

## STRATEGIC PLAN:

- ✦ **Goal: Effective Learning Environments** - Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments.
- ✦ **Goal: Quality Teaching and Leadership** - Support all staff to adapt to the rapidly changing educational environment and students' needs
  - **Strategy:** Provide professional learning and collaboration opportunities for all staff

In the Spring of 2021, the School District engaged Safer Schools Together (SST), an organization that works closely with the Ministry of Education and schools throughout North America to minimize and manage risks of violence in schools, to assist with developing actions and strategies to support safe schools in Mission. SST conducted a comprehensive review of district policies and administrative procedures that pertain to ensuring student and staff safety and well-being, and the current structures for responding to worrisome and threat-related behaviour. SST also reviewed other operational activities that could be explored to help support student safety.

## A. SUMMARY OF RECOMMENDATIONS: Board Policies and Administrative Procedures

The following recommendations about policies and procedures related to student and staff safety and well-being are provided for consideration:

### 1. Policy 2.2.2: Anti-Racism

- ⊕ Consideration be given to broaden the Policy: Anti-Racism and Non-Discrimination with a goal to eradicate ethnocentrism, prejudice, stereotyping, discrimination, hate and racism in any form.

### 2. Policy 2.3: Sexual Minority – Sexual Orientation Gender Identity – Anti- Homophobic

- ⊕ Consideration be given to incorporating best practices on this topic. (reference – SOGI 123 website section on policies and procedures)

### 3. Policy 2.8: Use of Technology and Policy 2.9 – Digital Citizenship

- ⊕ Consideration be given to combining Policies 2.8 and 2.9 as one Policy or as an Administrative Procedure.

### 4. Policy 2.10: Substance or Drug/Alcohol Use/Abuse – Cannabis

- ⊕ Consideration be given to updating Administrative Procedure 300 – Alcohol Consumption at School District Activities at the same time.

### 5. Policy 12: Student Appeals

- ⊕ Consideration be given to:
  - Updating the Policy to include information regarding Informal Dispute Resolution. (refer to Ministry of Education website)
  - Updating the document - *Practices and Procedures for Appeals under Section 11 of the School Act.*
  - Developing an Information Pamphlet for parents/guardians that clarifies the difference between a Section 11 Appeal and a Conflict Resolution Process for School-Based Concerns.

## 6. Policy 29: Safe, Caring and Healthy Schools

- ⊕ Consideration be given to:
  - Updating the draft Policy to denote the board's governance role in ensuring safe, caring, and healthy schools.
  - Developing Administrative Procedures for Violence Threat Risk Assessment/Fair Notice.

## 7. Administrative Procedure 109: Police Interviews of Student

- ⊕ Consideration be given to updating this Policy to reflect best practice as identified in the Maintaining School Safety: A Guide for School and Police Personnel in BC.  
(<https://www2.gov.bc.ca/assets/gov/erase/documents/maintaining-school-safety-guide.pdf>)

## 8. Administrative Procedure 114: Student Conduct Standards and Behaviour Management

- ⊕ Consideration be given to:
  - Updating the Administrative Procedure to reflect current best practice regarding student conduct, progressive discipline, and suspension.
  - Ensuring all School Codes of Conduct are up to date as per Provincial Standards for Codes of Conduct Order 2016.

## 9. Administrative Procedure 209: Field Trips

- ⊕ Consideration be given to updating Guidelines for International Travel. (reference: *erase* website login for Safe School Coordinators)

## 10. Administrative Procedure 210a: Network, Internet and Wi-Fi Procedure for Employees and Administrative Procedure 210b: Network, Internet, and Wi-Fi Procedure for Students K- 12

- ⊕ Consideration be given to:
  - o Combining AP 210a and 210b.
  - o Including an Acceptable Use Agreement for Students in this Administrative Procedure or in AP 107 - Internet Access for Students and Staff: Safe Practices.

### ACTIONS TAKEN TO DATE:

- ✦ Policy redrafting has started, and some drafts are in process of being reviewed by the public.

## B. SUMMARY OF RECOMMENDATIONS: Current Structures for Responding to Worrisome and Threat-Related Behaviour

### 11. Capacity and Expertise

To build district and school capacity and expertise in responding to school safety concerns including worrisome and threat related behaviour and in conducting VTRAs:

- ⊕ Consider:
  - The Assistant Superintendent share the Safe School Coordinator's responsibilities with the Superintendent instead of a School-Based Principal, given the Assistant Superintendent's role in providing advice and support to schools.
  - The Assistant Superintendent (or jointly with the Director of Student Services) serve as the Lead and point-person for all VTRA related matters and involve other district administration and district and community agency supports as required.

### ACTIONS TAKEN TO DATE:

- ✦ The Assistant Superintendent is the lead and point person for VTRA related matters and involves others as required.
- ✦ Lisa Clarke, Principal of Windebank Elementary, disseminates communication from Safer Schools Together regarding training opportunities and Worrisome Online Behaviour reports.

## 12. Crisis Management Manual / Parent Guide

- ⊕ Consider:
  - Updating the Crisis Management Manual to ensure there is a section on Violence Threat Risk Assessment that reflects provincial guidelines for addressing worrisome and threat-related behaviour.
  - Creating a Parent's Guide to Understanding Threat Assessment and/or updating the current Guide to include updated information.

