Comprehensive Behavioural Trends Analysis Report

March 1, 2019 – February 28, 2021

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Safer Schools Together

Safer Schools Together (SST) is contracted by the Province to provided subject matter expertise (SME), training, consultation and support to educators, law enforcement and other community partners through the *erase* strategy since its launch in 2012.

To date, over 23,000 trained, including educators, police, probation, youth mental health and child protection agencies. *erase* training provided by SST continues to evolve to address emerging needs.

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Purpose

An overview of both worrisome online behaviours and direct requests from school communities for case consultations and supports before the pandemic and during the pandemic period.

Includes comparative analysis related to:
- Comparative Trends related to Critical Incidents/Case Consultations
- Worrisome Online Behaviour Reports
- *erase*|Report It Tips
- Training Evaluations including Qualitative Data and Satisfaction Levels.

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WOB Reports and School Case Consultations

- Public School Districts are provided with monthly Worrisome Online Behaviour Reports throughout the school year.

- A collection of open-source publicly available social media content that relate to student, staff or school safety concerns and assist in the early identification of potential risks or threats.

- Schools and School Districts can also submit intakes for Critical Incidents/Case Consultations and receive Digital Baseline Reports regarding concerning student behaviour. SST provides follow-up consultation and support as required under erase contract.

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Categories of Concern

- Bullying/Cyberbullying
- Firearms
- Gang-Associated Behaviour
- Hate/Racism and Radicalization
- Miscellaneous Illegal Activity
- Mental Health Concerns
- Negative Digital Climate/Culture
- Non-Suicidal Self-Harm
- Physical Violence

- Risk of Sextortion
- School Community Concerns
- Sexual Assault and Misconduct
- Substance Use Concerns
- Suicidal Ideation
- Death by Suicide
- Threat-Related Behaviour
- Prohibited or Restricted Weapons
- Other Student Safety Incidents

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Case Consultation

Increases

- Threat-Related Behaviour
- Negative Digital Climate/Culture,
- Risk of Sextortion,
- Hate/Racism
- Mental Health Concerns

Decreases:

- School Community Concerns
- Weapons
- Suicidal Ideation.

Gang-Associated Behaviours, Threat-Related Behaviours and Physical Violence during the pandemic was consistent with pre-pandemic numbers.
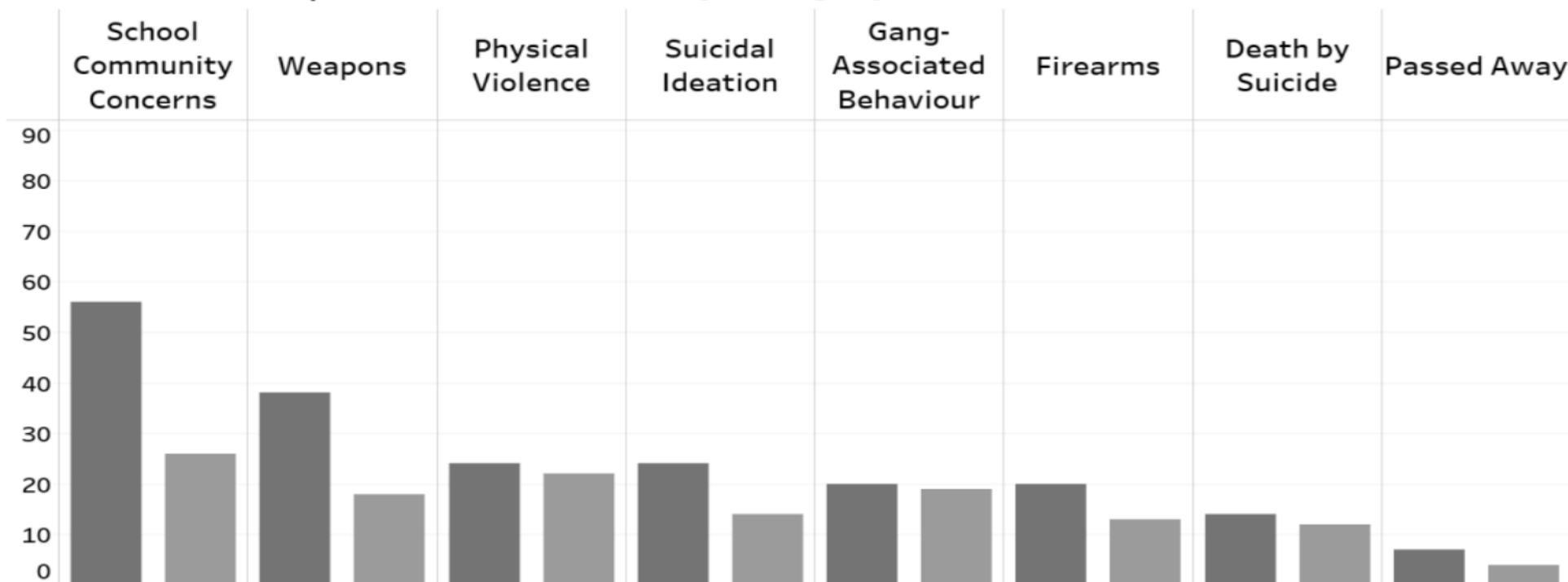
erase | EXPECT RESPECT & A SAFE EDUCATION
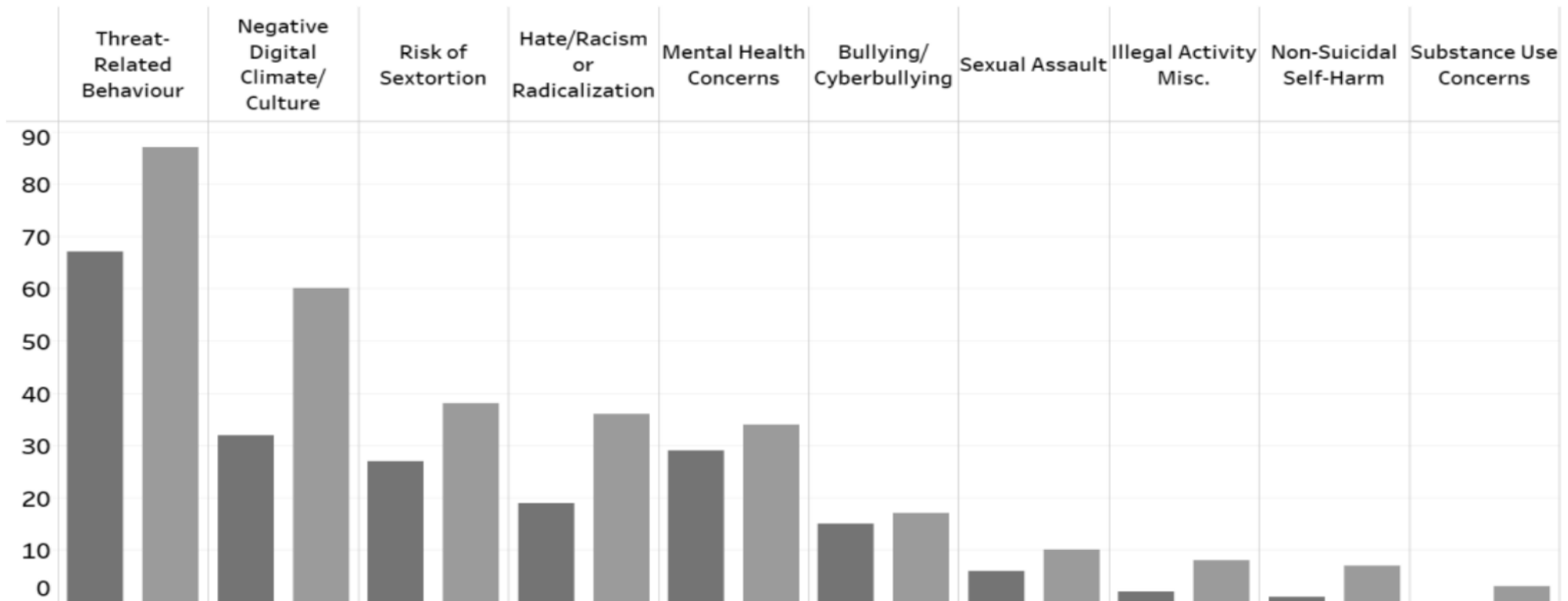
Critical Incidents/Case Consultations by Category of Concern

Critical Incidents/Case Consultations by Category of Concern
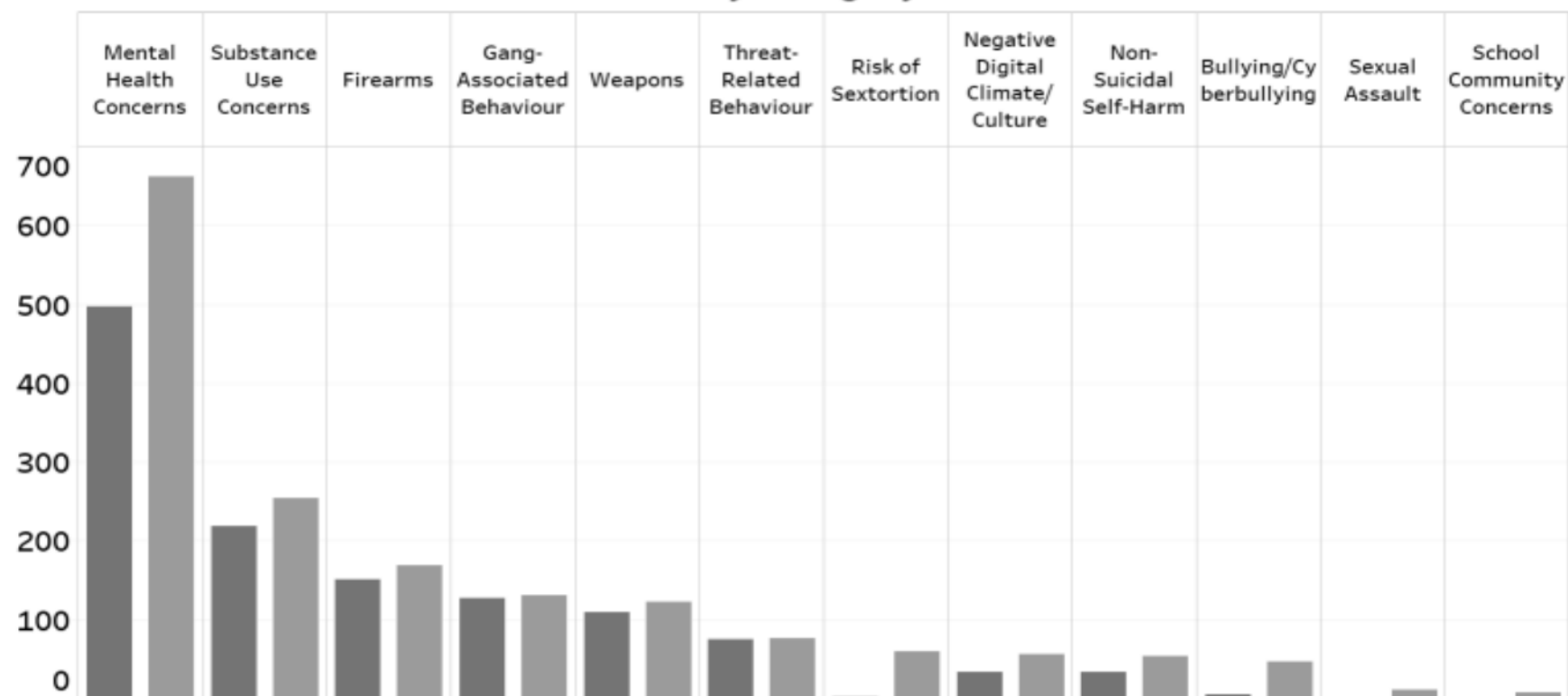
Worrisome Online Behaviour Report Data

Increases:
- Mental Health
- Substance Use
- Firearms

Slight decreases:
- Suicidal Ideation
- Miscellaneous Illegal Activity
- Hate/Racism or Radicalization

Gang-Associated Behaviour, Threat-Related Behaviour and
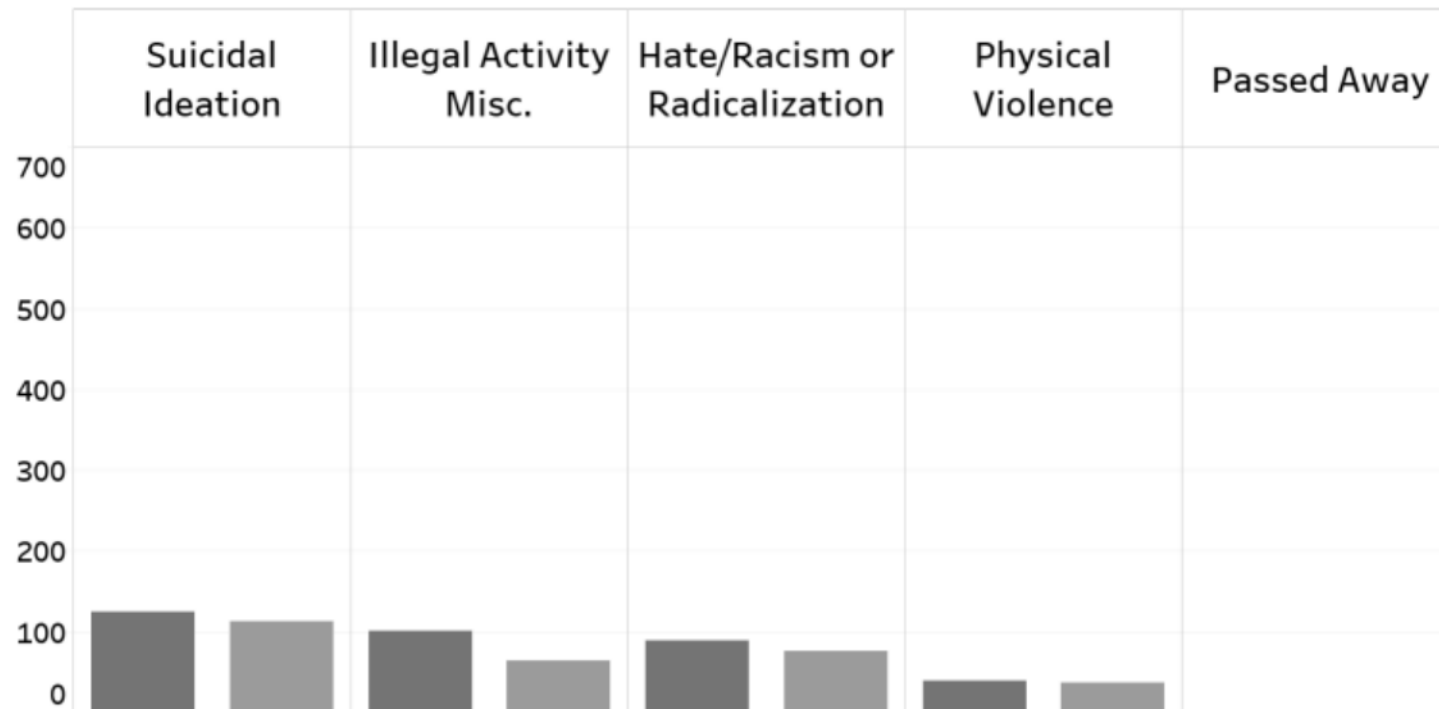Physical Violence were consistent with pre-pandemic numbers.

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Worrisome Online Behaviour Observed by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

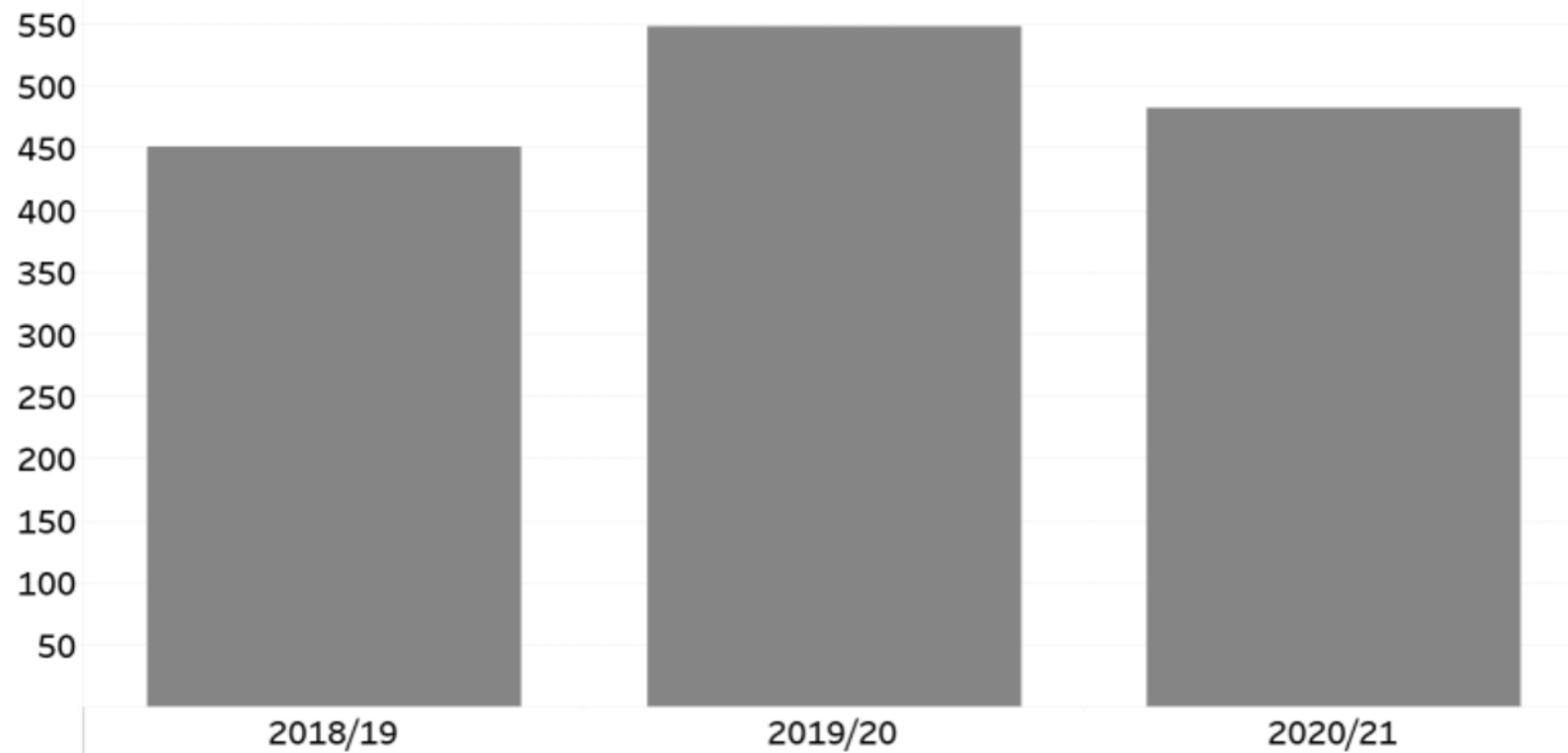**Worrisome Online Behaviour Observed by Category of Concern**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Report It Tips

erase|Report It Tips by School Year

Summary of top category increases during pandemic Combination of case consults and WOB reports

- Threat making behaviour
- Negative digital behaviour
- Risk of sextortion - * case consults increased by 10 for the school year but WOB reports showed 100 cases of concern identified, largest increase
- Hate/racism
- Mental Health * important to note that the increase concern of mental health was through the WOB reports primarily. It ranked 5th for increase in case consults. Largest WOB increase

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Summary of top category decreases during pandemic

- School/community concerns
- Weapons
- Suicidal ideation
- Firearms
- Illegal activity/misc – * only WOB category to decrease during the pandemic school year

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Key takeaways and next steps

- This data will inform training for Safe School Coordinators and district/community teams for 2021/22 school year.

