate in two Earthquake drills per school year.
- Reunification is one of the most important aspects of emergency planning for schools, districts, families and communities. A school's reunification plan addresses what happens after the school is evacuated, including how we account for and release students safely.
- Every school determines a secondary site in case the primary site is not able to be used due to an emergency. The reunification plan, including communications and the secondary site location will be shared with staff and parents at the start of every school year.
- This proactive and preventative safety work undertaken as a learning community also supports ongoing relationship building with local authorities and first responders who support much of this work.

Safety Protocols

- We continue to rely on police services to communicate potential safety concerns related to criminal activity in community which may have an impact on our schools. Based on information received from police services the District will take appropriate steps to address the safety concern where it may impact our schools (i.e. communications to our learning community about the risk, school wide assemblies, safety planning with District staff and police services).
- Where there is a risk to members of our learning community, we will continue to activate our existing protocols to appropriately address it in collaboration with our staff, and community partners, which includes police services.
- During an emergency, the safety of students and staff is our top priority. In order to provide an effective response to any school crisis, emergency plans are in place for each school and we work in conjunction with local agencies to plan for, respond and to communicate during emergency events. This involves both proactive and preventative measures through collaborative forward planning and appropriate emergency response.
- Lockdown/Hold & Secure (please refer to Appendix B for our Lockdown and Hold & Secure protocols), Community Threat Protocols/ Behaviour and Digital Threat Assessment (BDTA) protocols are currently in place and remain in effect (see Appendices).
- We collaborate with police services regarding proactive and preventative safety issues as it relates to for instance Lockdown, Hold & Secure, traffic safety, school zone enforcement, and school site safety through environmental design.

- The Communication Protocol creates an annual review mechanism to ensure that changes and improvements to the safety protocols are implemented as needed. This is a key opportunity for ongoing collaboration with police services who may have suggestions for changes to our existing safety measures and protocols in light of lessons learned during a safety event or arising from safety risks identified in community.

CRISIS RESPONSE

Immediate Risk Situations

District staff recognize that concerns in schools may require a range of responses from immediate action (calling 911) to information sharing with police services. Additional proactive meetings with police services as the school year begins as well as during the school year, as outlined above under proactive measures and ongoing student support measures, occur to ensure timely sharing of information.

When an imminent risk is identified, school staff call 911 immediately to ensure a school safety plan and/or protocols are activated as required. In situations where information or non-emergency support is required school district staff will call the police services non-emergency phone number when the officer(s) identified by the respective police services in the Communication Protocol are not available.

When applicable, communication is sent to all Principals and Vice Principals in the event of a 'critical period' when there is a potential for increased threat-making or threat-related behaviour.

Communication related to a safety event involving a student or class

In the case of a safety related event involving a student or classroom, and when appropriate, the classroom teacher in collaboration with the principal or vice principal will send a note home to parents/caregivers of students within the class advising them of the event that occurred. When deemed appropriate by the classroom teacher and principal, every effort will be made to send the note home on the day of the event.

Communication related to a safety event involving the school

In the case of a safety related event involving the school, such as a lockdown or hold and secure, the principal in collaboration with the Communications Specialist and the Safe Schools Coordinator will send a note home to all parents/caregivers of the relevant school(s). In addition, the district website may be updated to reflect information pertaining to the lockdown or hold and secure. The Communications Specialist in collaboration with the Superintendent or designate will work with the local police department to confirm factual and timely messaging as per the Communication Protocol. Every effort will be made to provide the information to parents/caregivers prior to the end of the school day.

Training for school Administrators

Principals and Vice Principals are provided release time to attend Community Threat Assessment training sessions offered by Safer Schools Together throughout each school year. At least one Principal or Vice Principal from each secondary school is encouraged to attend one per year.

RECOVERY AND SUPPORT SERVICES

The District Crisis Incident Response Team (CIRT), consisting of School Based Administrators, Counsellors and a member of the Senior Leadership Team and when appropriate support from members of the Indigenous Education Department, is in place. In addition, each schools also has a CIRT team comprised of School Administration, Teacher Counsellor(s), Office staff, Teacher(s), and Educational Assistant(s). CIRT provides support to schools and families in dealing with critical incidents through the provision of expertise, resources and additional counseling support. The school based CIRT will develop an action plan in response to a critical incident and may invite the School District CIRT to provide further support.

Integrated Mobile Crisis Response Team (IMCRT) is accessed for mental health clinicians, psychiatric nurses, child and youth counsellors and plain clothed police officers for crisis response, mental health and substance use assessment and support, consultation for planning and support, and referral and connection to services.

COMMUNICATION SYSTEMS

Since 2023, the Board of Education has prioritized working toward establishing a Communication Protocol with police services. Where there is a risk to members of our learning community, we will continue to activate our existing protocols to appropriately address it in collaboration with our staff, and community partners, which includes police services.

The Communication Protocol appended to the safety plan addresses communication between the District and police services. The Communication Protocol embeds best practices related to coordinated safety related communication to support ongoing prevention and mitigation strategies and planning, and emergency response.

