



GREATER VICTORIA SCHOOL DISTRICT NO. 61 SAFETY PLAN

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Introduction

The Greater Victoria School District No. 61 (the District) believes every student and school learning community member 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 gender expression.

The District recognizes the importance of collaborating with local emergency services and is committed to working with the local police to support school safety through a holistic and intentional focus on proactive and preventative strategies and approaches. The Safety Plan sets out the actions, supports, and services the District provides, in collaboration with local emergency services, to help prevent and appropriately address incidents in our District and learning community to ensure the safety and well-being of all students, staff, and visitors in schools.

The District's Board of Education (the Board), District, and school staff, in collaboration with police services and the Four Houses, will have opportunities to participate in trauma-informed professional development, cultural safety training, restorative practice, and other learning opportunities that promote a greater understanding among staff and students of the local Nations' history, territories, and contemporary matters.

The Safety Plan acknowledges the concerns of some members of our learning community that the presence of police may make them feel less safe and less comfortable at school. These concerns and perspectives have been carefully considered in the development of the Safety Plan. Police members working in schools will use a trauma-informed approach that considers the ethnic, cultural, and/or gender identity of students. Both the District and local police services commit to centering the perspectives of Indigenous, racialized, and equity-deserving students as the Safety Plan is implemented, as well as making revisions to the plan moving forward.

Key Safety Plan Objectives

- Promote a culturally responsive, safe, equitable, and inclusive learning environment.
- Coordinate safety protocols with local police and fire departments.
- Foster positive, respectful relationships with students, staff, parents, and police.
- Prevent and respond to student safety-related incidents through education, training, and awareness.
- Outline the roles and responsibilities of the Board, District staff, and police.
- Prepare students and staff to respond effectively to emergencies.

Safety Plan Roles and Responsibilities

The Board of Education (Official Trustee)

- Creating a learning environment that demonstrates mutual respect, support, integrity, accountability, and the principles of equity, diversity, and inclusion.
- Ensuring Board governance facilitates for police to attend schools to help address proactive safety, crime prevention, and crisis response (specifically required for the 2024-2025 school year).
- Ensuring the Safety Plan is in alignment with the Esquimalt Nation Local Education Agreement (LEA), the Songhees Nation LEA, the Métis Education Agreement, and the Urban Peoples' House Indigenous Advisory (UPHIA) Terms of Reference (specifically required for the 2024-2025 school year).
- Ensuring the Safety Plan is in alignment with the School Act, WorkSafeBC policy and regulation, and all District Bylaws, Policies, and Regulations.
- Ensuring privacy rights of students and staff, and adherence to the Freedom of Information and Privacy Protection Act (FOIPPA).
- Providing oversight in the annual Safety Plan review process.
- Supporting and participating in cultural safety and trauma-informed training.

The Superintendent (or Designate)

- Meeting three times per year with Police Chiefs (or designate) and the RCMP Superintendent (or designate) to discuss the implementation of the Safety Plan.
- Communicating the Safety Plan and any changes to the plan with Principals and Vice-Principals, Rightsholders, and partner groups.
- Providing the Board with a report at the conclusion of the annual review.
- Ensuring that the police can attend schools to help address proactive safety, crime prevention, and crisis response (specifically required for the 2024-2025 school year).
- Co-planning with the Indigenous Education Department and District staff to provide and participate in cultural safety, restorative practice, and trauma-informed training (specifically required for the 2024-2025 school year).