- It will help inform districts on where/how to direct mental health grant funding.

- Case/student specific data will help districts support students for the 2021/22 school year.

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erase|Report It

Anonymous reporting tool for students

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What is the erase|Report It tool?

The erase|Report It tool is an online anonymous reporting tool where you as students can report anything that you find worrisome or concerning, directly to school safety staff via a secure, online platform.

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How can you access the erase|Report It tool?

The erase|Report It tool is accessible by visiting either website:

erase.gov.bc.ca

erasereportit.gov.bc.ca

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How do you use the erase|Report It tool?

When you arrive on the erase|Report It website you will click the **"get help now"** button. This takes you to the "Get Help" page.
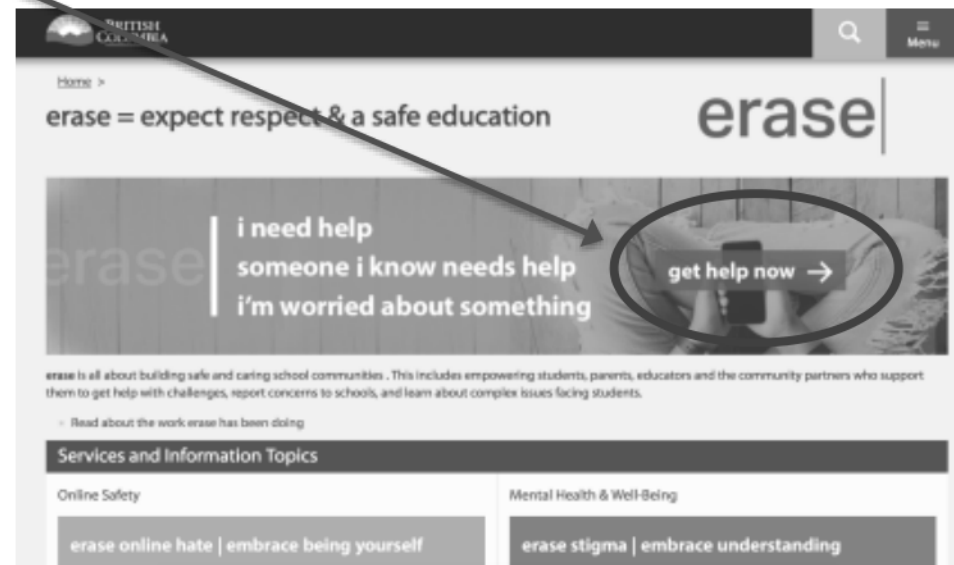
How do you use the erase|Report It tool?

On the "Get Help" page, you'll then click the Report It button.

How do you use the erase|Report It tool?

You will then be guided through the following questions:

- Which school is your report about?
- What is your report about?
- When did or will this happen?
- What is/are the names of the persons involved?
- Describe what happened or will happen?
- Did anyone else witness this?
- Have you reported this to anyone else?
- Do you want to leave your name?
- Do you have any images, videos or screenshots that may help with your report? (upload option available)

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How do you use the erase|Report It tool?

You'll be asked to acknowledge that you're not submitting a false report.

For the final step, you'll be able to review the details you provided in the report and then click "Submit".

The report is instantly sent <u>via email</u> to the designated safe school coordinator(s) for the school/school district that corresponds with the school you chose.

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If you see something…
Please say something…
And we will do something!

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erase|silence

erase|Report It

**ONLINE ANONYMOUS REPORTING TOOL FOR STUDENTS
USER GUIDE**

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erase.gov.bc.ca

COMPREHENSIVE BEHAVIOURAL TRENDS ANALYSIS REPORT

March 1, 2019 - February 28, 2021

SST
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SCHOOLS
TOGETHER

BRITISH
COLUMBIA

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INTRODUCTION

About Safer Schools Together

Safer Schools Together (SST) is recognized internationally for its leadership, innovation and evidence-informed strategies to ensure safe, caring, and trauma-informed school communities.

In British Columbia (BC), SST has been providing subject matter expertise, training, consultation and support to educators, law enforcement and other community partners through the provincial *erase* (Expect Respect and a Safe Education) strategy launched in 2012 and the expanded *erase* Gang and Gun Violence Prevention Initiative implemented in the fall of 2018.

SST helps BC schools and their communities address violence and other threat-related issues, critical incidents, and traumatic events. SST has successfully identified individuals on the pathway to violence and gang involvement, racism, incidents of hate, criminal radicalization, and suicide. SST has also provided early identification of individuals in possession of firearms or replica weapons. Monthly open-source Worrisome Online Behaviour (WOB) Reports have proven to be a valuable tracking mechanism of youth engaged in harm to themselves or others, threat-related and gang-associated behaviour, and criminal activity. Along with the gathering of concerning social media information, SST assists in assessing this information through a Behavioural and Digital Threat Assessment Lens.

To date, over 24,000 people have received training, including public, independent and First Nations educators, as well as community partners such as police, probation, youth mental health and child protection agencies. *erase* training provided by SST continues to evolve to address emerging needs.

Trauma-informed school practices became increasingly important as educators prepared for the start of the 2020/21 school year. Hundreds of students across the province from March through June were physically isolated from positive structures, schedules, role models and adult support. Physical distancing meant many students spent long hours in living situations that were difficult, unsupportive, or even abusive, and they no longer had respite from these unhealthy situations. Unsupervised time at home led to increased time on devices, social media and other connections/relationships that were negative, anti-social or criminal. Trauma Informed Return to School and Trauma Informed School Practices for Ensuring Mental Wellness were added to the erase training program to help school communities respond to students' needs during this unprecedented time.

Categories of Concern - Glossary

The following Categories of Concern are utilized for Critical Incidents/Case Consultation, Worrisome Online Behaviour (WOB) Reports and *erase|Report It* Tips.

1. **Bullying/Cyberbullying**
   o Repeated targeted behaviour directed towards a particular individual.

2. **Firearms**
   o Possession of objects that appear similar to a firearm.
   o Possession of firearm(s) and/or replica weapon(s).

3. **Gang-Associated Behaviour**
   o Distribution of drugs, possession of large amounts of cash/drugs, flaunting expensive items, aligning themselves with a gang/negative peer group:
      ▪ Displaying gang signs and wearing gang-specific apparel.
      ▪ References to known gang abbreviations, symbols, colours in online posts, identifiers and documented interactions.

4. **Hate/Racism or Radicalization**
   o Targeting specific groups/individuals, use of hate speech, symbolism, promoting and producing propaganda, discrimination, shared ideologies connected to right-wing violent extremist and supremacist groups, grooming by radicalized groups.

5. **Miscellaneous Illegal Activity**
   o Arson, theft, vandalism and trespassing on school property.

6. **Mental Health Concerns**
   o Broad category that encapsulates any signs of depression, anxiety, eating disorders and body dysmorphia.

7. **Negative Digital Climate/Culture**
   o Meme/Tea/Confession pages where social media posts occasionally consist of crude, derogatory, defamatory material, and often identify as a school affiliated page which impacts the culture and climate of the school community.

8. **Non-Suicidal Self-Harm (NSSH)**

9. **Passed Away**
   o *Identified youth recently passed away. Checking social media networks of peers and monitoring for any risk of contagion and overall traumatic impact among peers.*

10. Physical Violence
  o Non-consensual fights, physical assault.

11. Risk of Sextortion
  o Posting sexually suggestive/explicit images, significant inappropriate sexual interactions/correspondence with other youth and adults.

12. School Community Concerns
  o Concerns about adults, staff and school.

13. Sexual Assault
  o Allegations, response and contagion.

14. Substance Use Concerns
  o Substantial and disruptive use of marijuana/alcohol or use of harder drugs (LSD, Xanax, codeine, etc.) *Distribution of substances is identified as a pathway to gang-associated behaviour.

15. Suicidal Ideation
  o Expressing thoughts of suicide.
  o Additional factors/behaviours that may increase an individual's risk of suicide.

16. Death by Suicide
  o Checking social media networks of peers and monitoring for any risk of contagion and overall traumatic impact among peers.

17. Threat-Related Behaviour
  o Direct or indirect threats towards another individual, establishment or group.
  o Behaviours consistent with a threat such as rehearsal behaviour, accessing the means to carry out the threat, evidence of planning, research or inordinate knowledge of previous mass killings and the killers.

18. Prohibited or Restricted Weapons and Other Related Items
  o Objects that appear similar to that of knives/swords, mace/bear spray, brass knuckles, batons and other objects being used for unintended purposes (e.g., possession of a baseball bat with intent to harm others, not for baseball practice).

Purpose of Report

The Two-Year Comprehensive Trend Analysis Report provides a year-over-year comparison of concerning student behaviours identified in BC public and independent schools from March 1, 2019 to February 28, 2021. This analysis gives insight into how concerning behaviours compare between the year before the onset of the COVID-19 pandemic and the year while public health measures were in effect to mitigate the impact of COVID-19.

The comprehensive, comparative data in this report is aggregated provincially and by the six British Columbia School Superintendents Association (BCSSA) chapters that are referred to as regions in this report.

Sections of the report include:

- Breakdown of school districts within the six regions,
- Training Evaluations including Qualitative Data and Satisfaction Levels,
- Information on Categories of Concern,
- Comparative Trends related to Critical Incidents/Case Consultations and WOBs,
- *erase*|Report It Tips.

Note: Data regarding concerning student behaviours in independent schools was not broken down regionally given the number of independent schools in the province.

Summary of Report

Training Evaluations
Data is based on evaluations received.

Qualitative Data – Attendance and Satisfaction Level

Key Observations
- Need for additional training and more time.
- Knowledge transfer to enhance professional practice and share information with colleagues and law enforcement.

Attendance

Percentage of Attendees that Provided Feedback
- Basic Digital Threat Assessment (DTA) - 59.9%
- Advanced DTA - 23.7%
- Basic Violent Threat Risk Assessment (VTRA) - 44.5%
- Advanced VTRA - 74.4% (evaluation forms handed out and collected by the trainers)

- Hybrid VTRA/DTA - 30.6%
- Ensuring Safe and Caring School Communities – 51.5%
- Trauma Informed School Practices for Ensuring Mental Wellness – 44.4%

Key Observations

- Evaluation forms handed out and collected by the trainers generated a higher number of responses compared to the online evaluation forms with a three-day period to provide feedback.

Satisfaction Level

Satisfaction levels are based on a scale of 1-5. Data aggregated in this section was based on 4 (Very Satisfied) and 5 (Extremely Satisfied). The following provides a summary from responses received:

- Basic DTA: good use of your time - 94.6%
- Advanced DTA: knowledge transfer - 71.9% satisfaction level - 82.1%
- Basic VTRA: value of the training to your school/district - 94%
- Advanced VTRA: value of the training to your school/district - 96%
- Ensuring Safe and Caring School Communities - value in evaluating climate/culture - 94.2% increasing connectedness - 93.4% and value in addressing bullying - 92%
- Hybrid VTRA/DTA - effectiveness in identifying and assessing online activity - 77.5%, best practices for privacy/security in online navigation - 74.8%, strategies to respond to cyberbullying/online racism - 66.7% and knowledge transfer - 88.9%
- Trauma Informed School Practices for Ensuring Mental Wellness: satisfaction level - 95.5%

Key Observations

- Overall satisfaction levels for various aspects of the trainings were over the 90th percentile for very satisfied and extremely satisfied.
- Hybrid VTRA/DTA satisfaction levels for very satisfied and extremely satisfied were below the 80th percentile.
  - Attendees continually share that this training needs to be longer to ensure comprehensive understanding and application of Behavioural and Digital Threat Assessment.

Comparative Trends: Critical Incidents/Case Consultations

Monthly Provincial Analysis of Critical Incidents/Case Consultation for Each Category of Concern - Public School Districts and Independent Schools

March 2020 - June 2020

- Reduction in Critical Incidents/Case Consultations with a significant reduction in School/Community Concerns when schools transitioned to remote learning from March 2020 to June 2020.
- Increase in Critical Incidents/Case Consultations when in-class learning resumed.

September 2020 - December 2020

- September 2020 – Increase in Negative Digital Climate/Culture compared to September 2019.
- October 2020 – Increase in Negative Digital Climate/Culture, Hate/Racism or Radicalization and Risk of Sextortion compared to October 2019.
- November 2020 – Increase in Hate/Racism or Radicalization and Mental Health Concerns compared to November 2019.
- December 2020 – Increase in Negative Digital Climate/Culture and Mental Health Concerns compared to December 2019.

January 2021 - February 2021

- January 2021 – Increase in Bullying/Cyberbullying, Negative Digital Climate/Culture, and Threat-Related Behaviour compared to January 2020.
- February 2021 – Increase in Risk of Sextortion, Threat-Related Behaviour, Gang-Associated Behaviour and Hate/Racism or Radicalization compared to February 2020.

Key Observations: March 2019 - February 2020

- March 2019 to June 2019 - Concerns relating to Firearms, Gang-Associated Behaviour, School Community Concerns, Threat-Related Behaviour, and Weapons were higher before the pandemic than for the same months during the pandemic.
- November 2019 - Significantly higher number of incidents involved Bullying/Cyberbullying and Threat-Related Behaviour than in November 2020.

Key Observations: March 2020 - February 2021

- Increase in Risk of Sextortion in May and October 2020; January and February 2021.
  - Potential Hypothesis - Possible connection to rise in popularity of anonymous chat apps/websites (Yubo, Omegle and image boards).
- Increase in October 2020 incidents were pandemic related safety concerns.

- Increase in Threat-Related Behaviour in September and October 2020; January and February 2021.
- Increase in Critical Incidents when school resumed in September 2020 compared to September 2019.
- Increase in Negative Digital Climate/Culture, Hate/Racism or Radicalization in October and November 2020.
  - Potential Hypothesis – Increased international awareness regarding high-profile acts of violence, racism/hate and international political issues.
- Increase in Mental Health concerns in November and December 2020.
  - Potential Hypothesis – Consistent with other agencies' concerns related to multiple risk enhancers as a result of the pandemic.
- Increases in Risk of Sextortion, Threat Related Behaviour, Gang-Associated Behaviour in January and February 2021.
  - Potential Hypothesis – Strong correlation between the increased use of social media and online negative peer connections. These behaviours are consistent with the overall concerning online behaviours observed since the onset of the pandemic.

Monthly Provincial Analysis of Number of Critical Incidents/Case Consultations - Independent Schools

March 2019 – February 2020

- March 2019 – Incidents spread across numerous Categories of Concern.
- March to June 2019 - Concerns related to Negative Digital Climate/Culture, School Community Concerns and Threat-Related Behaviour were higher before the pandemic than for the same months during the pandemic.
- October 2019 – A number of incidents were related to Mental Health Concerns. No incidents involved Mental Health Concerns in October 2020.
- January 2020 - Greater number of incidents involving Threat-Related Behaviour compared to January 2021.

May 2020 – November 2020

- May 2020 - Increase in Risk of Sextortion and Sexual Assault compared to May 2019.
- September 2020 – Single incident related to Hate/Racism or Radicalization.
- November 2020 - Increase in Mental Health Concerns compared to November 2019.

Monthly Regional Analysis of Number of Critical Incidents/Case Consultations - Public School Districts

Key Observations – Regional

Across all regions when compared to the period before the pandemic:

- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, and Hate/Racism or Radicalization.
- Reduction in School Community Concerns, Weapons, Physical Violence, Suicidal Ideation, Gang-Associated Behaviour, Firearms, students who have Passed Away, and Deaths by Suicide.

FRASER VALLEY

March 2019 – February 2020

- March to June 2019 - Greater number of incidents involved School Community Concerns during this period compared to the same months during the pandemic.
- November 2019 – Incidents primarily involved Threat-Related Behaviour.
- January 2020 – Incidents spread across numerous Categories of Concerns.

March 2020 – February 2021

- June 2020 - Most incidents involved Gang-Associated Behaviour and Hate/Racism or Radicalization.
- September 2020 - Most incidents involved Hate/Racism or Radicalization.
- October 2020 - Increase in Risk of Sextortion and Threat-Related Behaviour compared to October 2019.
- November 2020 - Increase in Hate/Racism or Radicalization compared to November 2019.
- December 2020 - Increase in Threat-Related Behaviour compared to December 2019.
- January 2021 - Increase in Bullying/Cyberbullying, Threat-Related Behaviour, Physical Violence and Negative Digital Climate/Culture compared to January 2020.
- February 2021 - Increase across numerous Categories of Concern compared to February 2020.

KOOTENAY-BOUNDARY

March 2019 – February 2020

- More incidents involved School Community Concerns during this period compared to the same months during the pandemic.