Please note that negotiations on the Communication Protocol were undertaken, but have not yielded an agreement. Pending agreement, the District will adhere to the Communication Protocol that is appended to the Safety Plan.

Internal District safety related communications

Rightsholders

The Four Houses: Esquimalt Nation, Métis Nation, Songhees Nation and Urban Peoples' House Indigenous Advisory (UPHIA), consult with our Board through our Indigenous Education Department (IED). Monthly meetings are held with the each of the

4 Houses to discuss matters relating to Local Education Agreements (LEA), the Métis Education Agreement and the UPHIA Terms of Reference.

Esquimalt Nation and Songhees Nation- As part of the Local Education Agreements, schools take a team approach with the Nation's Education representatives when dealing with general disciplinary issues involving Nation students (with written consent of the Nation, and the student's parents). Communication regarding general safety related items may include school staff, the Nation's Education representatives and the Indigenous Education Department staff.

The Local Education Agreements (LEAs) with Esquimalt Nation and Songhees Nation, the Métis Nation Education Agreement, and the UPHIA Terms of Reference are available on the school district website via the following link: https://www.sd61.bc.ca/our-district/local-education-agreements/.

See relevant sections from the **Esquimalt LEA**: 10.0 Vulnerable Student Placement; 12.0 Student Conduct; 13.0 Student Safety; 16.0 Reporting; 17.0 Communication; and 19.0 Implementation, Monitoring, Review: LEA Committee; and 20.0 Dispute Resolution.

See relevant sections from the **Songhees LEA**: 9.0 Vulnerable Student Placement; 11.0 Student Conduct; 12.0 Student Safety; 15.0 Reporting; 16.0 Communication; 18.0 Implementation, Monitoring, Review: LEA Committee; and 19.0 Dispute Resolution.

Métis Nation - Communication regarding general safety related items may include school staff, the Nation's Education representatives and the Indigenous Education Department staff.

See relevant sections from the **Métis Education Agreement**: 12.0 Reporting and Meetings; and 13.0 Dispute Resolution.

Urban Peoples' House Indigenous Advisory – the purpose of the UPHIA is to provide community voice to the school district on behalf of urban Indigenous children and families to ensure that voice has adequate influence.

See relevant sections from the **Urban Peoples' House Indigenous Advisory:** 5. The Urban Peoples' House Indigenous Advisory's Guiding Principles.

Indigenous Education Advisory Council (IEAC) meetings. Section 87.005 of the *School Act* authorizes an Indigenous Education Council to make rules governing terms of reference in relation to the IEC that are consistent with the *School Act*, the regulations, or the orders of the Ministry, including MO 217/2024, the Indigenous Education Council Order (the IEC Order). As set out in the IEC Order, an IEC must comply with the following rules in the conduct of its business:

> (a) The protocols, laws, customs, and traditions of local first nations must be respected;

> (b) The Indigenous Education Council must:

(i) Be guided by the need to support strong and effective relationships between the Board and Local First Nations.

(ii) Acknowledge its work is undertaken in the Local First Nations' territory and have deference to the views and perspectives of members representing Local First Nations, and

(iii) Consider the distinctions and diversity of the Indigenous student population in advising the Board. '

The District will collaborate with the IEAC on matters involving safety that impact Indigenous student education and support services.

<u>Educational Partners</u>

Educational Partners include CUPE382, CUPE947, Greater Victoria Teachers Association (GVTA), Victoria Confederation of Parent Advisory Councils (VCPAC), and the Victoria Principals and Vice Principals Association (VPVPA). Communication regarding general safety related items may include school-based staff, District staff, and the Executive of each of the Educational Partner groups. Depending on the safety related item this may occur through phone correspondence, email, and/or at a meeting.

The Board of Education SD61 (Greater Victoria) & Greater Victoria Police Services

CONFIDENTIAL COMMUNICATION PROTOCOL

TABLE OF CONTENTS

1.0 DEFINITIONS

Calls for Service - "A call for service" (CFS), is also known as a job, hitch, incident, callout, call-out, or simply a call and it is an incident that emergency services or public safety organizations (such as police, fire departments, and emergency medical services) are assigned to resolve, handle, or assist with.

West Shore RCMP Officer(s) specially trained to deal with vulnerable populations such as youth are called ==To be provided by Westshore RCMP==

Saanich Police Officer(s) specially trained to deal with vulnerable populations such as youth -==To be provided by Saanich Police==

Victoria Police Officer(s) specially trained to deal with vulnerable populations such as youth are called ==To be provide by Victoria Police==

Oak Bay Police Officer(s) specially trained to deal with vulnerable populations such as youth are called ==To be provided by Oak Bay Police==

Senior Leadership Team - The school district senior leadership team includes the Superintendent, Deputy Superintendent, Associate Superintendent, and Secretary-Treasurer.