### ACTIONS TAKEN TO DATE:

- ◆ Crisis Management Manual updates are in process.
- ◆ A Safe Schools section in Learn 75 has been created for all administrators, and includes templates, procedures, forms, links.

## 13. Community VTRA Protocol Structure

- ⊕ Consider creating a Community VTRA Protocol Structure as outlined in the Community Violence Threat Risk Assessment Protocol Guide for BC.
  - VTRA Committee – consists of leaders from the school district and community organizations involved in signing the formal protocol that commits their organizations to the multidisciplinary VTRA approach. Their key function is to endorse the Community VTRA Protocol and ensure their organizations have staff trained in VTRA.
  - VTRA Sub-Committee – consists of designates who act on behalf of the organization leads and have received VTRA training. Members are involved in developing and updating the community protocol and addressing any inter-agency collaboration, communication, and support challenges. This committee is usually chaired by an Associate Superintendent. It involves district VTRA and Critical Incident Response Team Leads, and other community agency VTRA Team Leads to ensure a timely response to incidents, information sharing, implementation of immediate risk reducing interventions, short and longer-term interventions and services/supports.
- ⊕ Community VTRA Protocol Teams
  - o School-based Site-Specific VTRA Teams - comprised of both VTRA and Critical Incident Response Team members.
    - Site-Specific VTRA Teams in community organizations participating in the VTRA process and have received training.

## 14. VTRA Response Structure

- ⊕ Consider utilizing the Critical Incident Response Structure currently in place in the District with flight teams to respond to high-risk and high-profile VTRA cases. All members of the flight teams should participate in VTRA training.

## 15. Staff Training and Support – Trauma Informed Practice

- ⊕ Consider providing training and support for the development of trauma-informed schools.

### ACTIONS TAKEN TO DATE:

- ◆ Trauma Informed Practice training has been provided numerous times for schools
- ◆ Bus drivers were recently trained (October 22) by Beth-Anne Cullen
- ◆ Training for clerical and supervision assistants is being planned.

## 16. Information Sharing with Community Partners

- ⊕ Consider:
  - Providing information on a regular basis to community partners about Ministry-sponsored trainings that are intended for schools/districts and their community partners.
  - Encouraging community partner participation in future MPSD sponsored VTRA and DTA trainings.

### ACTIONS TAKEN TO DATE:

- ◆ Information about SST training is shared with community partners through the Executive Assistant.
- ◆ Community partners were invited to the August threat assessment training for senior team and school administrators, facilitated by SST. A member of CYMH participated.

## 17. VTRA Training

- ⊕ Consider providing training as soon as possible:
  - Personalized Training for school/district leaders and community partners based on best practices for VTRA as outlined in the Community VTRA Protocol Guide for BC (*Full Day Session*).
    - In-Person Training is recommended and to take place prior to the end of the school year.
  - Specialized Overview on the Community VTRA Protocol Guide for BC and best practices for implementation of a community protocol for Mission (*2-hour Session*).
    - District representatives and key community partners - independent schools, MCFD (CYMH, Protection, Probation) RCMP, Indigenous leaders etc.
  - Personalized Digital Threat Assessment Training for school/district leaders and community partners (*Full Day Session*).
    - Recommend this training take place before the start or shortly after the start of the 2021/2022 school year.
  - Student Remote Learning Sessions: Social Media Awareness, Digital Footprints, and Cyberbullying (*1- hour Session*).
    - Recommend one session for Grades 6/7 and one session for Grades 8/9.
    - These sessions can be booked as soon as possible.
  - Parent Remote Session: Social Media Awareness, Digital Footprints, and Cyberbullying (*2-hour Session*).

### ACTIONS TAKEN TO DATE:

- ◆ Senior team members, all school administrators, and managers of Health & Safety and Transportation attended in-person VTRA training in August 2021. This training was facilitated by SST.
- ◆ Most school administrators received training in Level I Digital Threat Assessment between March and September 2021. Some have been trained in Level II.
- ◆ SST student sessions took place in spring 2021. Out in Schools sessions also happened in spring 2021.
- ◆ Gang prevention training is being planned through the RCMP for middle and secondary schools.

## 18. Collaborative VTRA Protocol development

- ⊕ Consider:
  - Developing a Community VTRA Protocol with key community partners once training has occurred.
  - Ensuring all district/school staff, parents/guardians and students are aware of the Community VTRA Protocol and Fair Notice.

### ACTIONS TAKEN TO DATE:

- ◆ Community VTRA Protocol and Fair Notice have been posted on MPSD website and shared with schools.

#### **OTHER CONSIDERATIONS AND ACTIONS:**

- ✦ **Communication:** Monthly communication meetings between the RCMP, the Superintendent, and the Assistant Superintendent have started.
- ✦ **Bullying:** ERASE Bullying information posted on MPSD website and school websites; posters ordered for schools.
- ✦ **School Climate:** SST VTRA training emphasized that positive school climate is one of the best predictors of school safety. School climate and sense of belonging were a focus at the August PVP Retreat. This work has been taken up at schools, with MDI data providing information about student perceptions.
- ✦ **Student Voice:** The Superintendent met with students from HPMS in the spring to gather information about their perceptions of and recommendations for student safety. He is now meeting with focus groups from middle and secondary.