March 2020 – February 2021

- April 2020 - Most incidents involved Risk of Sextortion and Threat Related Behaviour.
- May 2020 - Most incidents involved Negative Digital Climate/Culture and Threat-Related Behaviour.
- June 2020 – Single incident involved Risk of Sextortion.

- September 2020 – Single incident involved Bullying/Cyberbullying.
- October 2020 - Notable spike in Threat-Related Behaviour.
- November 2020 – Incidents primarily consisted of Risk of Sextortion and Threat-Related Behaviour.
- December 2020 - Incidents primarily consisted of Bullying/Cyberbullying and Non-Suicidal Self-Harm.
- January 2021 - Incidents primarily consisted of Negative Digital Climate/Culture and Physical Violence.
- February 2021 - Increase in Hate/Racism or Radicalization compared to February 2020.

METRO

March 2019 – February 2020

- March 2019 to June 2019 – Greater number of incidents involved Gang-Associated Behaviour, School Community Concerns, Threat-Related Behaviour and Weapons during this period compared to the same months during the pandemic.
- May 2019 - Significantly more incidents involved weapons compared to May 2020.
- November to December 2019 - Greater number of incidents involved Bullying/Cyberbullying than for the same months during the pandemic.

March 2020 – February 2021

- March 2020 - Incidents across numerous Categories of Concern compared to May 2019.
- April 2020 - Increase in Negative Digital Climate/Culture compared to April 2019.
- September 2020 - Increase in Negative Digital Climate/Culture compared to September 2019.
- October 2020 - Increase in School Community Concerns and Threat-Related Behaviour compared to October 2019.
- January 2021 - Significant increase in Threat-Related Behaviour, Weapons, Sextortion and Gang-Associated Behaviour compared to January 2020.
- February 2021 - Significant increase in Threat-Related Behaviour, Weapons, Sextortion and Gang-Associated Behaviour compared to February 2020.

NORTHERN

March 2019 – February 2020

- May 2019 - Greater number of incidents involved School Community Concerns than May 2020.
- December 2019 to January 2020 - Incidents spread across numerous categories of concern.
- February 2020 – Greater number of incidents involved Physical Violence compared to February 2021.

March 2020 – February 2021

- March 2020 - Incidents across numerous categories of concern.

- April 2020 - Most incidents involved Negative Digital Climate/Culture.
- September, October & November 2020 - Increase in Threat-Related Behaviour than for the same months before the pandemic.
- December 2020 – Increase in Mental Health Concerns compared to December 2019.
- January 2021 - Increase in Threat-Related Behaviour compared to January 2020.

THOMPSON-OKANAGAN

March 2019 – February 2020

- April 2019 - Greater number of incidents involved Mental Health Concerns compared to April 2020.
- May 2019 - Incidents spread across numerous Categories of Concern.
- June 2019 - Greater number of incidents involved Risk of Sextortion compared to June 2020.
- November to December 2019 - Greater number of incidents involved Threat-Related Behaviour compared to the same months during the pandemic.

March 2020 – February 2021

- March 2020 - Incidents across numerous Categories of Concern.
- October, November & December - Most incidents involved Threat-Related Behaviour.
- January 2021- Most incidents involved Threat-Related Behaviour.
- February 2021 - Incidents across numerous Categories of Concern.

VANCOUVER ISLAND

March 2019 – February 2020

- March to June 2019 - Greater number of incidents involved Risk of Sextortion, Suicidal Ideation and Weapons compared to the same months during the pandemic.
- October to December 2019 - Incidents spread across numerous Categories of Concern.
- February 2020 - Incidents spread across numerous Categories of Concern.

March 2020 – February 2021

- March 2020 - Increase in School Community Concerns compared to March 2019.
- May 2020 - Mental Health Concerns and Negative Digital Climate/Culture compared to May 2019.
- June 2020 - Increase in Hate/Racism or Radicalization and Negative Digital Climate/Culture compared to June 2019.
- September & October 2020 - Increase in Negative Digital Climate/Culture compared to September and October 2019.
- December 2020 - Incidents across numerous Categories of Concern compared to December 2019.
- January and February 2021 - Increase in incidents across numerous Categories of Concern compared to January and February 2020.

Annual Provincial Analysis of Critical Incidents/Case Consultations by Categories of Concern - Public School Districts and Independent Schools

Key Observations

- There were increases in Threat Related Behaviour, Negative Digital Climate/Culture, and Hate/Racism or Radicalization when compared to the pre-pandemic period.
- Categories of Concern that saw a reduction in Critical Incidents following the onset of the pandemic - School Community Concerns, Weapons, Physical Violence, Suicidal Ideation, Gang-Associated Behaviour, Firearms, student passed Away and Death by Suicide.

Annual Provincial Analysis of Critical Incidents/Case Consultations by Categories of Concern - Independent Schools

Key Observations
- No notable increase in Categories of Concern following the onset of the pandemic.
- Reduction in threats and school concerns following the onset of the pandemic.

Comparative Trends: Worrisome Online Behaviour (WOB) Reports

Annual Provincial Analysis of Worrisome Online Behaviour Observed by Categories of Concern – Public School Districts

Key Observations

- Increases during the pandemic included Weapons, Risk of Sextortion, Negative Digital Climate/Culture, Non-Suicidal Self-Harm and Bullying/Cyberbullying.
- Sexual Assault and School Community Concerns increased slightly during the pandemic.
- Mental Health, Substance Use and Firearm concerns increased during the pandemic.
- Gang-Associated Behaviours, Threat-Related Behaviours and Physical Violence numbers during the pandemic were consistent with numbers before the pandemic.
- Non-Suicidal Self-Harm increased, however, overall observations of Suicidal Ideation decreased slightly.
- Miscellaneous Illegal Activity and Hate/Racism and Radicalization decreased slightly.
- Slight increase in Sexual Assault was identified.

Comparative Analysis of Critical Incidents/Case Consultations and WOB Reports

Key Observations

Bullying/Cyberbullying

- There has been a significant increase in the identification of Bullying/Cyberbullying behaviours during the pandemic, specifically October 2020 to February 2021. With the rise of the behaviours identified, there has been an increase in requests for consultation/support.

Firearms

- There was a significant increase of students with Firearms, starting in February 2020 with an increased number during remote learning March through June 2020.

Gang-Associated Behaviour

- There was an increase in the identification of Gang-Associated Behaviour during the pandemic throughout the months of March to June 2020 with an additional notable increase from January to March 2021.
- The greatest number of Gang-Associated Behaviours identified overall was in October 2019.

Hate/Racism or Radicalization

- There was an increase in the identification of Hate/Racism or Radicalization behaviours specifically during remote learning from March to June 2020.
- The months with the highest number of behaviours identified were before the pandemic – September through November 2020.

Miscellaneous Illegal Activity

- There was a significant increase in the identification of Illegal Activity starting from February to June 2020.
- The month with the highest number of identified behaviours related to Miscellaneous Illegal Activity before the pandemic was October 2019.

Mental Health Concerns

- There was a significant increase in the identification of Mental Health Concerns during remote learning in March to June 2020 and elevated in November 2020 to March 2021.
- October 2019 had the greatest number of identified Mental Health Concerns.

Negative Digital Climate/Culture

- A significant increase in the identification of Negative Digital Climate/Culture during the pandemic required an increased need for consultation/support to address and respond to the impact.
- Before the pandemic in September 2019, there was the highest number of identified concerns relating to Negative Digital Climate/Culture.

Non-Suicidal Self Harm (NSSH)

- There was a significant increase in the identification of Non-Suicidal Self-Harm every month during the pandemic with the exception of October 2020 which led to an increased need for consultation/support and resources.
- Before the pandemic the highest number of Non-Suicidal Self-Harm Behaviours were identified in October 2019.

Physical Violence

- There was an increase in the identification of incidents of Physical Violence during the pandemic March to June 2020.
- The month with the highest number of identified behaviours related to Physical Violence before the pandemic was October 2019.

Risk of Sextortion

- There was a significant increase in the identification of and the need for consultation and support for addressing Risk of Sextortion concerns during the pandemic.
- The greatest months of concern were March to June 2020 and January to March 2021.

Substance Use Concerns

- Substance Use Concerns identified were the highest from March to June 2020 compared to the same months prior to the pandemic.

Suicidal Ideation

s.19

Threat-Related Behaviour
- There has been a significant increase in the number of requests for consultation/support since September 2020 and is ongoing.

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- There was a significant increase in the identification of Threat-Related Behaviour during the pandemic from March to May 2020 in comparison to the same time period before the pandemic.

Weapons

- There was a significant increase in the identification of Weapons related content in February 2019 to June 2020.
- There was a spike in Weapon related content identified January to March 2021.

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Comparative Trends: *erase*|Report It Tips

- The number of *erase*|Report It Tips were significantly higher before the pandemic.
- During the pandemic there were challenges promoting the reporting tool due to school closures and limited opportunities.
- The months with the greatest number of Tips were November 2019 to February 2020 largely due to the Ministry of Education's commitment to provide a substantial number of student education sessions to promote the appropriate use of the *erase*|Report It tool, cyberbullying prevention and digital safety.
- There was an increase in Tips in the 2020/21 school year compared to previous years regarding Sextortion, Negative Digital Climate/Culture, Hate/Racism or Radicalization and Suicidal Ideation.

British Columbia School Superintendents Association (BCSSA) Regions

Data in this report for public school districts is aggregated into six regions defined by the BCSSA chapters[1]. Data for independent schools is aggregated provincially and not by region.

The following page contains a detailed list of how each of the public-school districts is assigned to a BCSSA Region.
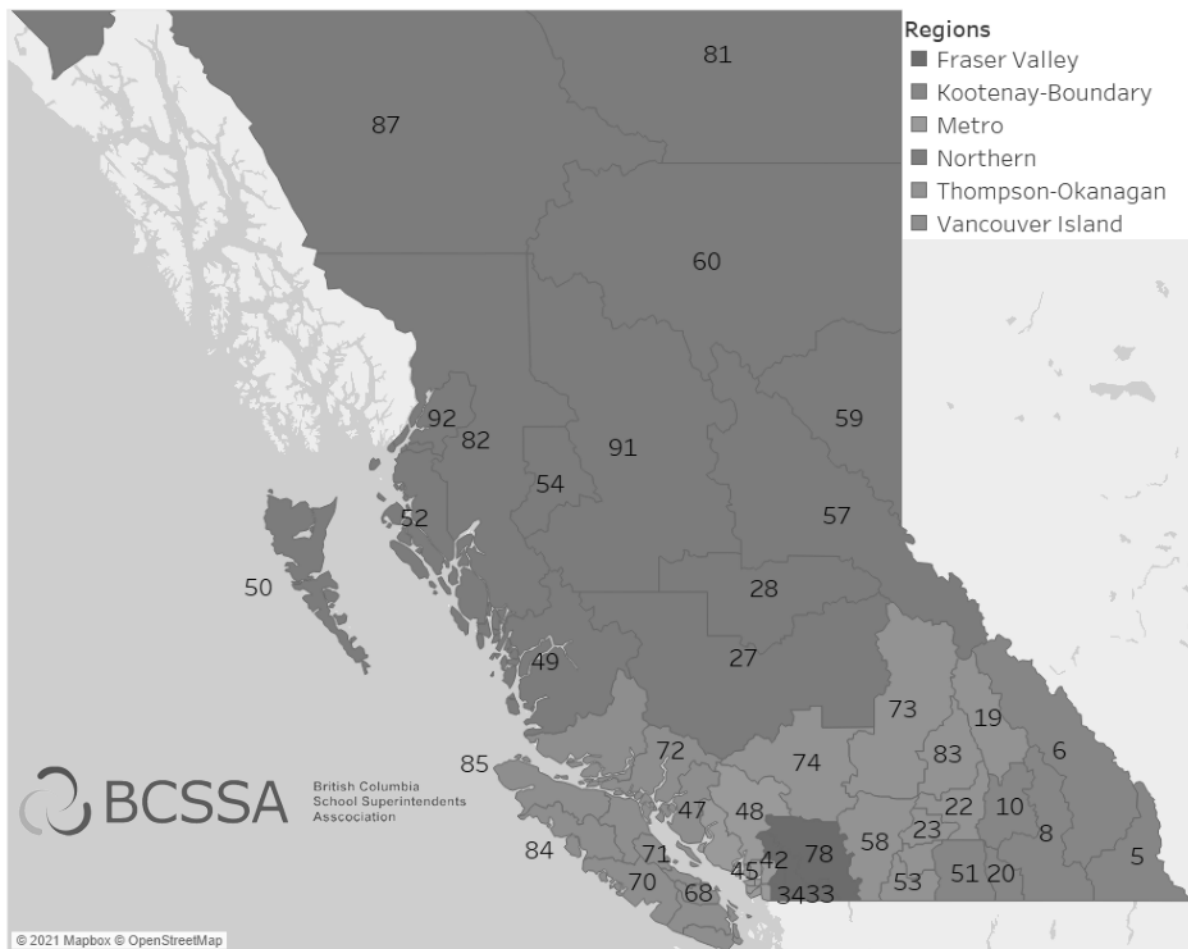
Number labels indicate the associated school district number for a given area.

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[1] https://bcssa.org/about-us/chapters/

Fraser Valley

- SD33 Chilliwack
- SD34 Abbotsford
- SD35 Langley
- SD42 Maple Ridge – Pitt Meadows
- SD75 Mission
- SD78 Fraser-Cascade

Kootenay-Boundary

- SD05 Southeast Kootenay
- SD06 Rocky Mountain
- SD08 Kootenay Lake
- SD10 Arrow Lakes
- SD20 Kootenay-Columbia
- SD51 Boundary

Metro

- SD36 Surrey
- SD37 Delta
- SD38 Richmond
- SD39 Vancouver
- SD40 New Westminster
- SD41 Burnaby
- SD43 Coquitlam
- SD44 North Vancouver
- SD45 West Vancouver
- SD46 Sunshine Coast
- SD48 Sea to Sky
- SD93 Conseil Scolaire Francophone

Thompson-Okanagan

- SD19 Revelstoke
- SD22 Vernon
- SD23 Central Okanagan
- SD53 Okanagan-Similkameen
- SD58 Nicola-Similkameen
- SD67 Okanagan-Skaha
- SD73 Kamloops-Thompson
- SD74 Gold Trail
- SD83 North Okanagan-Shuswap

Northern

- SD27 Cariboo-Chilcotin
- SD28 Quesnel
- SD49 Central Coast
- SD50 Haida Gwaii
- SD52 Prince Rupert
- SD54 Bulkley Valley
- SD57 Prince George
- SD59 Peace River South
- SD60 Peace River North
- SD81 Fort Nelson
- SD82 Coast Mountains
- SD87 Stikine
- SD91 Nechako Lakes
- SD92 Nisga'a

Vancouver Island

- SD47 Powell River
- SD61 Greater Victoria
- SD62 Sooke
- SD63 Saanich
- SD64 Gulf Islands
- SD68 Nanaimo-Ladysmith
- SD69 Qualicum
- SD70 Pacific Rim
- SD71 Comox Valley
- SD72 Campbell River
- SD79 Cowichan Valley
- SD84 Vancouver Island West
- SD85 Vancouver Island North

TRAINING EVALUATIONS

Training Evaluations

Below are responses received from the following trainings: Basic Digital Threat Assessment (DTA), Advanced Digital Threat Assessment (DTA), Basic Violent Threat Risk Assessment (VTRA), Advanced Violent Threat Risk Assessment (VTRA), Ensuring Safe and Caring School Communities, Hybrid VTRA/DTA, Trauma Informed Return to School, and Trauma Informed School Practices for Ensuring Mental Wellness.

Attendees were asked to provide responses regarding the learning outcomes and other areas of the training and additional resources they would like to see included. A scale of 1 (Very Unsatisfactory) to 5 (Extremely Satisfactory) was utilized for learning outcome data.

*Please note that graphs and qualitative data are not included for the Trauma Informed Return to School trainings as these sessions occurred in the early phase of the pandemic.

Qualitative Data

Basic Digital Threat Assessment

- Additional training (more time for training, more frequent sessions).
- Training tailored to individual communities.
- Interest in educating students on digital safety, insight as to how youth use social media.

Advanced Digital Threat Assessment

- Additional training (more time for training, more frequent sessions).
- Increase time to discuss shared terminology and information sharing process between law enforcement and other community agencies.