2.0 MISSION

The communication protocol aims to formalize expectations regarding all communication between the Greater Victoria School District No. 61 (the "school district") and the local police services ("police services") collectively known as "the parties". Informal, ad hoc, one to one communication regarding potential safety risks is not sufficient to address safety risks that may impact schools. The communication protocol is designed to support clear, consistent, and timely communication between the parties to ensure the safety of students and staff in schools.

Clear, consistent, timely and accurate communication about potential safety risks in community that may impact schools is a critical component of keeping schools safe. A formalized communication protocol between the parties is key to the effective management and prevention of safety risks. Identifying those responsible for providing safety related information, and receiving it, is essential to managing and reducing potential safety risks that may impact schools.

The parties are committed to continuous improvement in all our operations. In the spirit of continuous improvement this communication protocol will be subject to ongoing annual review procedures to review best practices; assess lessons learned from actual events during the year; to consider feedback from each of the parties to the communication protocol; to consider feedback from recipients of the service; to identify necessary improvements; and to address issues.

The communication protocol sets out how the parties will communicate about safety issues in schools and in community that may impact schools. The communication protocol includes relevant points of contact, methods of communication, documentation, and follow up mechanisms such as complaints and review procedures.

3.0 GOVERNING PRINCIPLES

The district expects that students will receive supports, resources, and services from appropriately trained, certified and regulated professionals in schools and in community. Police services will not be used to manage student behavior nor student discipline. Appropriate school district staff will at all times be responsible to manage student behavior and student discipline in accordance with Greater Victoria Board of Education bylaws, polices, regulations and applicable law.

Trained, certified and regulated professionals in schools and in community should provide necessary health supports, resources, and mental health and wellness services to students (i.e.: counsellors, physicians, social workers, etc.). Police services should be contacted to address appropriate safety and policing matters in accordance with the communication protocol, our existing safety protocols and the applicable law.

PROTOCOLS

4.0 COMMUNICATION PROTOCOLS

School emergencies:

School emergencies include incidents where the imminent safety of students or staff requires the support of emergency services.

NOTE: Existing safety protocols will be activated as described in the relevant safety protocol which includes: Lockdown, Hold & Secure, Critical Incidents, Community Threat Assessment Protocols/Behaviour and Digital Threat Assessment, Fires and Earthquakes.

School district contacts:

_____, Superintendent of Schools

Cell:

_____, Safe Schools Coordinator and Acting Associate Superintendent

Cell:

_____, Associate Superintendent

Cell:

School district back up contacts:

_____, District Principal

Cell:

_____,District Counsellor

Cell:

Police Service contacts: [To be provided by police services]

Police Service back up contacts: [To be provided by police services]

Method of communication:

In the event of an emergency during school hours, the principal or designate will phone 911. When it is safe to do so, the principal or designate will call the Superintendent or designate. If the emergency occurs in community, outside of school hours or is initiated by police services the respective police service contact will call the Superintendent, and in their absence, the Safe Schools Coordinator. In the event that the Superintendent or Safe Schools Coordinator is contacted, they will connect with the appropriate school-based principal.

Documentation:

A record of the date and time of the incident, the reason for the call, the action taken and the follow up plan will be recorded by the school district staff who placed the call and who will then forward the record to the Safe Schools Coordinator who shall collect and share information in compliance with applicable Board of Education policies and regulations, the School Act, and the Freedom of Information and Protection of Privacy Act.

Follow up:

When required, a member of the Senior Leadership Team will connect with the school-based principal/vice principal and the appropriate police service contact to ensure that any follow up plans are implemented as appropriate.

The school district communication staff in collaboration with the Superintendent will liaise and coordinate with the relevant police service communication staff to prepare communication(s) during the incident, and after the incident as appropriate to be sent to the learning community as well as media.

School non-emergencies (including method of communication, documentation and follow up):

The school-based principals and Superintendent or designate will be provided with non-emergency police contacts including: [police services to identify officers specialized in dealing with vulnerable population such as youth] as applicable. When these non-emergency police contacts are not available school district staff will contact the police non-emergency lines.

Police services will endeavour to send police personnel with enhanced training focused on supporting vulnerable populations such as youth, to attend call outs to schools in the school district.

Enhanced training may include: restorative justice principles, anti-racism training, threat assessment, crisis de-escalation training, sexual exploitation, cyber exploitation, youth interviewing, trauma informed practice, and cultural sensitivity training. The school district will be responsible for coordinating services received by students. When police services are required, police personnel appropriately trained in trauma informed practice, critical incident response, de-escalation, cultural awareness, restorative practices and further enhanced training for those working directing with high risk or vulnerable populations such as youth in care, youth with a disability or diverse ability, and minoritized youth will provide service.

The District, when working with students, particularly high-risk youth, missing youth, youth living in care, or youth on probation, will provide students with holistic, wraparound supports and services. Police services may be invited to work alongside service providers providing wrap around supports in community, the Esquimalt Nation, Songhees Nation, Métis Nation, Victoria

Native Friendship Centre, Surrounded by Cedar, or other community supports such as Ministry of Children and Family Development, Integrated Mobile Crisis Response Team, Mobile Youth Services Team, or Children & Youth Mental Health staff.