The Principal and Vice-Principal

- Working collaboratively and fostering relationships with police and ensure that police can attend schools to help address proactive safety, gang-associated behaviour including but not limited to substance use, vandalism, sextortion, bullying, racism, consent, gang activity, violence prevention, and crisis response (specifically required for the 2024-2025 school year).
- Ensuring students are aware of their rights as per Youth Criminal Justice Act (YCJA) and Board policies (specifically required for the 2024-2025 school year).
- Ensuring that parents/caregivers are contacted immediately upon the Principal (or designate) receiving notice of the police request to interview a student.
- Ensuring that students who may not feel comfortable interacting with police officers are aware of their options and are supported by school staff regarding their rights (specifically required for the 2024-2025 school year).
- Responsible for aligning student conduct and school discipline with the school Student Code of Conduct.
- Working collaboratively with Esquimalt and Songhees Nations' staff as per their respective LEAs.
- Working collaboratively with the Métis Nation of Greater Victoria (MNGV) and UPHIA as per their respective Education Agreement and Terms of Reference.
- Ensuring the privacy rights of students and staff and adherence to FOIPPA and Sec. 128 Youth Criminal Justice Act (YCJA) and the Professional Standards for BC Educators, which allows police and schools to share information in certain circumstances.
- Contacting the appropriate Senior Leadership Team member in relation to questions or clarifications related to police in schools.
- Co-planning with staff committees to provide and participate in cultural safety, restorative practice, and trauma-informed training while recognizing all collective agreements in schools and the professional autonomy of each partner group.
- Providing their contact information to the police member assigned to their school.
- Meeting at least quarterly with the police member assigned to their school.
- Reviewing the District's Safety Plan with their staff a minimum of once per year.

The Police Services

- Meeting three times per year with the Superintendent (or designate) to discuss the implementation of the Safety Plan.
- Working collaboratively with District and school staff to help assess and address proactive safety, crime prevention, and crisis response (specifically required for the 2024-2025 school year).
- Providing the Board with existing oversight mechanisms including a police complaint process.
- Selecting appropriate police officers to work with a trauma-informed lens with all students including vulnerable and/or high-risk youth populations in schools (specifically required for the 2024-2025 school year).
- Providing contact information for the assigned officer to each school to the Safe Schools Coordinator and the respective school Principal (specifically required for the 2024-2025 school year).
- Supporting and participating in cultural safety, restorative practice, and trauma-informed training.

The Police Officer in School(s)

- Building relationships between the learning community and respective police department by having a regular presence in the school.
- Meeting at least quarterly with the school Principal.
- Informing the school Principal (or designate) when on site.
- Engaging with youth in positive, authentic, non-confrontational ways.
- Working collaboratively with District and school staff to deliver proactive safety, crime prevention, and crisis response (specifically required for the 2024-2025 school year).
- Providing advice and guidance to students, parents/caregivers, and staff who request support (specifically required for the 2024-2025 school year).
- Working collaboratively with District and school staff to review and revise safety and security at schools with a strong focus on lockdown procedures and facilitation of drills.
- Serving as a mentor and positive role model to students (specifically required for the 2024-2025 school year).
- Supporting and participating in cultural safety, and restorative and trauma-informed training (specifically required for the 2024-2025 school year).

Proactive Safety Measures

School-based proactive safety measures include, but are not limited to:

- Collaborating with police services to support traffic safety around school sites and enforcement of school zone speed limits.
- Maintaining building access controls and provide access to current floor plans.
- Providing teams, clubs, and culturally relevant experiences which offer mentorship through art, physical literacy, peer interactions, and music to enhance protective factors for vulnerable and/or high-risk youth (specifically required for the 2024-2025 school year).
- Teachers and School-Based Counsellors continuing to support and educate about Sexual Health and Consent.
- Encouraging staff to participate in Nonviolent Crisis Intervention training offerings.
- Piloting Junior Youth Empowerment Program in middle and secondary schools.
- Offering Social Emotional Learning at elementary, middle, and secondary schools.
- Creating a holistic student support plan to support vulnerable youth utilizing multi-disciplinary teams, which may include: school administration, school counsellors, case managers, District counsellors, CUPE 382, CUPE 947, Senior Leadership team members, Safe School Coordinator, Ministry of Children and Family Development (MCFD), Mobile Youth Services Team (MYST), the District's Indigenous Education Department (IED), Esquimalt Nation staff, Songhees Nation staff, Métis Nation of Greater Victoria staff, Urban Peoples' House Indigenous Advisory representatives, Island Health, Integrated Mobile Crisis Response Team (IMCRT), and local police services (specifically required for the 2024-2025 school year).