Basic Violent Threat Risk Assessment

- What would you like more of?
  - Cry for Help indicators
  - Indicators for primary aged youth
  - Mental Health, Sexting/Sextortion, Online Bullying, Substance Use
- What part(s) of this training is crucial?
  - Threat Assessment techniques
  - Intervention strategies
  - Case studies/real life examples
  - Understanding risk factors
  - Awareness of resources to support in Threat Assessment

Advanced Violent Threat Risk Assessment

22

- Additional training using case studies and providing greater clarity on the interviewing process
- More opportunities for DTA training to apply Advanced VTRA skills
- Increase time to discuss shared terminology and information sharing process between law enforcement and other community agencies

Hybrid VTRA/DTA

- Additional training (more time for training, more frequent sessions)
- Further training on:
  o Hands on exercises
  o Information tailored to law enforcement
- Most important take away/steps you will take after this training?
  o How to navigate social media
  o Updating school safety resources and protocols
  o Establishing an effective VTRA team
  o Promoting *erase*|Report It tool

Ensuring Safe and Caring School Communities

- Further training on:
  o Intervention strategies
  o Assessment of school culture/climate
  o Additional bullying prevention and mental wellness strategies
- What part(s) of this training is crucial?
  o Learning the importance of school culture/climate and connectedness
  o Intervention strategies
  o Resources provided
- Most important take away/steps you will take after this training?
  o Conversations with staff and students about school culture/climate
  o Community building and mentoring
  o Review and update the Code of Conduct

Trauma Informed School Practices for Ensuring Mental Wellness

- Additional training spread across a two-day course
- Most important take away/steps you will take after this training?
  o Ability to identify indicators of trauma/signs of anxiety in students
  o How to support students suffering from trauma
  o Share learning outcomes of session with team

Attendance and Satisfaction Level

Basic Digital Threat Assessment (DTA)

Total Attendees vs. Evaluations Received

Basic DTA

40.1%

59.9%
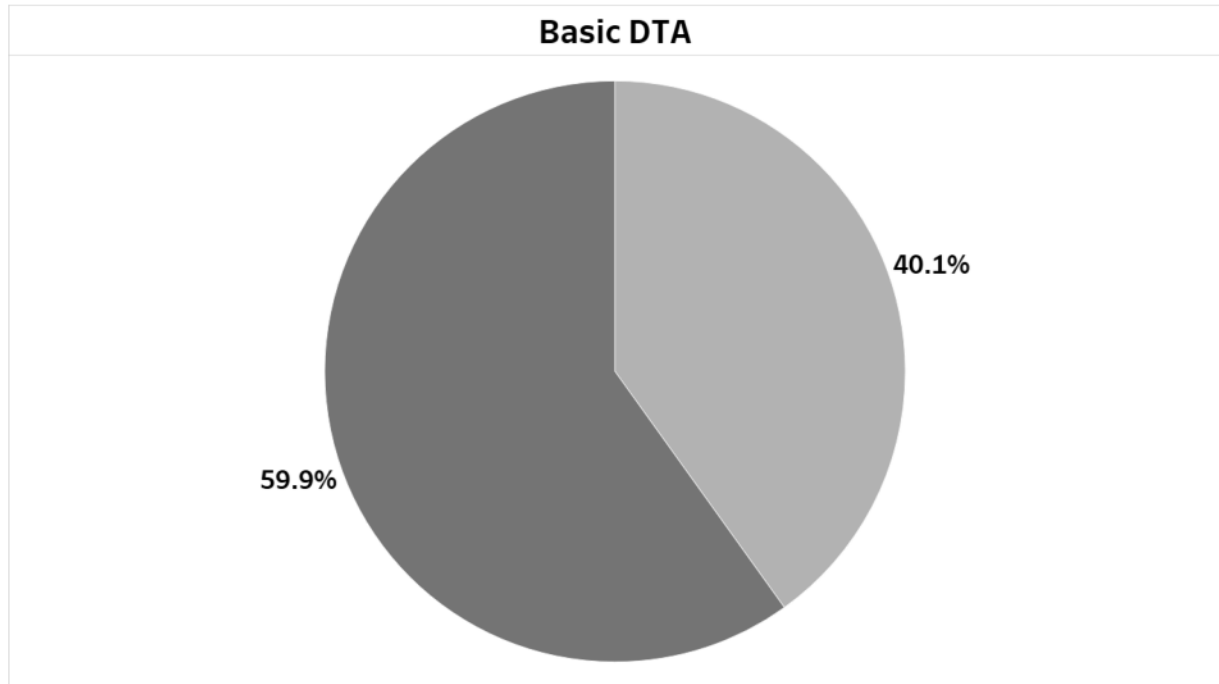
Provided Feedback
- No
- Yes

Attendees rated the training on a scale of 1-5. Dark blue denotes a rating of "Very Satisfactory" or better (4 or 5) and light blue represents a rating of "Not at all, to Satisfactory" (1 to 3).

Evaluations Based on Data Received
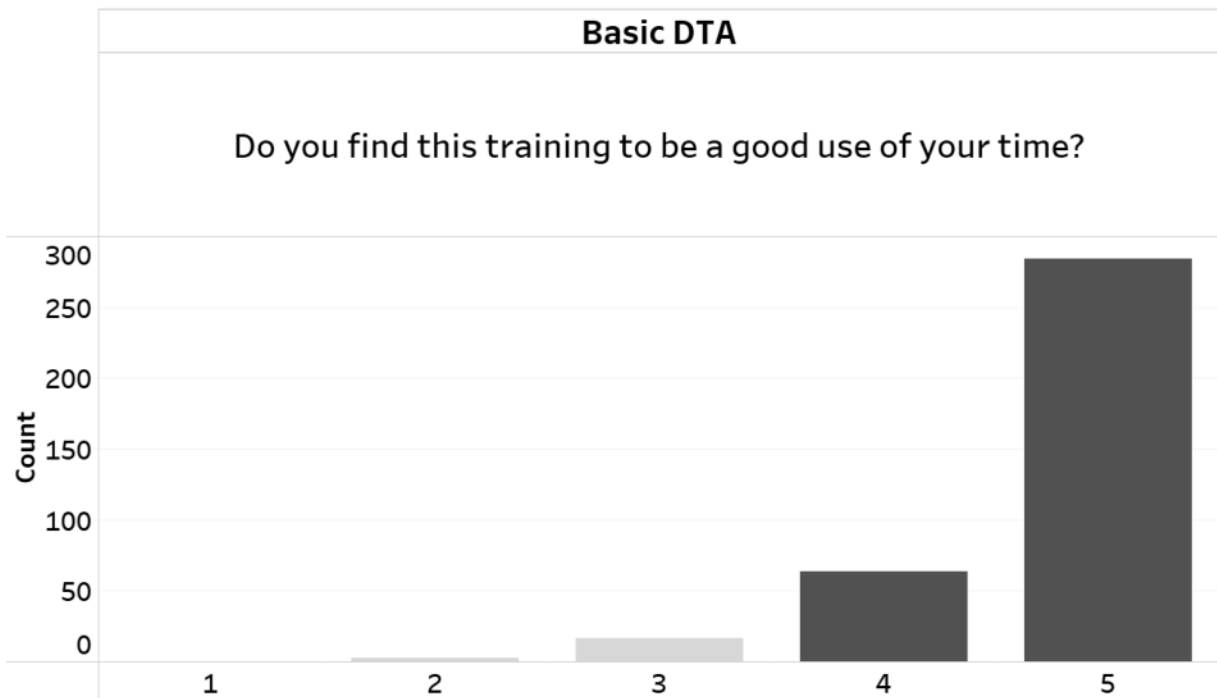
Basic DTA

Do you find this training to be a good use of your time?

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Basic DTA
Do you find this training to be a good use of your time?	5.4 % 94.6 %
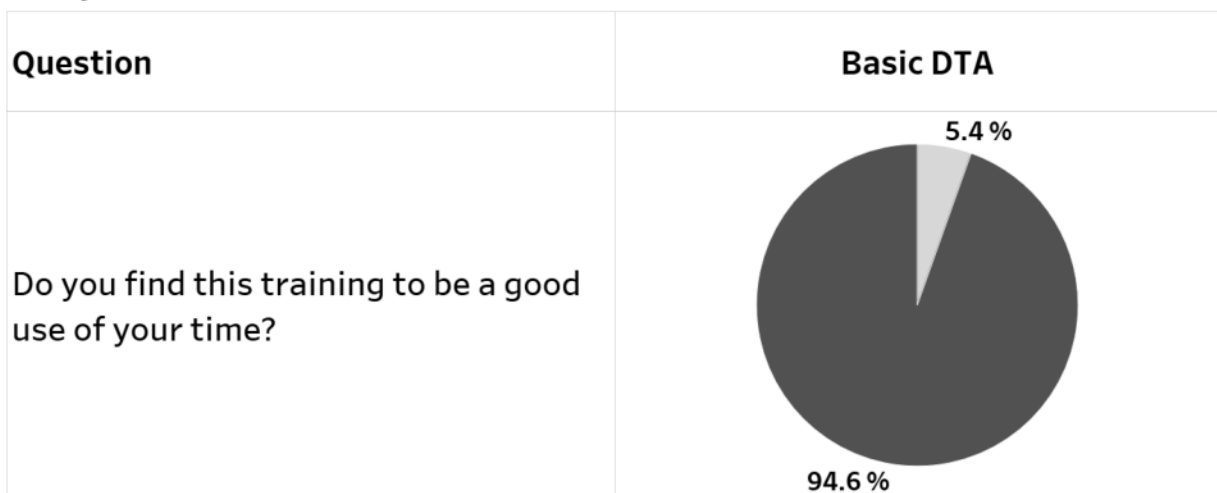
Satisfaction Level
- 3 or Lower
- 4 or Higher

Advanced Digital Threat Assessment

Total Attendees vs. Evaluations Received
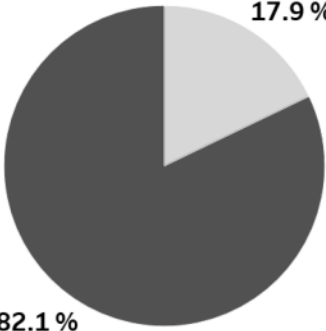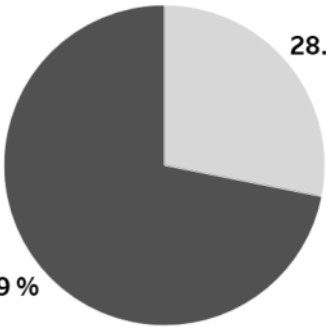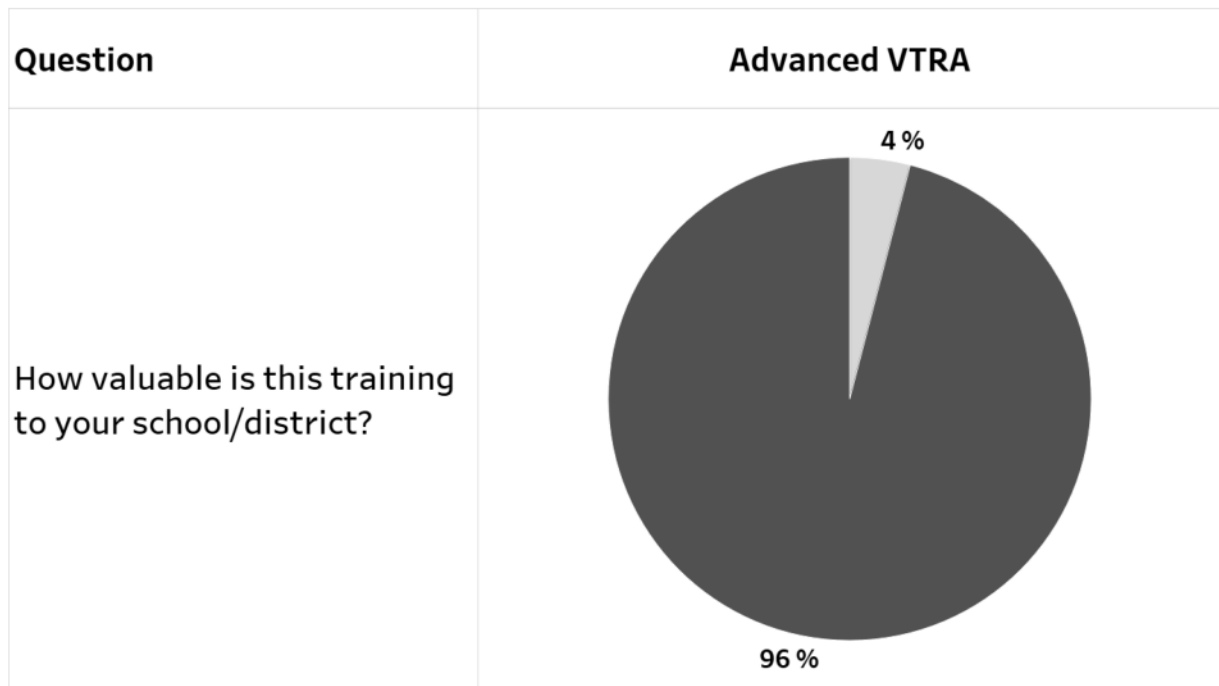

Provided Feedback
- No
- Yes

Evaluations Based on Data Received

Advanced DTA	
	Knowledge Transfer
Overall, I was satisfied with training session.	How likely are you to use the information provided in this training to actively respond to issues in your schools and community (i.e. participation in prevention or intervention activities)?

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Advanced DTA
Overall, I was satisfied with training session.	17.9 % 82.1 %
Knowledge Transfer How likely are you to use the information provided in this training to actively respond to issues in your schools and community (i.e. participation in prevention or intervention activities)?	28.1 % 71.9 %

Satisfaction Level
- 3 or Lower
- 4 or Higher

Basic Violent Threat Risk Assessment (VTRA)

Total Attendees vs. Evaluations Received
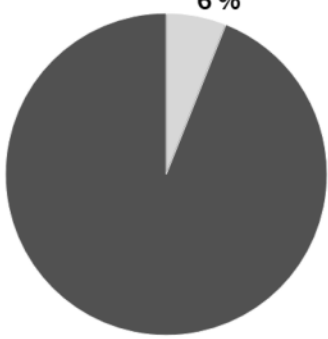
Basic VTRA

44.5%

55.5%

Provided Feedback
- No
- Yes

Evaluations Based on Data Received

Basic VTRA

How valuable is this training to your school/district?

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Basic VTRA
How valuable is this training to your school/district?	6 % 94 %

Satisfaction Level
- 3 or Lower
- 4 or Higher

Advanced Violent Threat Risk Assessment

Total Attendees vs. Evaluations Received
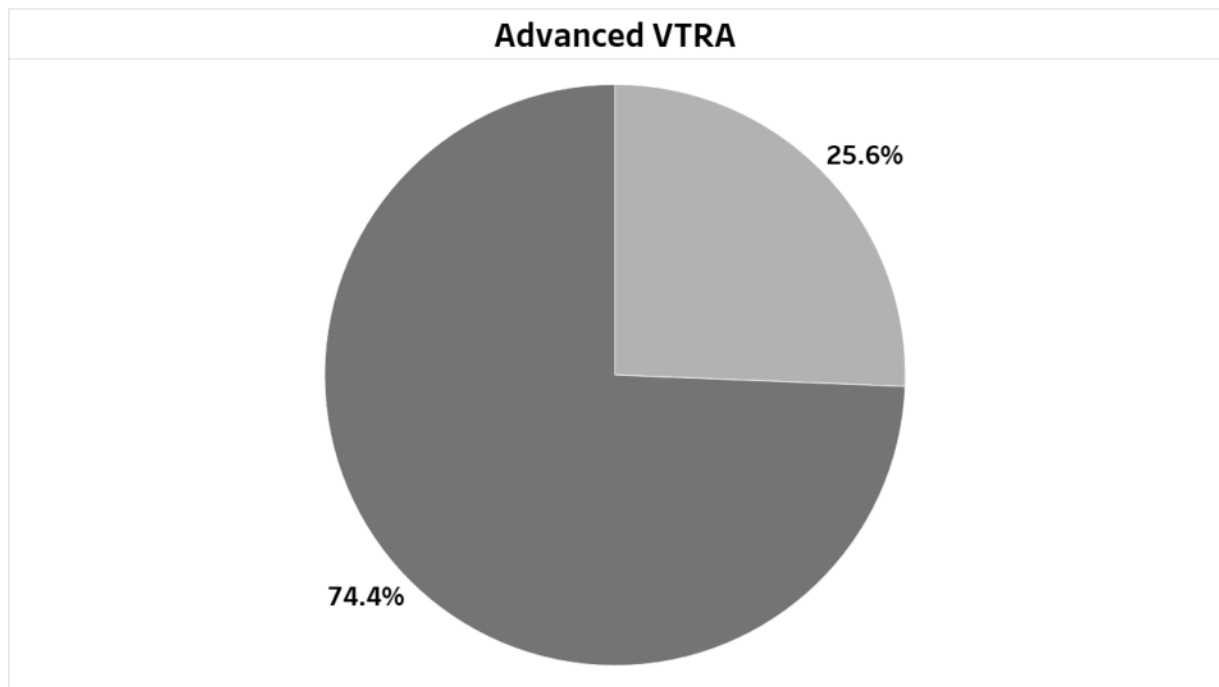
Advanced VTRA

25.6%

74.4%

Provided Feedback
- No
- Yes

Evaluations Based on Data Received

Advanced VTRA

How valuable is this training to your school/district?