Police services will provide the school district with their policies related to vulnerable populations such as youth, including but not limited to Youth Criminal Justice Act, diversion, gender diverse and transgender policies, victim supports, and wellness checks. Relevant policies will be shared with the school district annually and immediately when changes occur.

School district contacts:

_____, Superintendent of Schools
Cell:

_____, Safe Schools Coordinator, Associate Superintendent
Cell:

_____, Associate Superintendent
Cell:
School Based Principals- Relevant lists will be shared with the respective police services bi-annually and immediately when changes occur.

School district back up contacts:

_____, District Principal, Student Support
Cell:

_____, Communications Specialist
Cell:

_____, Director Facilities
Cell:

Police Service contacts: [To be provided by police services]

Police Service back up contacts: [To be provided by police services]

Method of communication:

In the event of a non-emergency call, where [police services to identify officers specialized in dealing with vulnerable population such as youth] from the police service contact list is not available, the school-based principal in collaboration with the Safe Schools Coordinator will call the respective non-emergency police service contact line. Within 24 hours, the school district staff member will reach out to their respective Senior Leadership Team member and share the reason for the call.

Documentation:

The school district staff member will maintain a record of the call including the time and date of the call, the reason for the call, the action taken and the follow up required. This information will be forwarded to the Safe Schools Coordinator who shall collect and share information in compliance with Board of Education policies, regulations, the School Act and FIPPA.

Follow up:

When required a member of the Senior Leadership Team will connect with school-based principal/vice principal and the appropriate police services contact to ensure that any follow up plans are implemented as appropriate.

Back to School Communications and School Year Check in (including method of communication, documentation and follow up):

School district contacts:

_____, Safe Schools Coordinator
Cell:

School district back up contacts:

_____, Superintendent of Schools
Cell:

_____, Associate Superintendent
Cell:

Police Service contacts: [To be provided by police services]

Police Service back up contacts: [To be provided by police services]

Method of communication:

Prior to each school year the school district's Safe Schools Coordinator will contact each of the police services to obtain relevant community safety updates regarding any police related incidents that occurred during the summer with school district students in community including gang related activities. Likewise, throughout the school year the Safe Schools Coordinator will be in regular contact with police services to ensure the district is aware of potential gang related safety issues in schools and the broader Greater Victoria area. The school district's Safe Schools Coordinator will disseminate information to the Superintendent who will ensure that communications are shared as appropriate with school principals and vice principals.

Documentation:

The Safe Schools Coordinator will keep a record of their contact with each police service over the summer and throughout the school year. The Safe Schools Coordinator will keep agendas and minutes from the Safer Schools meetings. In addition to the Safer Schools meetings the

Safe Schools Coordinator will maintain specific information shared by each of the police services within the Greater Victoria area.

Follow up:

The Safe Schools Coordinator in collaboration with the Superintendent or designate will meet with each of the school-based administration team to share and discuss the information pertaining to safety concerns or events that occurred in community during the summer months. The Safe Schools Coordinator in collaboration with the school-based administration team will create a plan for addressing a specific safety concern or individual student safety plan should it be required. The Safe Schools Coordinator in collaboration with the Superintendent or designate will be responsible for any follow up with police services, and for ensuring that plans have been implemented as appropriate.

5.0 PRIVACY AND STUDENT INFORMATION SHARING PROTOCOL

The School District and each police service will manage student information in accordance with section 170 of the *School Act*, the *Freedom of Information and Protection of Privacy Act (FIPPA)*, the *Access to Information Act* and the *Privacy Act*, as applicable. Where applicable, the police services will also manage student information in accordance with the *Youth Criminal Justice Act*.

The School District shall only disclose to police the personal information of employees, parents, and students, in accordance with section 33(1) of the FIPPA.

Personal information that is disclosed to and collected by police services from the School District may only be used or further disclosed by police services for an investigative purpose, if the personal information was specifically obtained for such a purpose, or as otherwise required by law.

6.0 SAFETY PROTOCOLS (CRITICAL INCIDENTS, LOCKDOWN, HOLD & SECURE, COMMUNITY THREAT ASSESSMENT PROTOCOLS)

As a key ongoing preventative measure to ensure school district safety, the parties will review each of the safety protocols annually to identify best practices, lessons learned, changes or improvements needed considering events and incidents or drills conducted during the school year. The parties will establish and document the annual review process including identifying those responsible for participating in the annual review and the key deliverables. Minutes, agendas, and reports related to the annual review will be maintained by the school district. The outcome of the annual review will be documented and shared with the parties.

7.0 COMPLAINTS AND CONCERNS

Complaints and concerns regarding the communication protocol will be addressed as appropriate through the following school district processes: Policy 1155 Complaint Process for a Resolution of Concerns, Bylaw 9330.1 Appeal Process, and Policy 8400 Whistleblower Protection.

Complaints and concerns from our learning community regarding services received from school district staff will be addressed as appropriate through the following school district processes: Policy 1155 Complaint Process for a Resolution of Concerns, Bylaw 9330.1 Appeal Process, and Policy 8400 Whistleblower Protection.