District-based proactive safety measures include, but are not limited to:

- Ensuring safe access to school sites through District partnerships with municipalities in support of crossing guard services.
- Collaborating with police to help address proactive safety, crime prevention, and crisis response. Examples include cyber/social media online safety, mental health and substance use, vandalism, sextortion, bullying, racism, consent, gang activity, and violence prevention (specifically required for the 2024-2025 school year).
- Coordinating between police and school Principal (or designate) to identify the safe location in each classroom/room where students and staff shall assemble should there be a lockdown.

- Coordinating between Fire Departments and the school Principal to ensure that all preventative fire safety measures are respected.
- Supporting connections between community agencies and schools to support teams, clubs, and culturally relevant experiences which offer positive opportunities through art, physical literacy, peer interactions, and music to enhance protective factors for vulnerable and/or high-risk youth (specifically required for the 2024-2025 school year).
- The Safe Schools Coordinator attending the monthly Regional Safety Meeting as part of existing, changing, or emerging safety concerns that may impact student safety.
- The Safe Schools Coordinator sharing information gathered or exchanged at Regional Safety Meetings with middle and secondary school Principals.
- The Safe Schools Coordinator will share information gathered or exchanged at Regional Safety Meetings with the Indigenous Education Council (specifically required for the 2024-2025 school year).
- District and school staff using the application of the Behaviour and Digital Threat Assessment (BDTA) to assess the impact of a student's behaviour.
- Working with Safer Schools Together to request time sensitive Worrisome Online Behaviour (WOB) Reports from Safer Schools Together to enhance the safety and well-being of staff, students, and surrounding communities by identifying potential risks or threats, allowing for proactive intervention.
- Bi-annual review in August and January by the Associate/Deputy Superintendent with all school Principals and Vice-Principals of the Student Codes of Conduct and school expectations. Any change in policies, practices, codes of conducts, and other measures that may impact Nation Member student safety, the Board will consult with the Nation during the amendment process.
- Bi-annual meeting in August and January with Senior Leadership Team and all Principals and Vice-Principals to discuss District Policies and Regulations relevant to student safety, including online reporting tools like Expect Respect & a Safe Education (ERASE) and Community Threat Assessment protocols (such as BDTA).
- The District Counsellor working with community organizations such as Island Sexual Health, MYST, and Shift Education to support Sexual Exploitation and Sexual Consent education provided in our schools for both staff and students.
- The District Counsellor providing resources each month in a Counsellor Newsletter. Newsletter content examples include a 'Consent Culture' module designed to cultivate a culture of consent in schools and community, a 'Power Up Sexual Health Middle/Secondary' module, and 'Power Up Sexual Health Elementary/Middle' consent education resources.

The newsletter is available to the entire learning community and published on the District's Support for Learning website (supportforlearning.sd61.bc.ca).

- Coordinating District Team meetings with school staff, District staff, the student, and student's family to discuss attendance, achievement, or behaviour related concerns and to establish a collaborative plan moving forward to help address the concerns.
- Ensuring the District Healthy Schools website is publicly available 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 (healthyschools.sd61.bc.ca/resources-links/sexual-health).
- Sending an annual reminder in April for Principals and Vice-Principals to consult with staff, parents, and students regarding the Student Code of Conduct as per the Provincial Standards for Codes of Conduct Ministerial Order 89/2024.
- Offering Mental Health and Well-being student grants to all elementary, middle, and secondary schools.
- Supporting student-led events including the Wellness Resource Fair and the Equity, Diversity, and Inclusion (EDI) Forum.
- Bi-monthly meetings with the Director of IED, Superintendent, and staff members of Esquimalt Nation and Songhees Nation regarding the implementation of LEAs.
- Monthly meetings with Principals and Vice-Principals to help address proactive safety, crime prevention, and crisis response in schools.
- Sending to families and posting on District websites any safety information and resources such as extreme heat and heat warnings, cooling center locations, the BC Wildfire App, mental health supports such as ERASE, and general and home emergency preparedness.