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Advanced VTRA
How valuable is this training to your school/district?	4 % 96 %
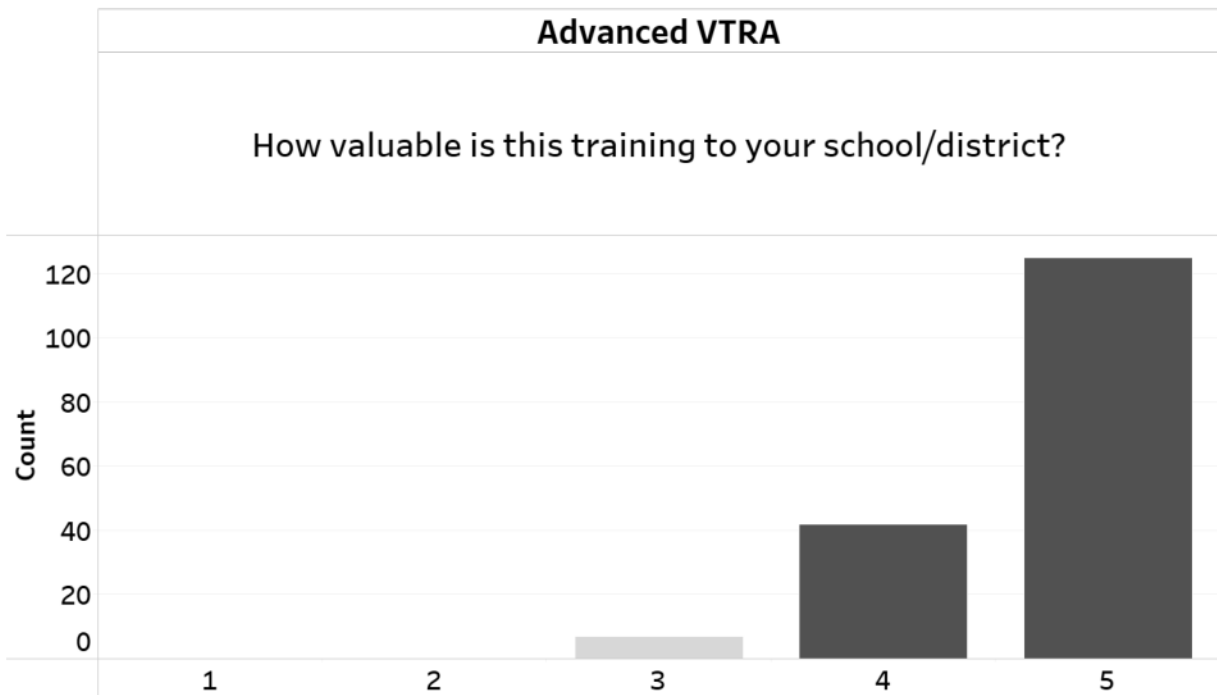
Satisfaction Level
- 3 or Lower
- 4 or Higher

Hybrid – VTRA/DTA

Total Attendees vs. Evaluations Received

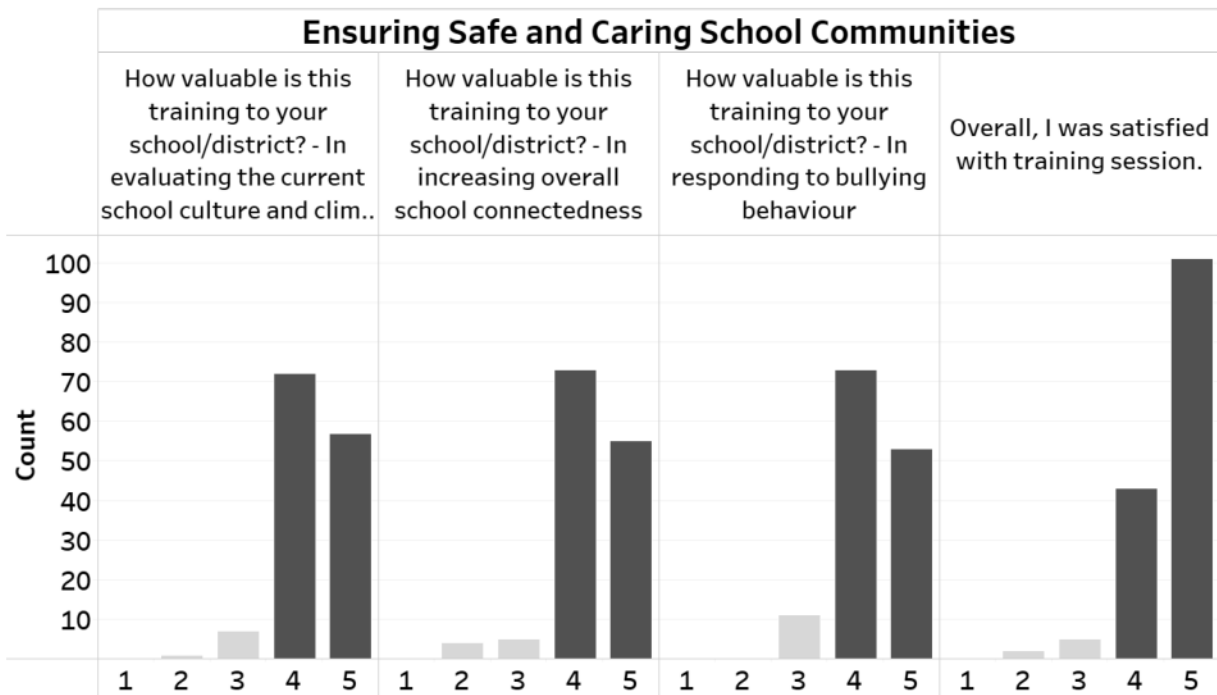**Provided Feedback**
- No
- Yes

Evaluations Based on Data Received

Hybrid			Knowledge Transfer
How effective do you think this training will be in improving your community's ability to: Identify and assess concerning online activity and emerging risk factors?	How effective do you think this training will be in improving your community's ability to: Raise awareness on best practices for privacy and security for online navigation?	How effective do you think this training will be in improving your community's ability to: Raise awareness on how to identify strategies to respond to cyberbullying and online racism?	How likely are you to use the information provided in this training to actively respond to online issues?

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Hybrid
How effective do you think this training will be in improving your community's ability to: Identify and assess concerning online activity and emerging risk factors?	22.5 % / 77.5 %
How effective do you think this training will be in improving your community's ability to: Raise awareness on best practices for privacy and security for online navigation?	25.2 % / 74.8 %
How effective do you think this training will be in improving your community's ability to: Raise awareness on how to identify strategies to respond to cyberbullying and online racism?	33.3 % / 66.7 %
How likely are you to use the information provided in this training to actively respond to online issues?	11.1 % / 88.9 %

Satisfaction Level

- 3 or Lower
- 4 or Higher

Ensuring Safe and Caring School Communities

Total Attendees vs. Evaluations Received
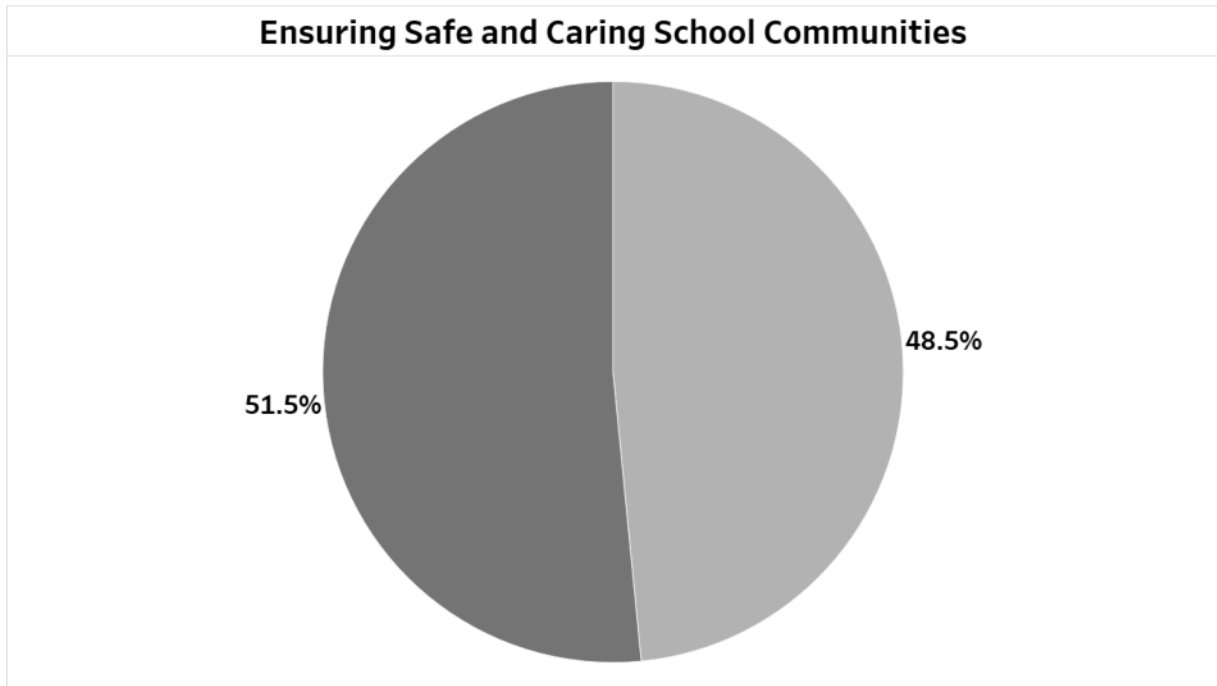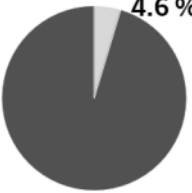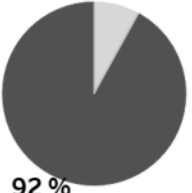
Ensuring Safe and Caring School Communities

51.5%

48.5%

Provided Feedback
- No
- Yes

Evaluations Based on Data Received

Ensuring Safe and Caring School Communities			
How valuable is this training to your school/district? - In evaluating the current school culture and clim..	How valuable is this training to your school/district? - In increasing overall school connectedness	How valuable is this training to your school/district? - In responding to bullying behaviour	Overall, I was satisfied with training session.

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Ensuring Safe and Caring School Communities
Overall, I was satisfied with training session.	4.6 % / 95.4 %
How valuable is this training to your school/district? - In evaluating the current school culture and climate	5.8 % / 94.2 %
How valuable is this training to your school/district? - In increasing overall school connectedness	6.6 % / 93.4 %
How valuable is this training to your school/district? - In responding to bullying behaviour	8 % / 92 %

Satisfaction Level

- ▪ 3 or Lower
- ▪ 4 or Higher

Trauma Informed School Practices for Ensuring Mental Wellness

Total Attendees vs. Evaluations Received
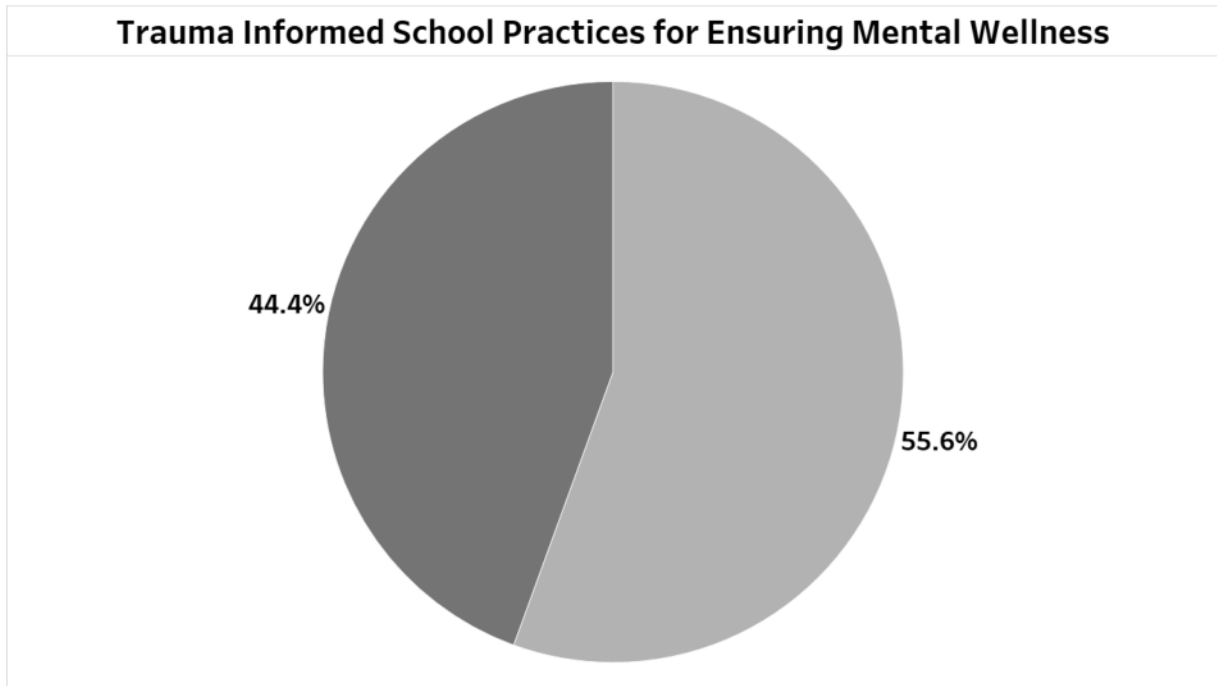
Trauma Informed School Practices for Ensuring Mental Wellness

44.4%

55.6%

Provided Feedback
- No
- Yes

Evaluations Based on Data Received

Trauma Informed School Practices for Ensuring Mental Wellness

Overall, I was satisfied with training session.

Satisfaction Level
- 3 or Lower
- 4 or Higher

Analysis of Feedback Received

Question	Trauma Informed School Practices for Ensuring Mental Wellness
Overall, I was satisfied with training session	4.5 % 95.5 %
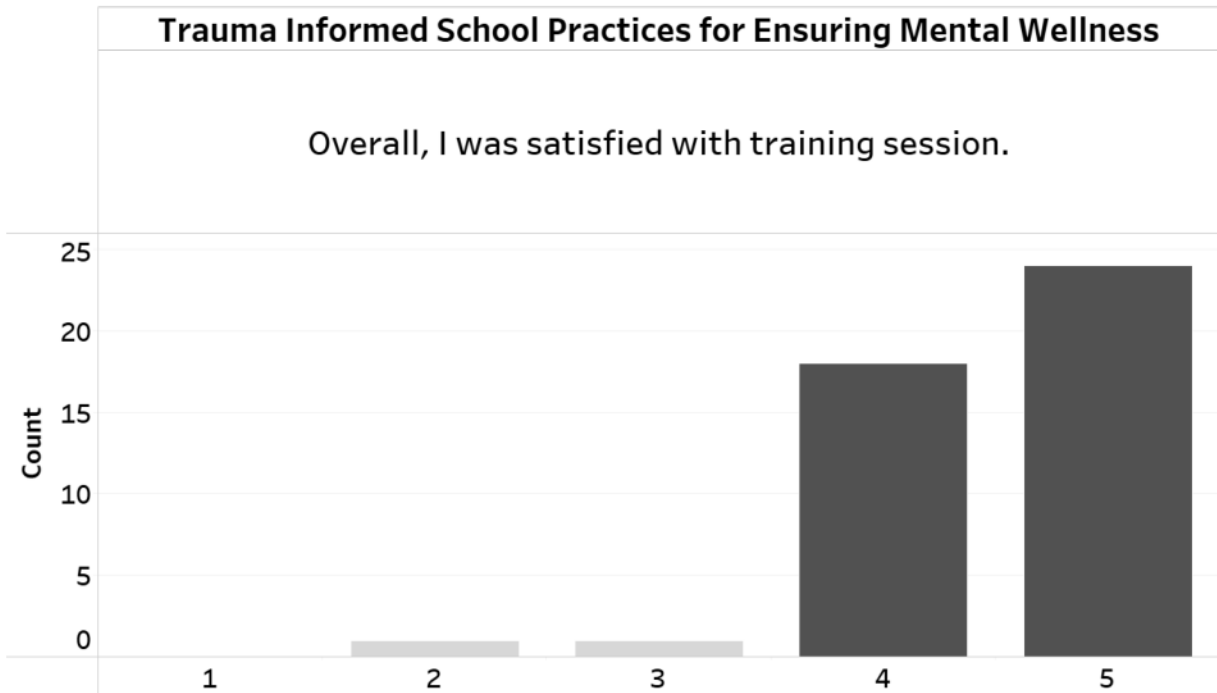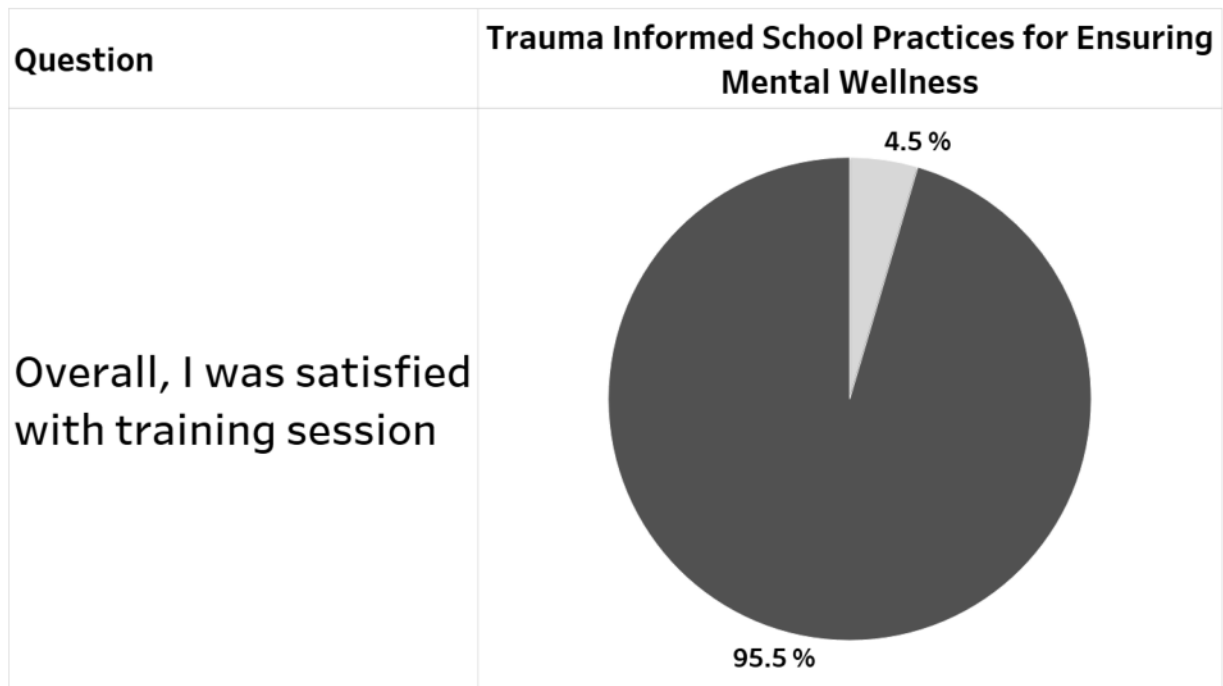
Satisfaction Level
- 3 or Lower
- 4 or Higher

COMPARATIVE TRENDS

Comparative Trends

In the following three sections, we will draw comparative insights from three data sources: Critical Incidents/Case Consultations, Worrisome Online Behaviour Reports (WOBs) and *erase*|Report It Tips.

- **Critical Incidents/Case Consultation:** Reported incident that requires consultation and support.
- **Worrisome Online Behaviour Reports:** An open-source publicly available digital incident where it is deemed necessary to notify the Safe School Coordinators in order to ensure early identification, prevention and intervention measures for the individual(s) associated with the incident.
- **Comparative Analysis of Critical Incidents/Case Consultation and WOBs**
- **erase Report It Tips:** A single Tip submitted through the *erase*|Report It Tool.

CRITICAL INCIDENTS/ CASE CONSULTATIONS

Critical Incidents/Case Consultations

Critical Incidents/Case Consultations are reported incidents that require consultation and support. For the purposes of this report, a Critical Incident may fit multiple Categories of Concern but is only categorized for the primary concern identified.

Monthly Provincial Analysis of Number of Critical Incidents/Case Consultations - Public School Districts and Independent Schools

The below graph represents the total number of Critical Incidents/Case Consultations before the pandemic (denoted in blue). Critical Incidents/Case Consultations during the pandemic are denoted in orange.