The Board of Education does not oversee police personnel nor police services. Therefore, concerns regarding the conduct of a municipal police officer should be addressed to the Office of the Police Complaints Commissioner British Columbia. Information about how to make a

complaint is available via the following url: https://opcc.bc.ca/complaints/. Concerns regarding the conduct of a Westshore RCMP officer should be addressed to the Civilian Review and Complaints Commissioner for the RCMP. Information about how to make a complaint is available via the following url: https://www.crcc-ccetp.gc.ca/en/make-complaint.

8.0 ANNUAL REVIEW PROCEDURE

The parties will review the communication protocol annually to identify lessons learned, changes or improvements needed considering events and incidents during the school year. The annual review will be completed by 1 August. Changes required will be incorporated prior to the start of the school year in September.

The parties will establish and document the annual review process including identifying those responsible for participating in the annual review and the key deliverables. Minutes, agendas and reports related to the annual review will be maintained by the school district. The outcome of the annual review will be documented and shared with the parties.

APPENDIX B

General

A **"lockdown"** is a school safety procedure designed to maximize the safety of staff and students in circumstances where there is a potential for **violence** in the school or surrounding area. This protocol applies to all staff and community members that may be in the school during the lockdown. During a lockdown, staff and students will secure themselves in the nearest room, lock and secure all interior doors to the extent possible and remain in lockdown **until released by police**. This may involve several hours, and the expectation is that school rooms remain as silent and secure as possible. **From the time of the arrival of the police until the lockdown is released, police will maintain charge of the school.**

Initiating a Lockdown

A lockdown may be initiated by any individual that identifies a plausible and specific threat of violence, which may include a visible weapon or violence with a clear threat to harm. No person calling a lockdown will be held accountable in the event that a lockdown is later assessed as having been unnecessary. When initiating a lockdown, the following process will occur:

- An individual who identifies the threat must inform the office staff that the school must go into lockdown;
- The individual who called for the lockdown will immediately dial 9-1-1;
- Office staff will verbalize the lockdown through the PA system and state,
    "This is a lockdown. This is a lockdown. This is a lockdown.";

- Office staff must communicate that the school is going into lockdown to any staff or students who may be outside of the building (external PA system, Air Horn, or other pre-designated communication method);
- The Principal/Vice Principal calls the Superintendent's Office, ▮▮▮▮▮▮ or ▮▮▮▮▮▮. The Principal/Vice Principal will remain in a secure location and if able, will communicate with the office/administrative staff and with police from that location;
- The Superintendent will inform the:
    - Director of Facilities.
    - surrounding schools (may go into lockdown or hold and secure). Communications Specialist.
    - Safe Schools Coordinator
    - Senior Leadership

Staff Member Tasks

Upon hearing the call for lockdown, staff members will do the following:

- Call any students from the hallways into the nearest room;
- Close and lock the door of the respective rooms (It is recommended that classroom doors be pre-locked);
- Direct students to the safest location within the room, identified by the lockdown sticker;
- Turn off lights, close blinds, and keep the room as silent as possible;
- Instruct all students to turn electronic devices to 'silent' mode;   Page 20 of 44

Revised: July 2019

- Open the door to additional students if they knock and ask to enter (only if the staff member believes it is safe to do so);

Considerations for non-secure room & Outdoor Situations

In a non-secure room (can't be locked and/or the room is in view) the following safety strategies will be employed:

- Staff/students should position themselves in the most secure and least visible area of the room;
- If inside of the gymnasium, consider moving students to the equipment room or change room(s) and secure to the extent possible;
- In washrooms, students/staff should enter the stall, lock the door, and crouch on the toilet seat, out of view;
- If outdoors, students/ staff should not re-enter the school but instead proceed to the designated alternate site identified in the school safety plan;
- Students or staff arriving during a lockdown must not enter the school and will proceed to the school's designated alternate site (see school safety plan).

School Bells & Fire Alarms

- Students/staff will ignore school bells during a lockdown;
- In the event the fire alarm is activated during a lockdown, staff and students will remain in their secured room. Students /staff will only evacuate if there is visible evidence of fire.

Coming out of Lockdown

When the police have determined the school has been deemed safe to come out of lockdown:

- Once police officers have stabilized the situation and the threat has been resolved, they will work with the Principal/Vice Principal to conduct a systematic release of the school from lockdown;
- In the event that the situation that led to the lockdown was determined to have been minor in nature or unsubstantiated, the Principal/Vice Principal, in cooperation with an on-site police representative, may release the lockdown via a PA announcement;
- During an evacuation of the school, staff and students will be directed to exit their respective rooms with nothing in their hands;
- Staff and students will not exit the school unless directed by police;
- Depending on the severity of the event, the lockdown release plan may include parent reunification or a return to the regular school schedule;
- The Principal/Vice Principal will meet with staff to provide initial information and check staff well-being
- The Principal/Vice Principal will communicate with local Police and District staff to create clear messaging for debriefing to school community;
- The Principal/Vice Principal will develop a plan for immediate (and follow-up) support for staff and students and will communicate with parents/guardians;
- District staff, in consultation with the Principal/Vice Principal, may call a parent/guardian meeting to provide information about the lockdown.