Relational Work

Rightsholders

Indigenous peoples have the right to establish and control their educational systems and institutions, as affirmed in the United Nations (UN) Declaration on the Rights of Indigenous Peoples (UN Declaration), and as an aspect of their inherent right of self-government as recognized and affirmed under section 35 of the Constitution Act, 1982.

The Province enacted the Declaration on the Rights of Indigenous Peoples Act (Declaration Act) on November 28, 2019, the purposes of which include to affirm the application of the UN Declaration to the laws of British Columbia, and which requires the provincial government to, in consultation and cooperation with Indigenous peoples, take all measures necessary to ensure the laws of British Columbia are consistent with the UN Declaration and to develop an action plan to meet the objectives of the UN Declaration.

Distinctions-based Approach:

The Province is committed to a distinctions-based approach. This requires that the Province's dealings with First Nations, Métis, and Inuit Peoples be conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. Section 35 of the Constitution Act, 1982, recognizes and affirms the rights of Aboriginal Peoples of Canada, while all Indigenous Peoples have human rights that are expressed in the UN Declaration. However, not all rights are uniform or the same among or between all Indigenous Peoples. In many cases, a distinctions-based approach may require that the Province's relationship and engagement with First Nations, Métis, and Inuit Peoples include different approaches or actions and result in different outcomes.

Article 14 of the Declaration Act affirms:

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with Indigenous Peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15 of the Declaration Act affirms:

1. Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the Indigenous Peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous Peoples and all other segments of society.

The District will work with the representatives of the Four Houses and their respective Education Agreements and/or Terms of References to ensure that the District is incorporating the relevant sections of their agreements in relation to student safety.

The Four Houses - Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria (MNGV) and Urban Peoples' House Indigenous Advisory (UPHIA), consult with our Board through the IED. Monthly meetings are held with the each of the Four Houses to discuss matters relating to LEAs, the Métis Education Agreement and the UPHIA Terms of Reference.

Esquimalt Nation and Songhees Nation - As part of the LEAs, 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 IED staff.

The LEAs with Esquimalt Nation and Songhees Nation, the MNGV Education Agreement, and the UPHIA Terms of Reference are available on the District website (www.sd61.bc.ca/our-district/local-education-agreements).

The District will collaborate with the Indigenous Education Council (IEC) on matters involving safety that impact Indigenous student education and support services. The IEC membership has representatives of the Four Houses (Songhees Nation, Esquimalt Nation, MNGV, and UPHIA).

Indigenous Education Council (IEC) - Section 87.005 of the School Act authorizes an IEC 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 IEC 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 IEC on matters involving safety that impact Indigenous student education and support services.

Police Services

- Police officers will work in schools in collaboration with school and District staff to build and maintain relationships between school communities and police (specifically required for the 2024-2025 school year).
- Police officers will work in schools in accordance with all District policies and regulations.
- Police officers will work in schools in collaboration with school and District staff to establish:
 - Positive connections with students at risk as determined by school staff based on risk enhancing indicators such as attendance concerns, changes in behaviour, and changes in academic achievement (specifically required for the 2024-2025 school year).
 - Early intervention programs and services for students at risk of harm, exploitation, victimization, or criminal behaviour (specifically required for the 2024-2025 school year).
 - Education and awareness programs for schools, grade levels, or specific groups of students (specifically required for the 2024-2025 school year).
 - Role modelling opportunities to help foster positive programming related to decision-making, conflict resolution, and restorative justice (specifically required for the 2024-2025 school year).
 - Anti-bullying, gang prevention, and digital safety resources and supports (specifically required for the 2024-2025 school year).