Critical Incidents/Case Consultations by Month
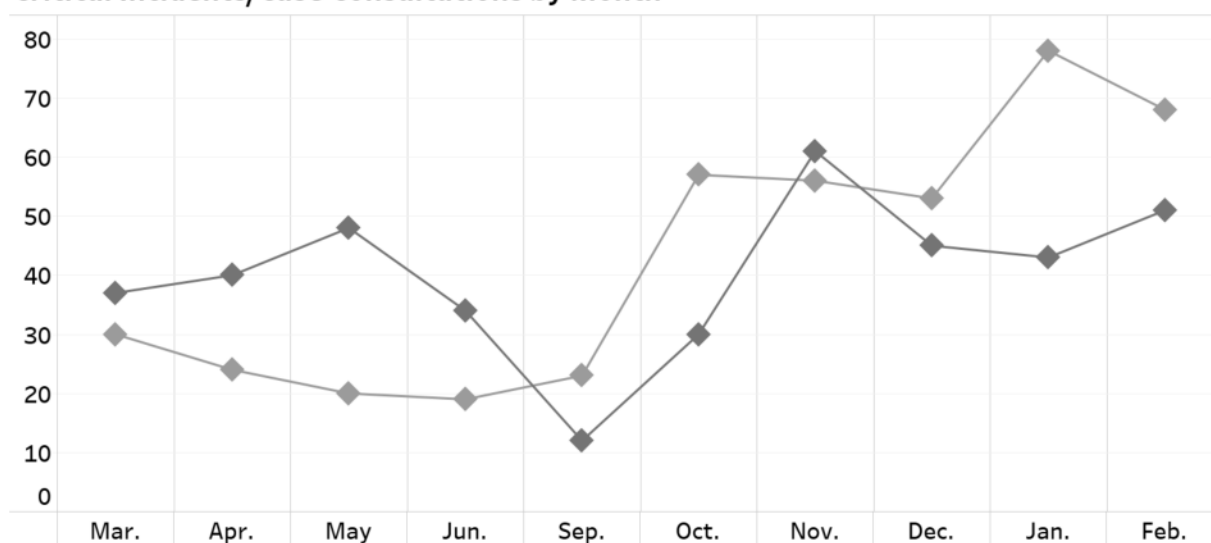
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Annual Provincial Analysis of Critical Incidents/Case Consultations by Category of Concern - Public School Districts and Independent Schools

Critical Incidents/Case Consultations by Category of Concern

Threat-Related Behaviour	Negative Digital Climate/ Culture	Risk of Sextortion	Hate/Racism or Radicalization	Mental Health Concerns	Bullying/ Cyberbullying	Sexual Assault	Illegal Activity Misc.	Non-Suicidal Self-Harm	Substance Use Concerns

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Critical Incidents/Case Consultations by Category of Concern

School Community Concerns	Weapons	Physical Violence	Suicidal Ideation	Gang-Associated Behaviour	Firearms	Death by Suicide	Passed Away
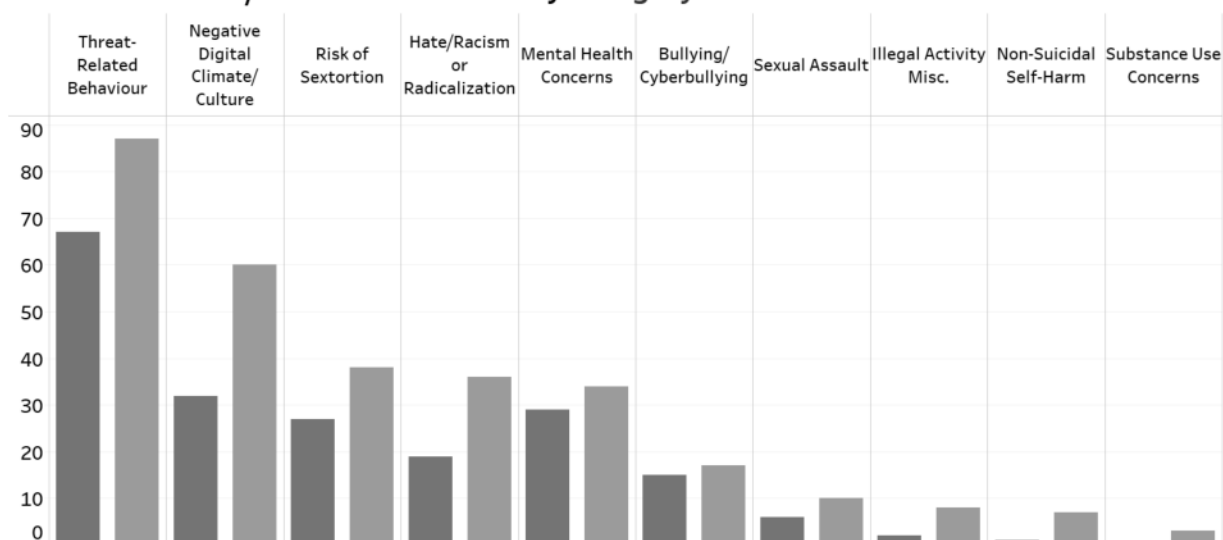
Pandemic

- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Monthly Provincial Analysis of Critical Incidents/Case Consultations for Each Category of Concern – Public School Districts and Independent Schools

Threat-Related Behaviour

Critical Incidents/Case Consultations by Month
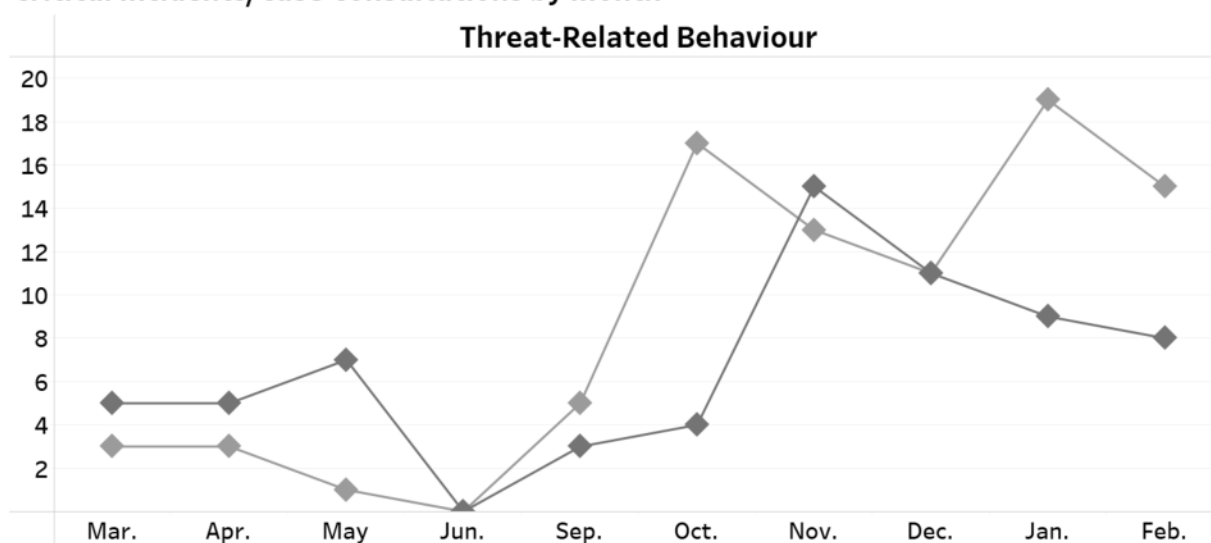
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Negative Digital Climate/Culture

Critical Incidents/Case Consultations by Month
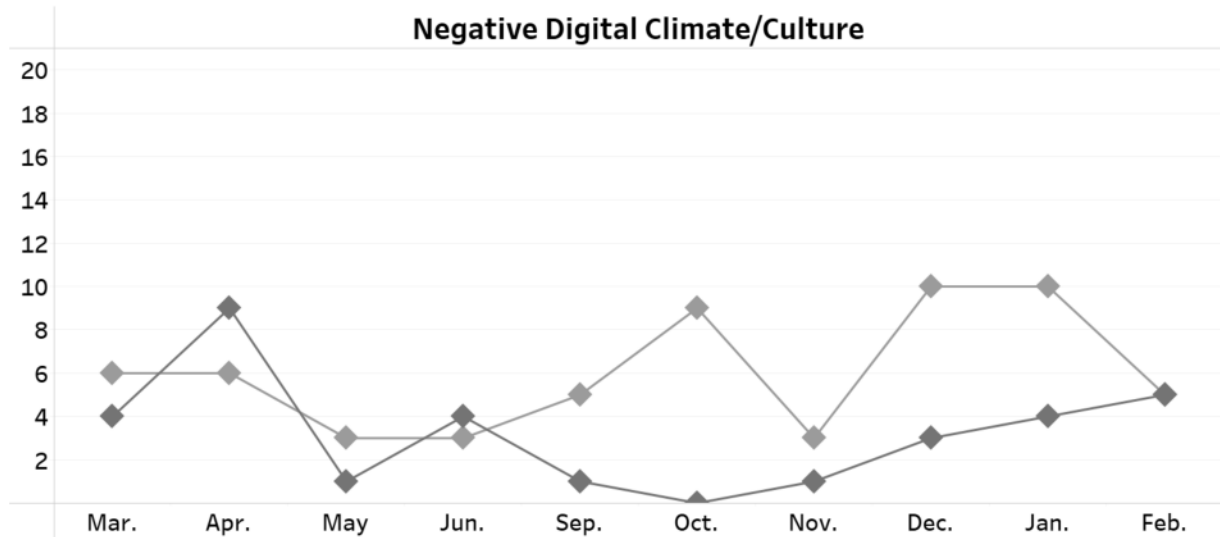
Negative Digital Climate/Culture

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Risk of Sextortion

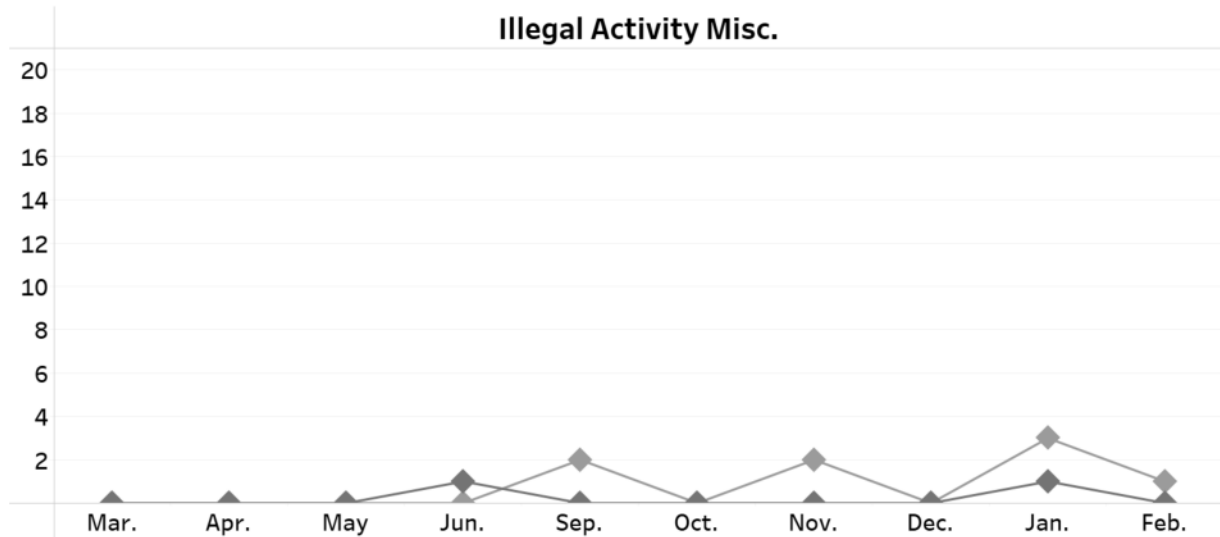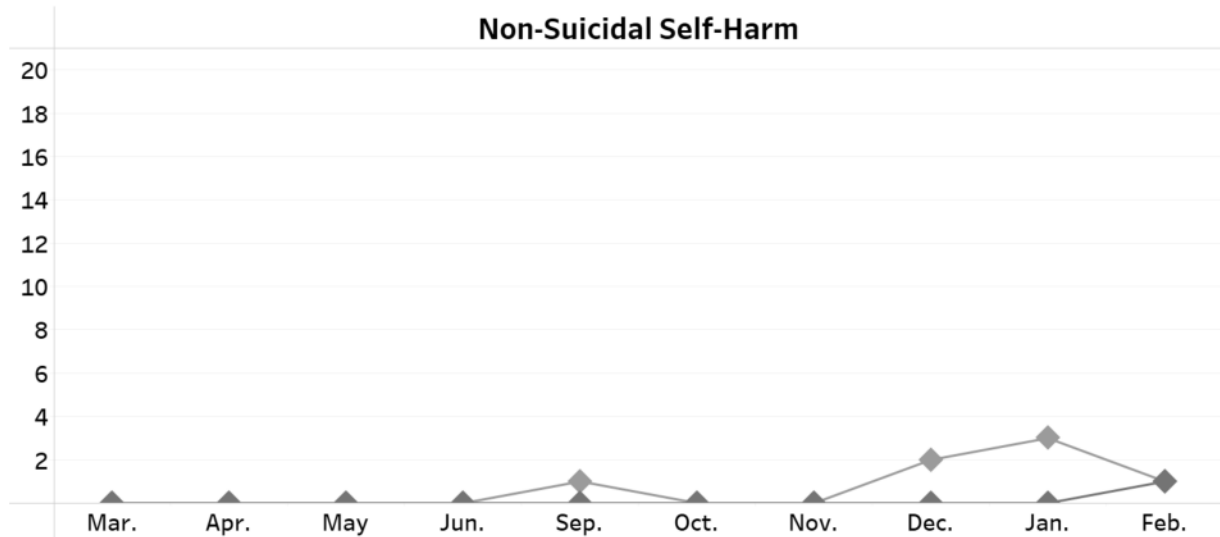## Critical Incidents/Case Consultations by Month
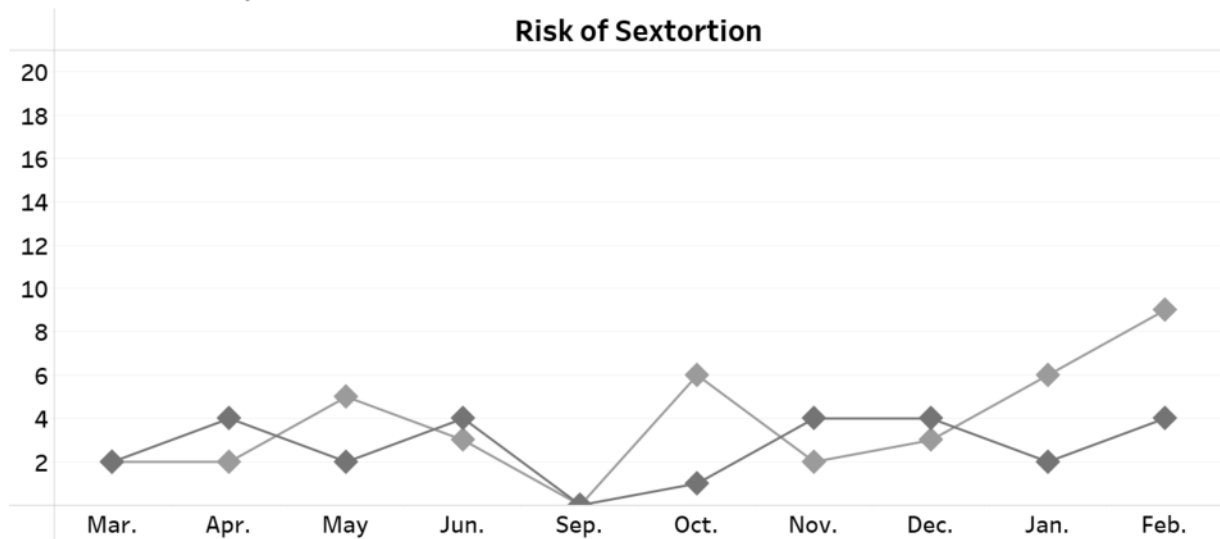
Risk of Sextortion

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Hate/Racism or Radicalization