Revised: July 2019

"Hold and Secure" is a school safety procedure designed to maximize the safety of staff and students when circumstances in the area of the school pose a potential for **danger** (i.e. chemical spill, downed power lines, cougar sighting). During a hold and secure, the Principal/Vice Principal will allow the interior of the school to function as normally as possible. During a hold & secure, the Principal/Vice Principal will remain in charge of the school.

Initiating a Hold & Secure

The school Principal/Vice Principal, potentially in consultation with police, will decide that a hold and secure is necessary. In that situation, the Principal/Vice Principal will do the following:

- Verbalize the hold & secure through the PA system and state (with additional information to provide context):
  "This is a Hold and Secure. This is a Hold and Secure. This is a Hold and Secure.";

- Consider providing additional directions, if necessary, regarding the extent to which movement will be restricted inside of the school. The Principal/Vice Principal may direct staff to keep students inside of classrooms and lock interior doors;
- Make decisions surrounding fire alarms and school bell and communicate to all staff:
- Ensure all students and staff participating in outdoor activities are moved into a secure location (which may be off-site, depending on the circumstance);
- Evaluate if it is necessary to move staff and students from portables into the main building if access to washroom facilities would otherwise be problematic;
  Lock and monitor all exterior doors to the school (including portables) once satisfied that no other
- staff or students need access to the main building from the outside;
  Advise any staff who are supervising school activities off-site of the hold and secure (by phone, if possible).

Next Steps

Once the hold & secure has been established at the school, the Principal/Vice Principal will do the following:

- Contact the Superintendent's Office at ▮▮▮▮▮▮▮▮ or ▮▮▮▮▮▮▮▮ and brief them on the situation;
  The Superintendent will notify:
    - The surrounding schools;
    - The Communications Specialist;
    - Safe Schools Coordinator
    - The Senior Leadership Team;
    - The Local Police Department;
- Continue to liaise with local police, if appropriate.

Revised: July

Coming out of Hold & Secure:

When the Principal/Vice Principal has confirmation that the situation that led to the hold & secure has been remedied (likely as a result of communication with police), the Principal/Vice Principal will do the following:

- Notify the staff and students via the PA that the hold and secure has ended; Communicate with any off-site staff via phone that the hold & secure has ended;
- Inform the Superintendent's Office;
- Develop a plan for immediate and follow-up support for students and staff as needed (CIRT if appropriate), and communicate with parents/guardians;
- Consider, in consultation with District staff, calling a parent/guardian meeting to provide information about the hold & secure. The District's CIRT and Police may also participate in the meeting.

Revised: July

APPENDIX C

School:_____   Grade:_____   Teacher:_____

	(Student first and last name) Support Plan
Triggers:	

	Student's Presentation	Staff Response
Baseline	Calm and engaged	Supportive
Anxiety (Level	Signs of agitation/anxiety	Supportive: prompt alternative replacement behaviour
Defensive (Level 2)	Signs of refusal	Direct: give clear directions or and/or choice
Risk Behaviour (Level 3)	Risk to self or others	Ensure staff and student safety with PVP support
Tension Reduction	Decrease in physical and emotional energy	Re-establish relationship: create a sense of calm and safety

*Consider appropriate debrief and planning once student has returned to baseline

APPENDIX D

Basic Behavioural and Digital Threat Assessment (BDTA)— Fair Notice to Parents

The Greater Victoria School District is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. School cannot ignore any threat of violence.

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?

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- To ensure a full understanding of the context of the threat.
- To understand the factors contributing to the person of concern's (threat maker's) behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all.

What behaviours warrant a Threat Risk Assessment to be initiated?

A threat assessment will be initiated for behaviours including, but not limited to:

- Verbal/written threats to harm/kill others ("clear, direct and plausible")
- Threats made via social media to harm, kill or cause serious property damage
- Serious violence or violence with intent to harm and kill
- Indicators of suicidal ideation as it related to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/detonation of devices)

- Hate incidents motivated by factors including but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)

What Do Parents and Students Need to Know?

- Any threat must be reported to the school principal.
- Investigation may involve the student services counsellor, the police, or other community agencies.
- Investigation may involve locker or property searches.
- Interviews will be held with the person of concern and other students or adults who may have information about the threat
- Parents of students who are directly involved will be notified.
- Threatening behaviour may result in disciplinary action.
- An intervention plan may be developed for the student making the threat and support plan developed for any individuals targeted by threats.

Collection Notice

The school district 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. The School District 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.

One *Learning* Community

Greater **VICTORIA** School District

https://www.sd61.bc.ca/parent-student-resources/violence-threat-risk-assessment-bdta-fair-notice-to-parents/

https://www.junioryouth.ca/home

COMMUNITY **EMPOWERMENT** CENTRE

Educational programs for **empowering** young people to engage in **service** to their community.