- Parent education workshops.
- Opportunities for students, staff, and parents who may feel fear, unsafe, or mistrust in the presence of police officers to work together to share truths about racism and rebuild that trust with the community and staff.
- West Shore RCMP, Victoria Police Department, Saanich Police Department, and Oak Bay Police Department working collaboratively in schools to facilitate an opportunity for all Nations' students to feel safe at school, including safety from racism, indifference, bias, marginalization, bullying, and stereotyping (specifically required for the 2024-2025 school year).

Educational Partners and Principals and Vice-Principals

Educational Partners include Canadian Union of Public Employees (CUPE) 382, CUPE 947, Greater Victoria Teachers' Association (GVTA), and Victoria Confederation of Parent Advisory Councils (VCPAC).

Principals and Vice-Principals are both school-based and District-based.

Communication regarding general safety related items may include school 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.

Educational Partners and Principals and Vice-Principals play a key role in helping to identify high risk and vulnerable youth by monitoring behavioural signs such as changes in student baseline behavioural trends (e.g. attendance, anxiety, depression, theft/vandalism, substance use, and aggressive behaviours) in school and community.

Interventions, which can enhance protective factors, can be co-created with educational partners and police to address specific community needs. Some examples of these interventions are positive role models, pro-social activities, positive cultural identity, social emotional skills, and school clubs and teams.

Responses to Safety Events

A detailed Communication and Coordination Protocol is included as Appendix A.

Emergency Response

When an imminent risk is identified, school staff call 9-1-1 immediately to ensure a school safety plan and/or protocols are activated as required.

When safe to do so, the Principal (or designate) will contact the Senior Leadership Team member associated with the school as soon as possible.

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.

Non-Emergency Response

In the event of a non-emergency event where police are required, the Principal (or designate) will call the non-emergency number and connect with the police officer assigned to the school (or designate), if available.

Communication – School Safety Response (Police Involvement)

In the case of a safety-related event involving police in the school, such as a lockdown or hold and secure, the Principal of the impacted school(s), in collaboration with the Communications Specialist and the Safe Schools Coordinator, will send a note home to all parents/caregivers. This note will likely be sent electronically. 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 and staff prior to the end of the school day.

Communication – School Safety Response (No Police Involvement)

In the case of a safety-related event involving a student or classroom, but not involving police, and when appropriate, the classroom teacher, in collaboration with the Principal or Vice-Principal, will send a note home to parents/caregivers of the impacted students advising them of the event that occurred. This note will likely be sent electronically. 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.

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 the Indigenous Education Department, is in place. In addition, each school 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 counselling support. The school-based CIRT will develop an action plan in response to a critical incident and may invite the CIRT to provide further support.

Community youth support teams such as Youth Outreach, Integrated Mental Health Team, and IMCRT are accessed by schools for mental health clinicians, psychiatric nurses, child and youth counsellors and plain-clothes police officers for crisis response, mental health and substance use assessment and support, consultation for planning and support, and referral and connection to services.

Complaints

District Complaint Process

The District's Complaint Process (Policy 1155 *Complaint Process for a Resolution of Concerns*) ensures that any individual's concern will be given respectful attention while upholding the integrity of the educational system. It provides clear procedures for the communication and resolution of any concern held by members of our Educational Community. The Educational Community includes parents, students, all District employees, and members of the public.

1. Any District employee contacted by a member of the Educational Community with a concern will advise the person of the complaint process and encourage the person to express the concern to the individual involved.
2. Every effort should be made to resolve the concern at Step 1 of the process.
3. The process will be carried out within a reasonable time frame.
4. The person with the concern must be informed of the progress in each step of the process.
5. The process does not deny access to the Board's *Bylaw 9330.1 Appeal Process Decisions Regarding Students* to resolve a concern held by a member of the Educational Community.