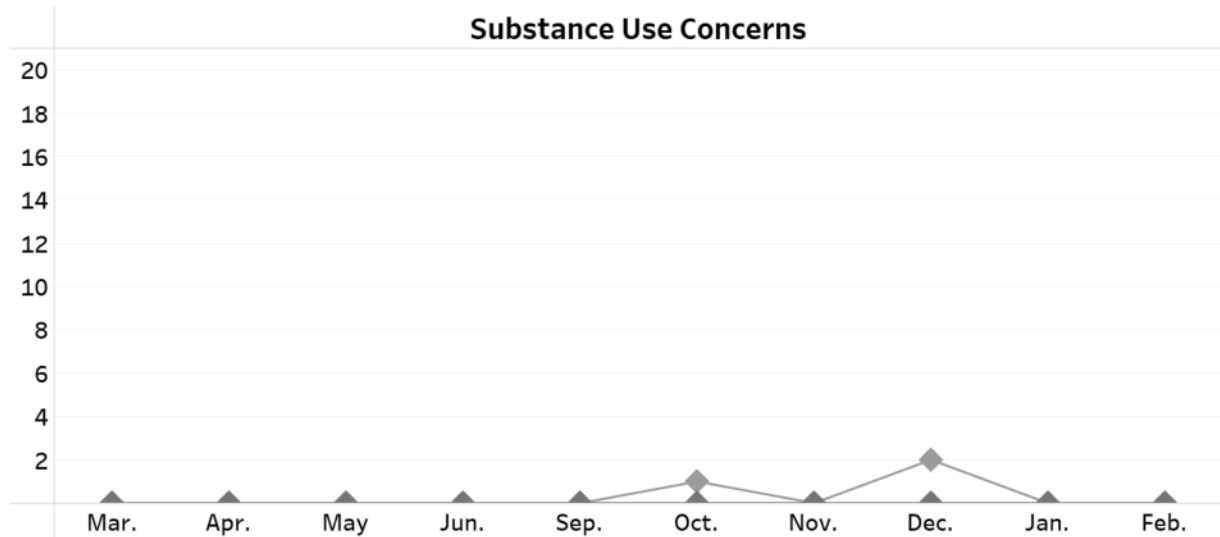**Critical Incidents/Case Consultations by Month**
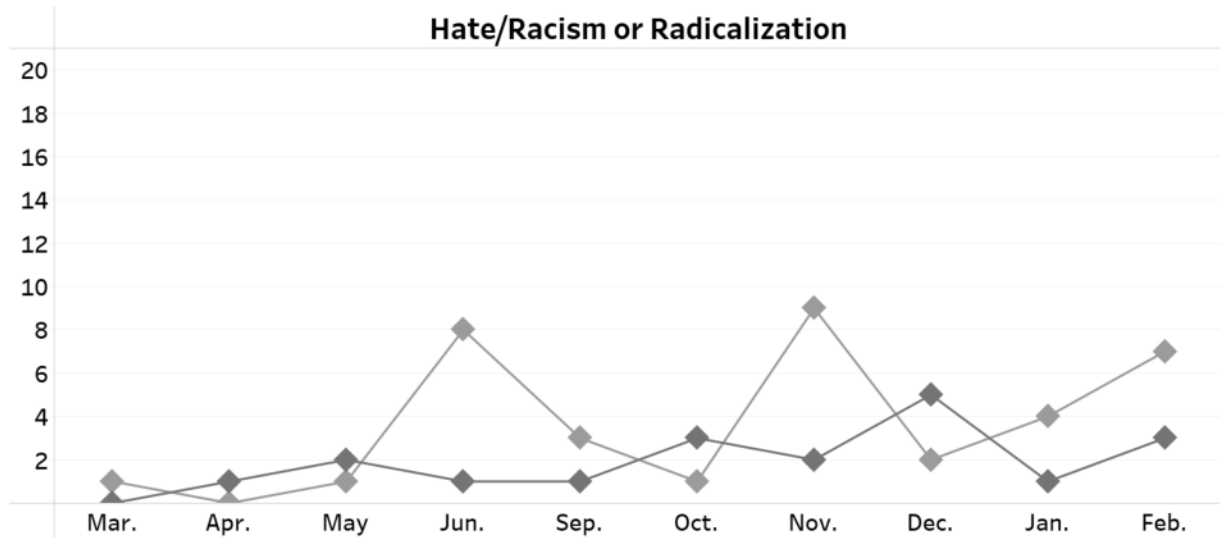
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Mental Health Concerns

Critical Incidents/Case Consultations by Month
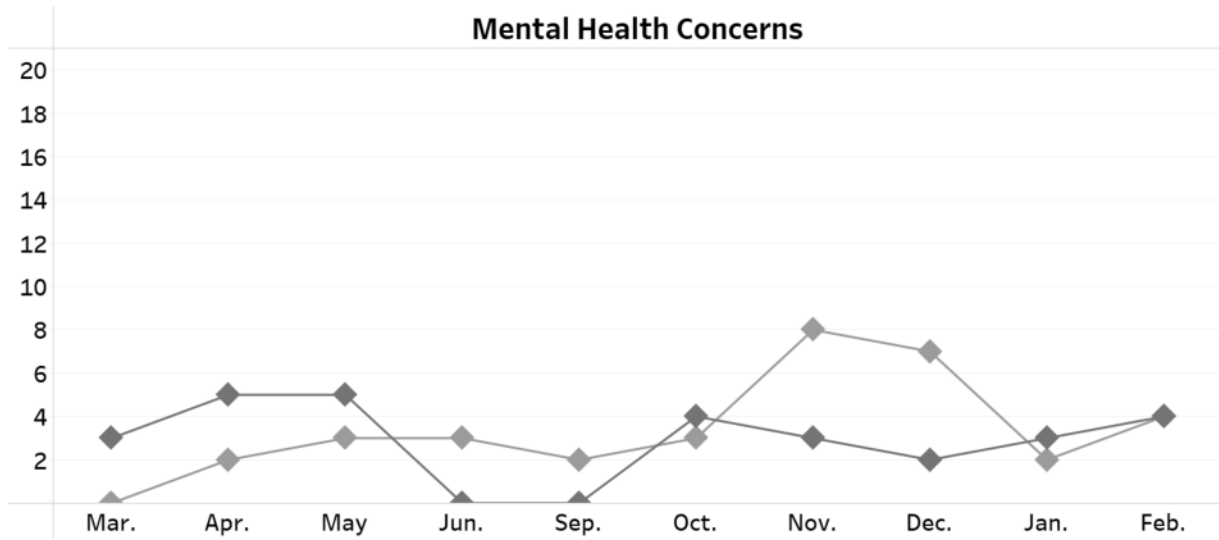
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Bullying/Cyberbullying

Critical Incidents/Case Consultations by Month
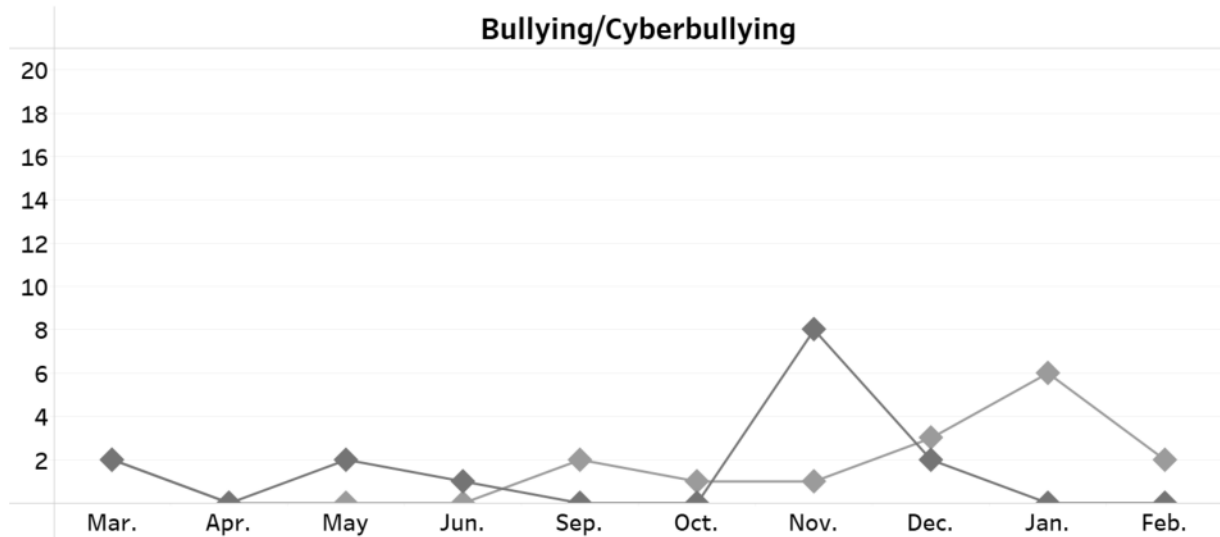
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Sexual Assault
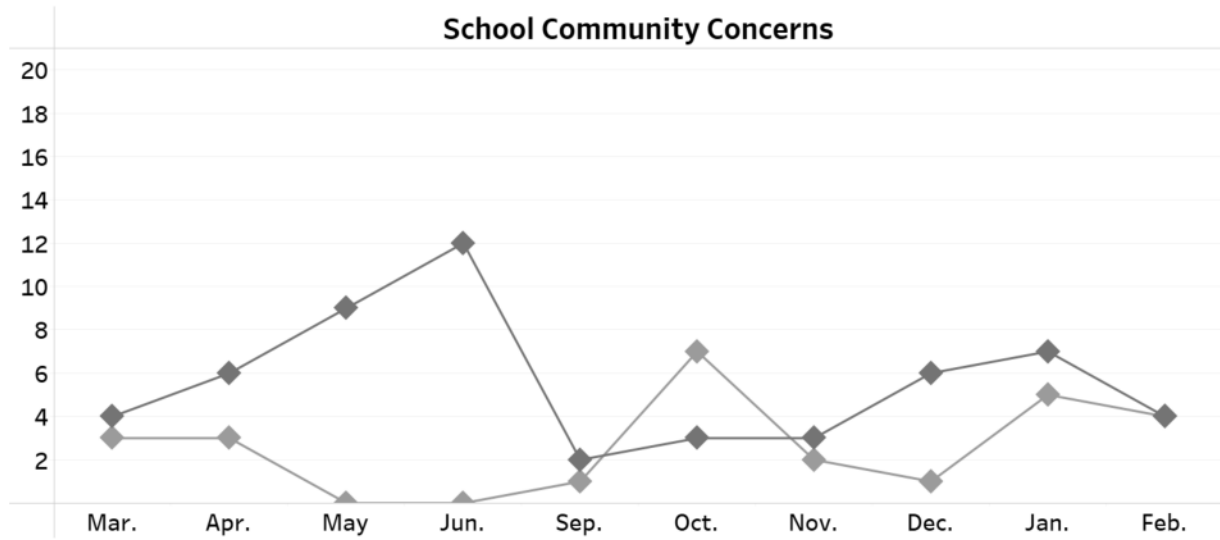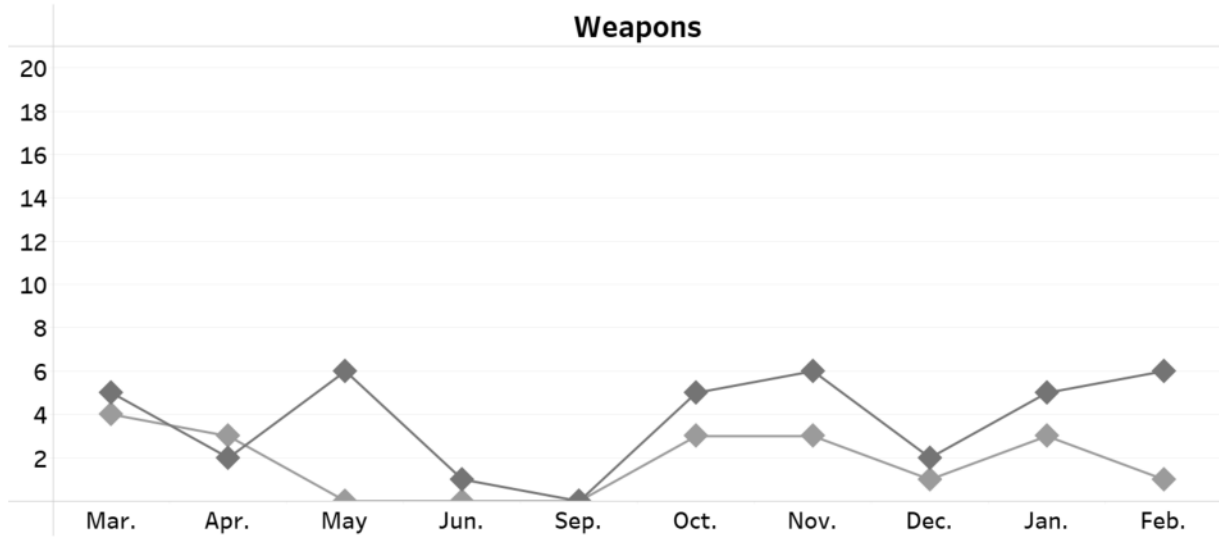
Critical Incidents/Case Consultations by Month

Sexual Assault
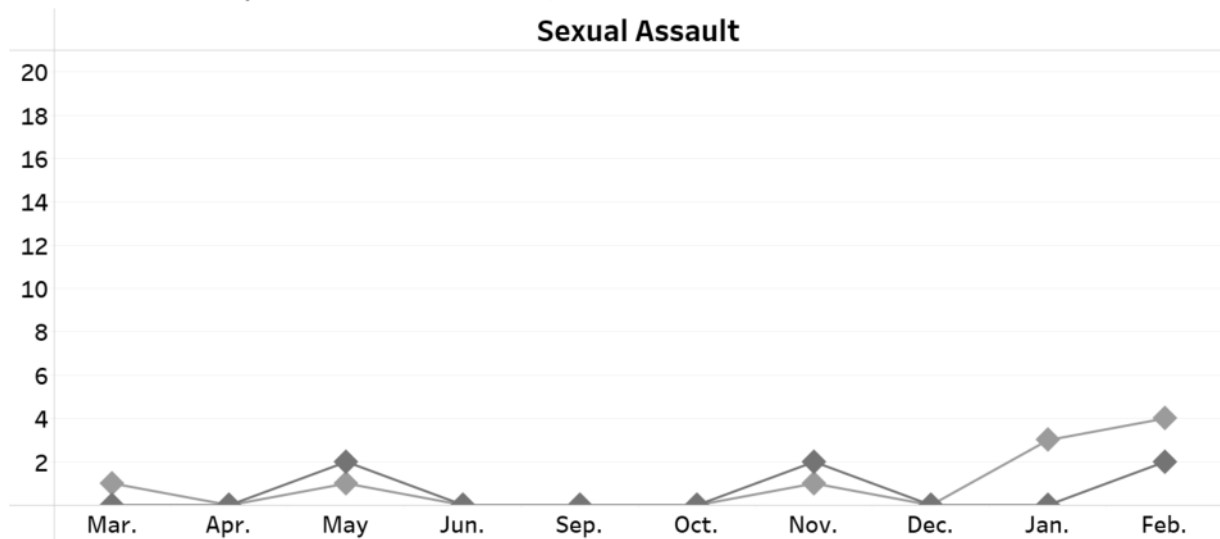
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Miscellaneous Illegal Activity

Critical Incidents/Case Consultations by Month
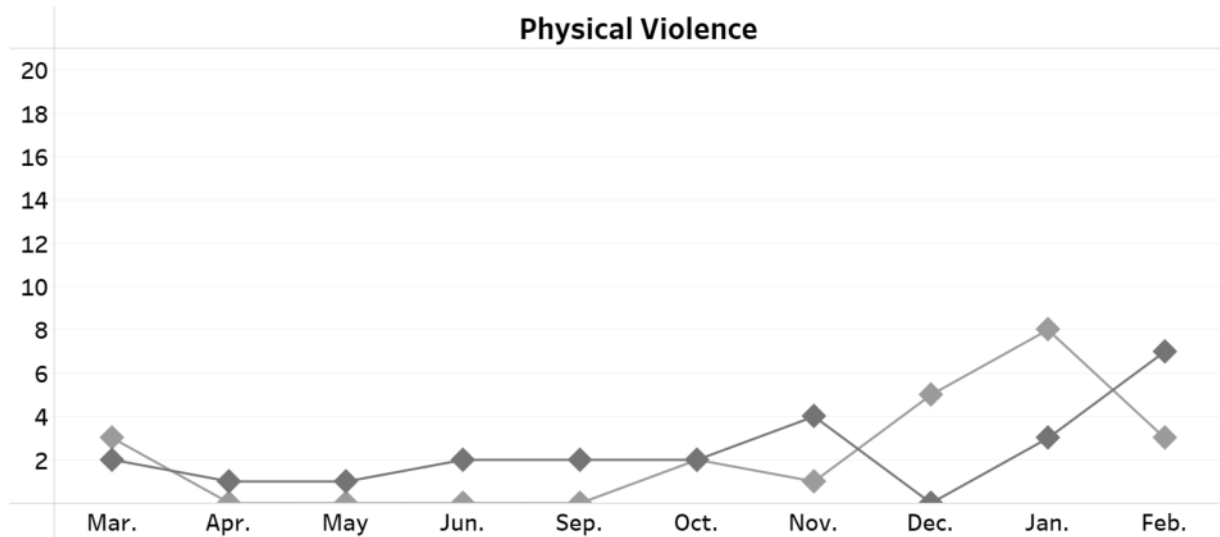

Illegal Activity Misc.