JUNIOR
YOUTH
EMPOWERMENT
PROGRAM

victoria@junioryouth.ca
#102-306 Burnside Rd W
https://tillicum.junioryouth.ca/

AIMS OF THE PROGRAM

Engage junior youth aged 11-14:

1

to enhance the powers of expression

2

to nurture the capacity to make good decisions

3

to become active agents of change in the community

The Period of Adolescence

"While global trends project an image of this age group as problematic, lost in the throes of tumultuous physical and emotional change, unresponsive and self-consumed, the Junior Youth Program– in the language it employs and the approaches it adopts – is moving decidedly in the opposite direction, seeing in junior youth instead altruism, an acute sense of justice, eagerness to learn about the universe, and a desire to contribute to the construction of a better world."

ELEMENTS OF THE PROGRAM

What do junior youth do each week?

- Through the study of texts they explore various themes such as hope, excellence, justice, and perseverance.

- With the help of a youth mentor they are supported to ask questions unique to their period of life.

- Take part in team-building and cooperative activities that foster unity and friendships within the group.

- Take part in opportunities to participate in artistic activities and learn to express ideas through creative means.

- Plan and carry out service projects for their community.

The Animator

The animator is typically an older youth in high school or university who is a true friend to the junior youth and can assist them in channeling their energy and capacities in meaningful ways. This mentorship aids the transition from middle school and highschool.

Service Projects

Junior youth have a natural desire to contribute to the well-being of their communities. Their participation in the program assists them to develop the attitudes and capabilities needed to serve their communities in a meaningful way. Through a process of consultation with the animator of their group, the junior youth can identify service projects of benefit to their neighbourhoods, and through experience, their commitment and capacity for service increase.

Previous Service Projects
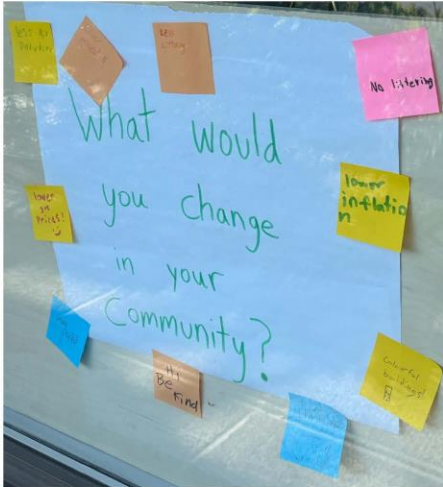
Community Gatherings

Statement written by Grade 6 and 7 participants:

Community gatherings to build connections and avoid isolation. The purpose of this service project is to promote unity in our community. We recognize that sometimes people have prejudices towards one another, and don't treat each other with kindness. We want to build a community where there is unity, where we put aside our differences and come together to support one another. We acknowledge that education plays a big part in putting aside prejudices and promoting unity. Our service project is one step that we're taking as junior youth in the community to show our care, respect, love and appreciation for the people who have been treated unkindly, and to help each other recognize that without unity there is no commUNITY.

Other recent examples of service service projects the junior youth planned:

- Children's festivals
- Garbage clean ups
- Mental health awareness project
- Bake sale fundraisers for SPCA
- Care packages for the unhoused and others in need
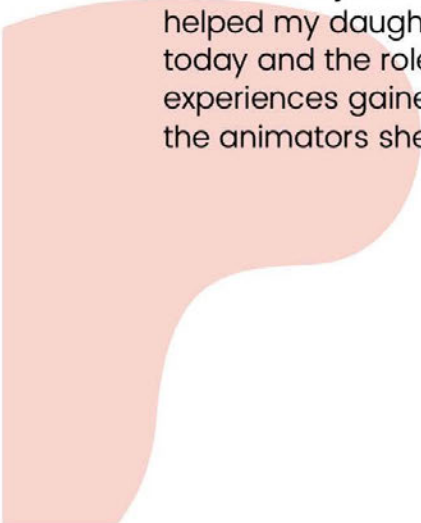- Food bank collection and donations

Testimonials from Teachers and Parents:

Grade 6/7 teacher: "There were a few students in my classroom that I tried to engage in many creative ways, and nothing was really working—then they participated in this program, and I have never seen them so excited to be a part of something."

Grade 6/7 teacher: "We need more programs like this. The students love having the opportunity to make a difference."

School counsellor: "This program can really benefit the students. I have personally seen how it has helped some of them become more confident in their own capacities."

Parent of a junior youth: "The junior youth program has helped my daughter so much. The way she sees the world today and the role she plays in it is in large part due to the experiences gained from being a part of the program and the animators she looks up to."