Complaints About Police Conduct

In the event a complaint about a police officer or agency is identified in relation to an investigation or interaction involving police, District staff can report their complaint to the Civilian Review and Complaints Commission (CRCC) for the Royal Canadian Mounted Police (RCMP), or the Office of the Police Complaint Commissioner (OPCC) for Municipal Police agencies. Both are independent agencies created to ensure that complaints made against police are examined fairly and impartially. School staff can also raise a concern directly with their police agency by contacting the RCMP Detachment or Municipal Police Department in their jurisdiction.

Contact Details

Civilian Review and Complaints Commission for RCMP

PO BOX 1722 Station B
Ottawa, ON K1P 0B3
Toll Free: 1-800-665-6878
Website: www.crcc-ccetp.gc.ca

Officer of the Police Complaint Commissioner for Municipal Police Agency

947 Fort Street
PO BOX 9895 Stn Prov Govt
Victoria, BC V8W 9T8
Telephone: 250-356-7458
Toll Free: 1-877-999-8707
Email: Info@opcc.ca
Website: www.opcc.bc.ca

Review Process

Each year, this Safety Plan will be reviewed with a focus on continuous improvement. This reflective practice will include a culturally-responsive review process that includes listening to the voices of the recipients and providers of the service.

During the annual review process, a review team comprised of District staff, the Four Houses, police services, Principals and Vice-Principals, and Educational Partners will focus on the following five areas:

1. Alignment.
2. Continuous Improvement.
3. Cultural Responsiveness (listening to the voices of the recipients of the service).
4. Data and Evidence (qualitative and quantitative).
5. Trauma-Informed Lens.

Metrics

Our District engages in ongoing monitoring of relevant reporting indicators and key initiatives including the McCreary Adolescent Health Survey, Early Development Instrument, How Are We Doing Report (HAWD), the Student Learning Survey, anecdotal feedback from Regional Safety Committee meetings, meetings between the Chiefs of Police and the Superintendent, LEA Meetings, and IEC meetings.

At the conclusion of the annual review, a report will be provided to the Four Houses, Police Services, Principals and Vice-Principals, Educational Partners, and the Board.

Changes to the Safety Plan

This Safety Plan may be amended by the Greater Victoria School Board of Education following consultation with the Four Houses, Police Services, Principals and Vice-Principals, and Educational Partners, and 60 days advance notice to the Minister of Education and Child Care of changes to be made.

Definitions

- **BDTA** – the Behavioral and Digital Threat Assessment management model is designed to empower Safety/Threat Assessment Teams in the early assessment to determine individuals on the pathway to violence.
- **Community Threat Assessment Protocol Process** – is 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.
- **Cultural Safety in Education** – learning environments where individuals feel safe, seen, heard, respected, and their cultural needs are met, and that this is achieved through self-reflection, addressing power imbalances, and the promotion of systemic change that works towards the elimination of bias and racism across the education system.
- **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.

- **Police Services (Police)** – refers to all police in the Greater Victoria School District region including Oak Bay Police Department, Saanich Police Department, Victoria Police Department, and West Shore RCMP (including the Indigenous Policing Unit Officer).
- **Regional Safety Committee** – a lower Vancouver Island committee comprised of representatives from SD61, SD62, SD63, Saanich Police, Victoria Police, Oak Bay Police, Central Saanich Police, RCMP, Youth Probation, and Safer Schools Together.
- **Restorative Practice** – a teaching and learning approach that focuses on repairing harm and building relationships. The goal is to create a supportive learning environment that reduces social barriers to learning.
- **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.
- **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.
www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/trauma-informed-practice-resources
- **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)** – United Nations Declaration on the Rights of Indigenous Peoples. It's a document that outlines human rights standards for Indigenous peoples.
- **United Nations Declaration in the Rights of Indigenous Peoples Act Action Plan** – on November 26, 2019, with the unanimous passage of the Declaration on the Rights of Indigenous Peoples Act in the BC legislature. The Province committed to upholding the human rights of Indigenous Peoples under this legislation, and begun this work with a five-year action plan in consultation and cooperation with Indigenous Peoples to advance this vital work.
- **Worrisome Online Behaviour Reports** – complements the evolving needs of School Safety/Threat Assessment teams by identifying potential risks or threats, allowing for proactive intervention and enhancing school safety.

Relevant District Policies

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

Appendix A – Communication and Coordination Protocol

Mission

The Greater Victoria School District No. 61 (the District) includes the Esquimalt Nation and Songhees Nation, as well as the municipalities of Esquimalt, Oak Bay, Victoria, and portions of the Highlands, Saanich, and View Royal. The District's mission is to nurture all student's learning and well-being in a safe, responsive and inclusive learning community.

This document outlines the communication and coordination protocol between the District, the Four Houses, Education leaders, partners, local police services (police services), and the wider community. The protocol is designed to support clear, consistent, and timely communication to provide proactive and preventative crime prevention strategies and to help ensure the safety of students and staff in schools in the event of an emergency.

Effective communication regarding potential safety risks in community that may impact schools is a critical component of keeping schools safe. A formalized communication protocol between all of the parties is key to the prevention and management of safety risks.

In the spirit of continuous improvement, this protocol will be subject to an ongoing annual review to evaluate promising practices, assess lessons learned, consider feedback from each of the parties and recipients of the service, identify necessary improvements, and address concerns.

Governing Principles

The Board of Education has a vital role in creating a learning environment that demonstrates mutual respect, support, integrity, accountability, and the principles of equity, diversity, and inclusion. This is best attained by working in a relational and reciprocal manner, working collaboratively with Rightsholders, educational leaders, partners, and community agencies, including police services. The Board also expects that students will receive supports, resources, and services from appropriately trained, certified, and regulated professionals in schools and in community. Appropriate District staff are responsible for managing student behavior and discipline in accordance with Board of Education bylaws, policies, and regulations.

Police services are integral to identifying and addressing proactive and crime preventative safety strategies and should be notified of concerns or emergencies in accordance with the communication and coordination protocol, existing safety protocols, and the applicable law.

Communication and Coordination Protocol – **Emergencies**

School emergencies include incidents where the imminent safety of students or staff requires the immediate support and action of emergency services, commenced with a 9-1-1 call.

Notification of Emergency During School Hours

1. The Principal/designate phones 9-1-1.
2. When it is safe to do so, the Principal/designate calls the Superintendent/designate.

Notification of Emergency in Community, Outside of School Hours, or Initiated by Police Services

1. The respective police service member will call the Superintendent, and in their absence, the Safe Schools Coordinator.
2. The Superintendent or Safe Schools Coordinator informs the Principal.

Documentation

3. The District staff member who placed the emergency call records the date and time of the incident, reason for the call, the actions taken, and outlines a follow up plan.
4. The staff member forwards the record to the Safe Schools Coordinator.
5. The Safe Schools Coordinator collects and shares information in compliance with the School Act, the Freedom of Information and Protection of Privacy Act (FIPPA), and the Board of Education policies and regulations.

Follow Up

6. 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.
7. The District Communication Specialist and the Superintendent will coordinate with the relevant police communication staff member to prepare communications during and after the incident as appropriate and to be shared with, including but not limited to, the relevant school community, Four Houses, Educational leaders and partners, and/or the wider community.

Communication and Coordination Protocol – Non-Emergencies

School non-emergencies include incidents where the District implements its existing protocols and activates its services (of its own or that of a third party) to respond to situations where students or staff are in need of support. Notifying the police services member assigned to a school is included in these protocols to ensure collaborative information sharing and identify patterns in incidents beyond the school community.

Notification of Non-Emergency

1. The school-based principal or the Safe Schools Coordinator will call the police service member assigned to the relevant school.
2. If the police service member is not available, the school-based principal or the Safe Schools Coordinator will call the respective non-emergency police contact line.
3. Within 24 hours, the District staff member will reach out to their respective Senior Leadership Team member and share the reason for the call.