Visual art created by the junior youth around Victoria representing themselves

Activity showing the steps needed to reach a goal

APPENDIX F

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Emergency Drills and Protocols

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Resources

Anti-Racism Action Plan

K-12 Student Reporting for Parents & Caregivers

› Emergency Drills and Protocols

Child Care on School Grounds

Glossary of Terms

Parent Concerns

Parent Connect

Parent Education Fund   +

Registration Information   +

School Supplies

Privacy Management Program

Social Media Guidelines

Student Accounts   +

Student Transportation

Transcripts

Behaviour and Digital Threat Assessment (BDTA) – Fair Notice to Parents

During an emergency, the safety of students and staff is our top priority. In order to provide an effective response to any school crisis, emergency plans are in place for each school and we work in conjunction with local agencies to plan for, respond and to communicate during emergency events.

Earthquake

In the event of an earthquake, students will be instructed to drop and cover. Drop and cover follows this process: drop to the ground, take cover by getting under a sturdy desk or table, and hold onto it until the shaking stops. Evacuation will proceed as outlined in the School Emergency Preparedness Guide. Earthquake drills are practiced a minimum of twice per year at each grade level.

Fire

In the event of a fire within a school, the fire alarm will be sounded by the person discovering the fire. Students will be evacuated from the building using the nearest safe exit and will assemble at a predetermined location where attendance will be taken and the names of missing students and their possible location are reported to the Principal. Fire drills are practiced on a regular basis, once per month at elementary and every two months at middle and secondary.

Hold & Secure

A 'hold & secure' should be used when it is desirable to secure the school due to an ongoing situation outside the school and not related to the school (e.g. a robbery occurs near a school, a cougar has been sighted in the neighbourhood). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Lockdown

A 'lockdown' is exercised when there is a major incident or threat of school violence within the school, or in relation to the school. The school will follow the established lockdown procedures. Parents should wait for information from the school district before coming to the school. Lockdown drills are practiced at the school, at least once per year.

Critical Incident Response Team

The Critical Incident Response Team (CIRT) provides support to schools and families in dealing with critical incidents through a provision of expertise, resources and additional counseling. The team will develop an action plan in response to a critical incident and may invite the district CIRT to provide further support.

Violence Threat Risk Assessment

Fair Notice, from time to time it may be necessary to complete a Violence Threat Risk Assessment (VTRA) in response to threatening behavior toward students or staff. To ensure the safety of students, staff, parents and others, threats must be taken seriously, investigated and responded to. The VTRA will allow the school to plan the interventions necessary to prevent traumatic events in schools.

https://www.sd61.bc.ca/parent-student-resources/emergency-drills-and-protocols/

<u>Overview of CIRT Roles- District Response</u>

School CIRT Team

- Meet with the District Team throughout the response
- Phone tree with staff after the critical incident has been confirmed
- Provide expertise on impacted Staff
- Provide expertise on impacted Students
- Help read the script in classrooms and support staff to read it
- Help support families- especially of those students most impacted
- Help support and run the Quiet Room
- Lead planning for the Memory Event
- Continue to support after the District Team leaves the school
- Continue to communicate with the District Team

District CIRT Team

Team Lead guides the response

- Support Administration and School CIRT members
- Works through the *CIRT Job List* which is shared with the School CIRT team at the time of the response
- Supports or leads Staff Meetings through the incident
- Supports Office Staff with MYED, script, taking calls, checking in
- Supports Staff with script, reading as necessary
- Supports Students by assisting School CIRT members
- Quiet Room- set up, support, triage, work with students
- Empty Desk protocol- help to advise, set up and support
- Memory Event- help to organize and support
- Provide ongoing support and connection to School CIRT team

This is a living document that we adjust the more we learn

APPENDIX H

Greater VICTORIA School District

May 30, 2023

Dear Families,

As educators, we feel it is important that we keep you informed about matters that may affect the safety and well-being of our students. Unfortunately, I am writing to address a concerning issue that has recently come to our attention.

This past week, regional police departments shared with school districts in the South Island region that a small group of youth, 15 – 17 years old and younger, are engaging in activities that may lead to potential gang involvement. Police noted that youth are often recruited to sell items such as vaping products and high-end clothing and through this process, become indebted to the recruiter which leads to other activities of concern. Additionally, it was shared there has been an increase in violence, drug dealing, and weapons related offenses including the use of imitation firearms and knives among youth. Social media has become a tool where gang-associated behaviour is being displayed and promoted on a variety of platforms.

Our hope is that with this information, our community partners, schools, and families can provide youth with guidance and support as they navigate the complexities of becoming young adults. If you are concerned about your child and their potential involvement in gang related activities, please consider having a conversation with them about the risks these activities pose to their safety and the safety of others.

If you have concerns about your child's wellbeing and notice any significant shifts in their routine, friends, or general demeanor or there is a sudden change in attitude, behavior, or unexplained possessions, we strongly encourage you to reach out to the school, your local police department or a community service provider for support as appropriate for your family.

All SD61 secondary schools will be addressing school and community safety in the coming days and weeks as we transition to summer vacation. By keeping open lines of communication and being proactive in addressing this issue, we can continue to offer safe environments both in school and community for our students to learn, grow and thrive.

Our Police partners will continue to support our schools as needed and will keep us apprised of new information or emerging trends.

Yours sincerely,

(Signed by Secondary School Principal)
Principal of School