Documentation

4. The District staff member who placed the emergency call records the date and time of the incident, reason for the call, the actions taken, and outlines a follow up plan.
5. The staff member forwards the record to the Safe Schools Coordinator.
6. The Safe Schools Coordinator collects and shares information in compliance with the School Act, the Freedom of Information and Protection of Privacy Act (FIPPA), and the Board of Education policies and regulations.



Follow Up

7. 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, which may include communication with the relevant school community, Four Houses, Educational leaders and partners, and/or the wider community.

Back to School Check in

It is important that police related incidents involving District students that occurred during the summer is communicated between police services and District staff to help bridge the gap in communications during the break and to facilitate a safe learning environment when school resumes in September.

Information Collection of Summer Incidents

1. The 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 as per the Safety Plan.
2. The 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

3. The Safe Schools Coordinator will keep a record of their contact with each police service over the summer and throughout the school year and keep agendas and minutes from the Regional Safety meetings.



Follow Up

4. The Safe Schools Coordinator and 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.
5. 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.
6. The Safe Schools Coordinator and the Superintendent or designate will be responsible for any follow up with police services, and for ensuring that plans have been implemented as appropriate.

Other Protocols and Services

When required, the District is prepared to respond to emergency situations that require action from the school community and activate a specific procedure such as Lockdown, Hold & Secure, Critical Incidents, Community Threat Assessment Protocols/Behaviour and Digital Threat Assessment, Fires, and Earthquakes. In these situations, the previously outlined “School Emergency Protocol” is weaved into each safety procedure.

To support with follow up after an emergency or non-emergency and as a preventative approach, the District is responsible for providing students (particularly high-risk youth) with holistic, wraparound supports and services.

The District recognizes that police personnel are 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.

Police services may be invited to work alongside service providers providing wraparound 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.

Privacy and Student Information Sharing Protocol

The 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 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.

Complaints and Concerns

Complaints and concerns regarding the Communication and Coordination 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.

Concerns regarding the conduct of a municipal police officer should be addressed to the Office of the Police Complaints Commissioner British Columbia. Concerns regarding the conduct of a West Shore Royal Canadian Mounted Police (RCMP) officer should be addressed to the Civilian Review and Complaints Commissioner for the RCMP.

Communication and Coordination Protocol Annual Review

As a key ongoing preventative measure to ensure school district safety, the parties will review the Communication and Coordination Protocol annually to identify promising 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. The annual review will be completed by 1 August. Changes required will be incorporated prior to the start of the school year in September.

Definitions

- **Calls for Service (CFS)** – 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. Also known as a job, hitch, incident, callout, call-out, or call.
- **Freedom of Information and Protection of Privacy Act (FIPPA)**: Make public bodies more accountable to the public and protects personal privacy by giving the public a right of access to records, prevents unauthorized collection of personal information, and provides independent review of decisions made under the act.
- **Local Police Services** – law enforcement services provided by the Oak Bay Police Department, Saanich Police Department, Victoria Police Department, and West Shore RCMP.
- **Oak Bay Police Officer(s)** – Police service members assigned by the Oak Bay Police Department to work with and support School District 61 students.
- **RCMP** – Royal Canadian Mounted Police
- **Saanich Police Officer(s)** – Police service members assigned by the Saanich Police Department to work with and support School District 61 students.
- **Senior Leadership Team (SLT)** – A group of District staff members made up of the Superintendent, Deputy Superintendent, Associate Superintendent, and Secretary-Treasurer.
- **The District** – the Greater Victoria School District (No. 61).
- **Victoria Police Officer(s)** – Police service members assigned by the Victoria Police Department to work with and support School District 61 students.
- **West Shore RCMP Officer(s)** – Police service members assigned by West Shore RCMP to work with and support School District 61 students

Emergencies and Non-Emergencies

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