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Non-Suicidal Self-Harm

Critical Incidents/Case Consultations by Month

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Substance Use Concerns

Critical Incidents/Case Consultations by Month

Substance Use Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

School Community Concerns

Critical Incidents/Case Consultations by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
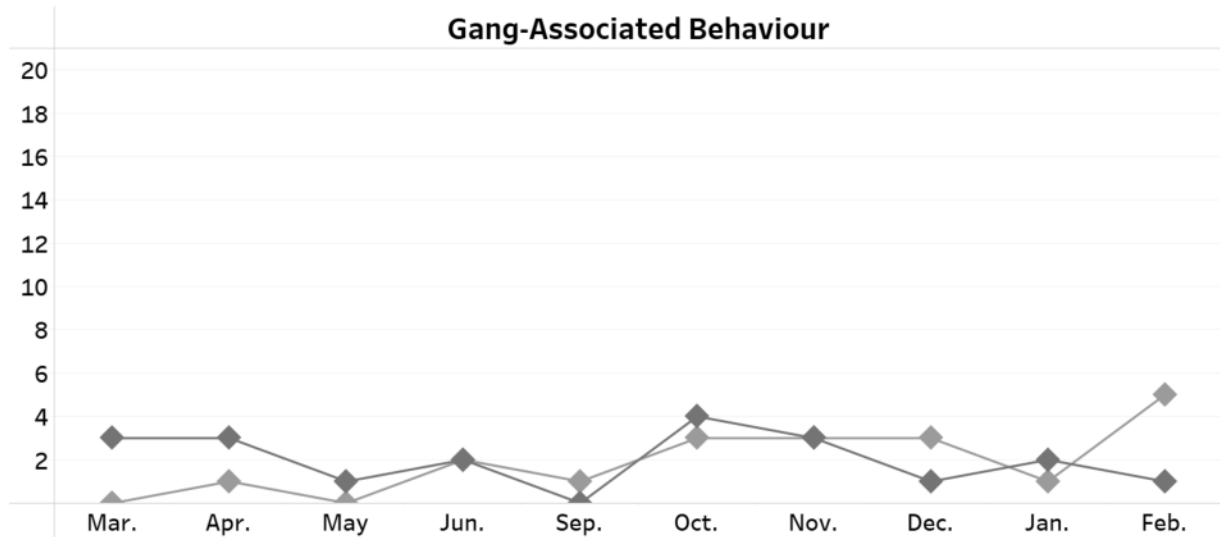- During Pandemic (Mar. 2020 - Feb. 2021)

Bullying/Cyberbullying

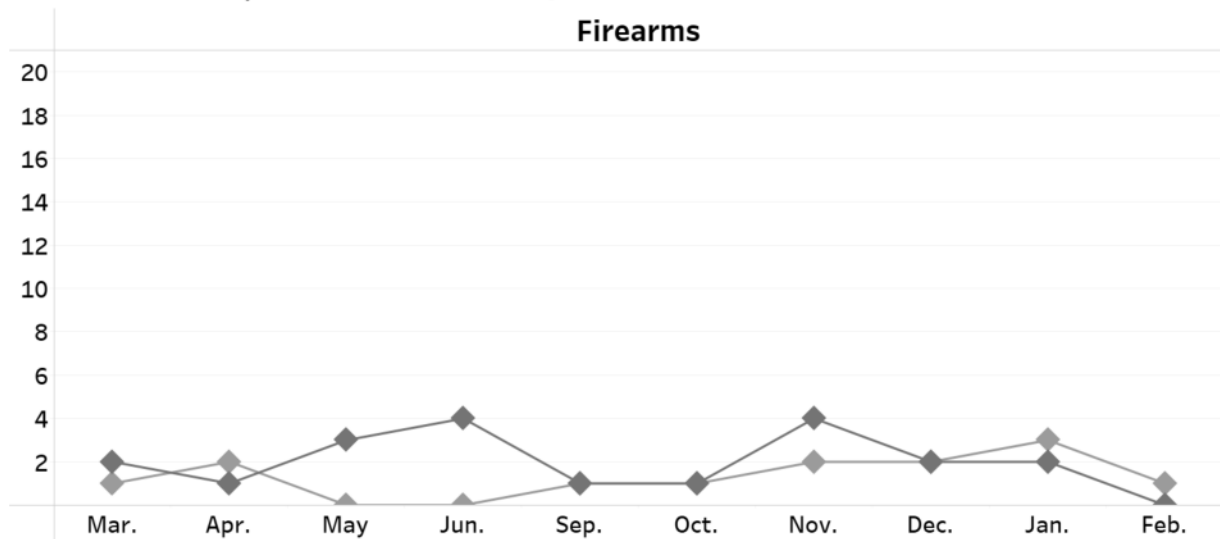**Critical Incidents/Case Consultations by Month**

Weapons

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Physical Violence

Critical Incidents/Case Consultations by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
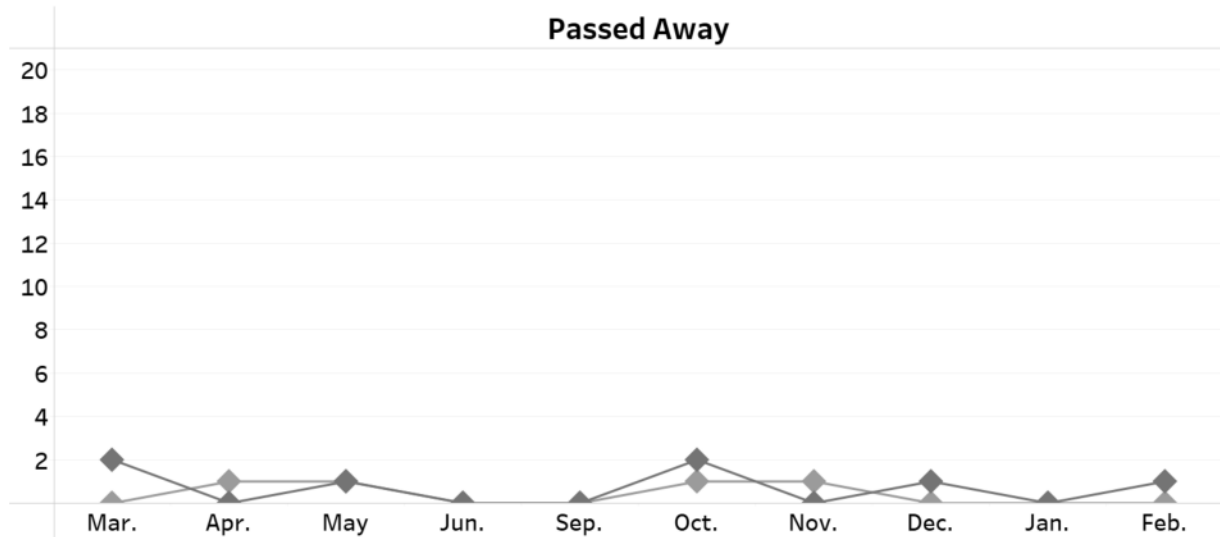- During Pandemic (Mar. 2020 - Feb. 2021)

Gang-Associated Behaviour

Critical Incidents/Case Consultations by Month

Gang-Associated Behaviour

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Firearms

Critical Incidents/Case Consultations by Month

Firearms

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

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Withheld pursuant to/removed as

s.19

Passed Away

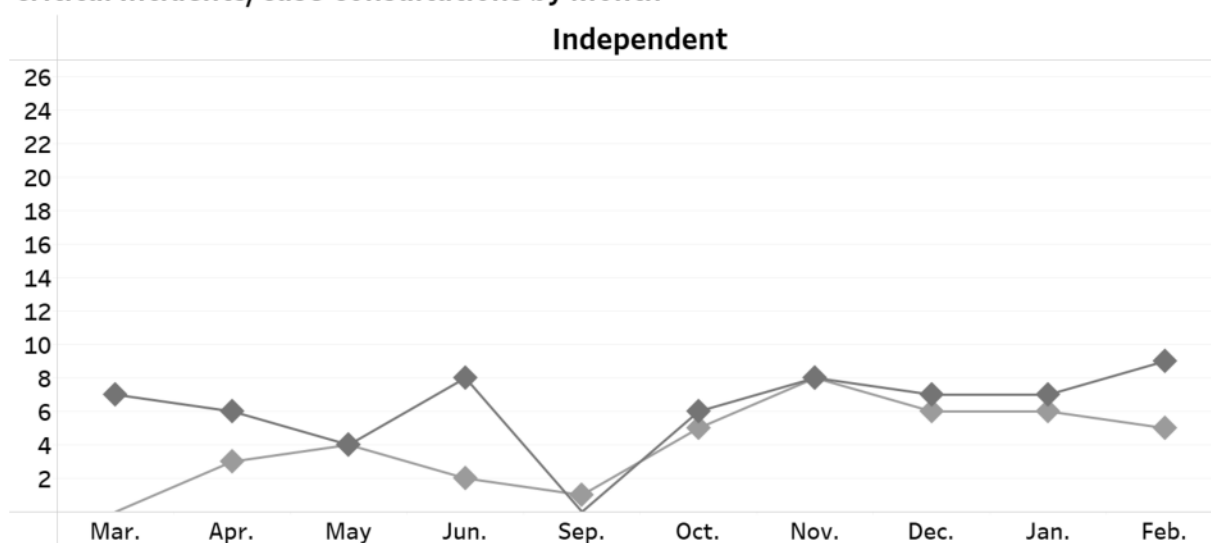**Critical Incidents/Case Consultations by Month**

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

67

Monthly Analysis of Number of Critical Incidents/Case Consultations – Independent Schools

NOTE: Independent schools have not been broken down into regions. There are 365 Independent schools across the province of BC.

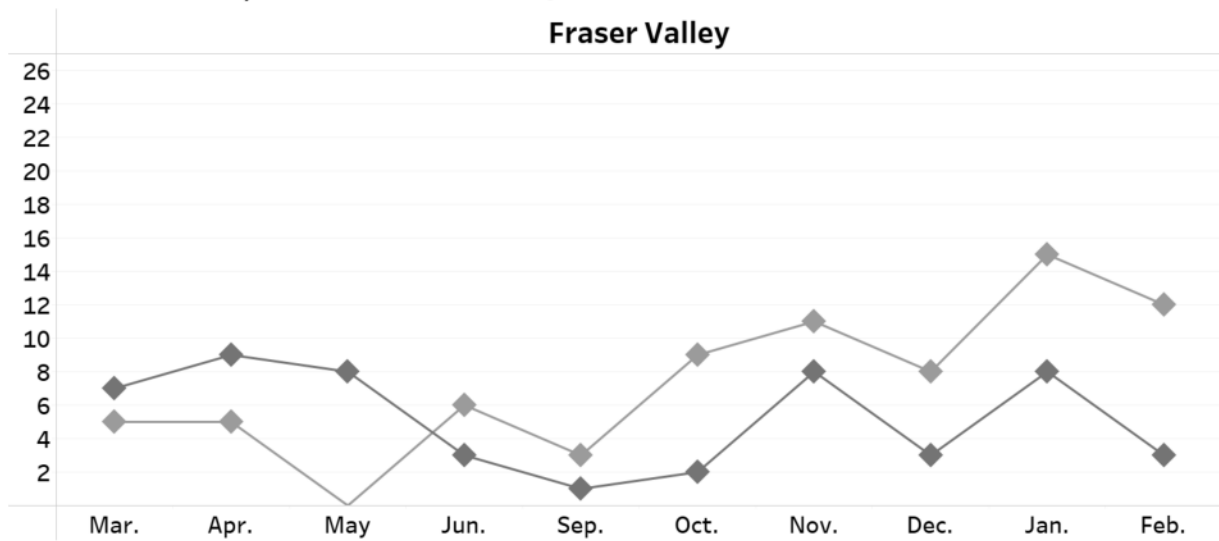**Critical Incidents/Case Consultations by Month**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Monthly Regional Analysis of Number of Critical Incidents/Case Consultations

Fraser Valley

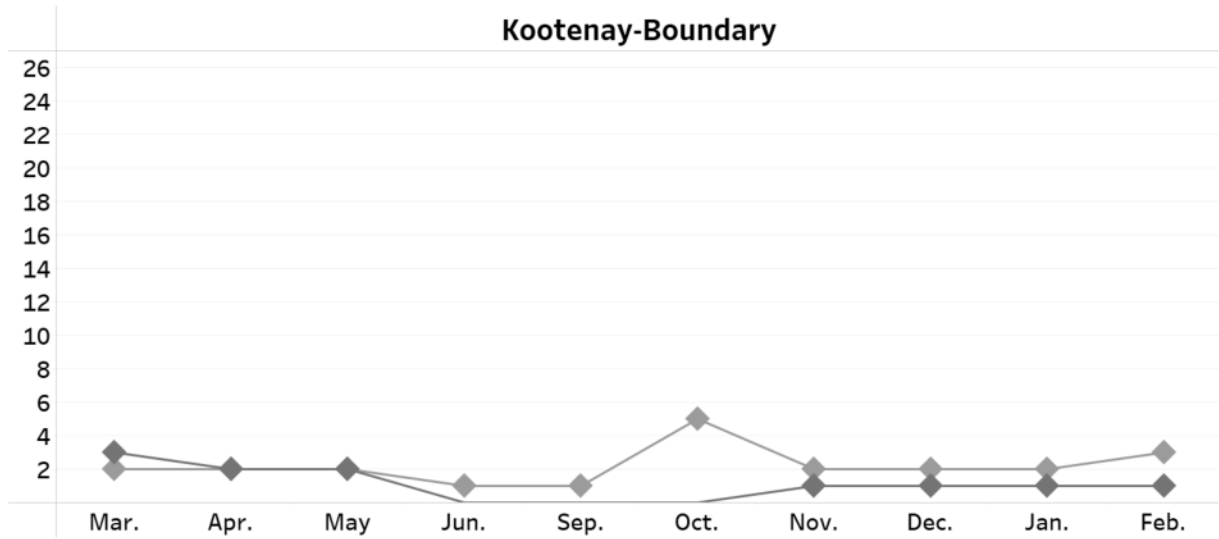### Critical Incidents/Case Consultations by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Kootenay-Boundary
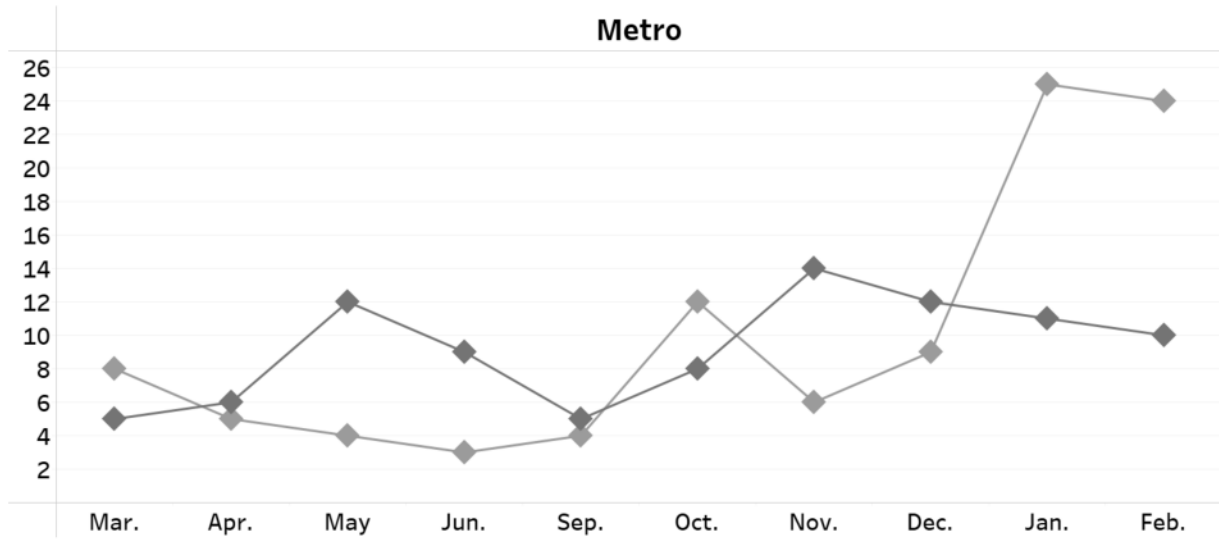
Critical Incidents/Case Consultations by Month

Kootenay-Boundary

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Metro

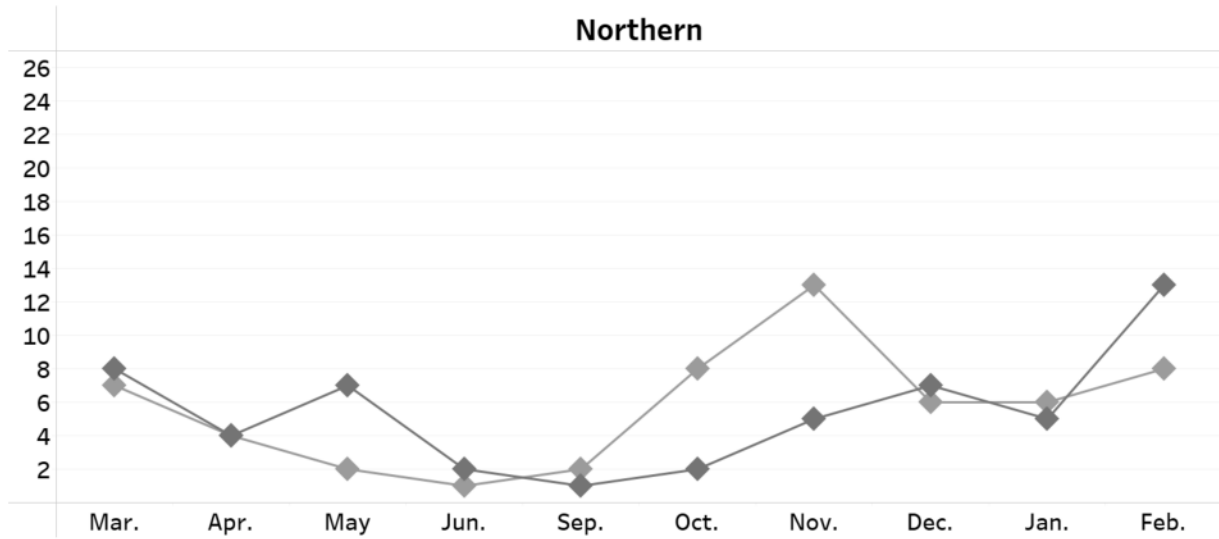### Critical Incidents/Case Consultations by Month

Metro

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Northern

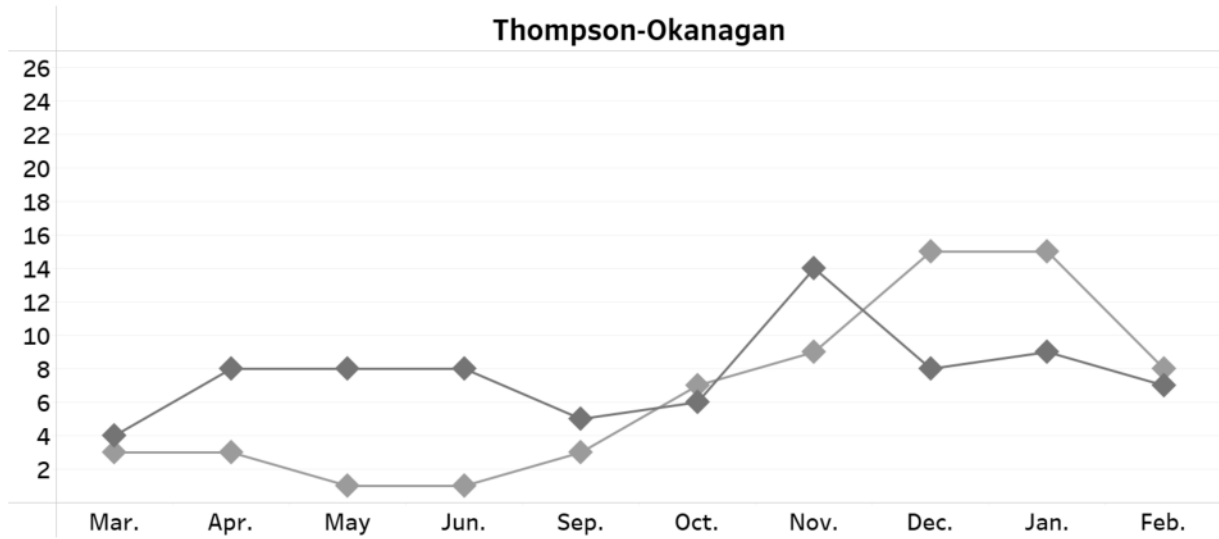### Critical Incidents/Case Consultations by Month

Northern

Pandemic

- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Thompson-Okanagan
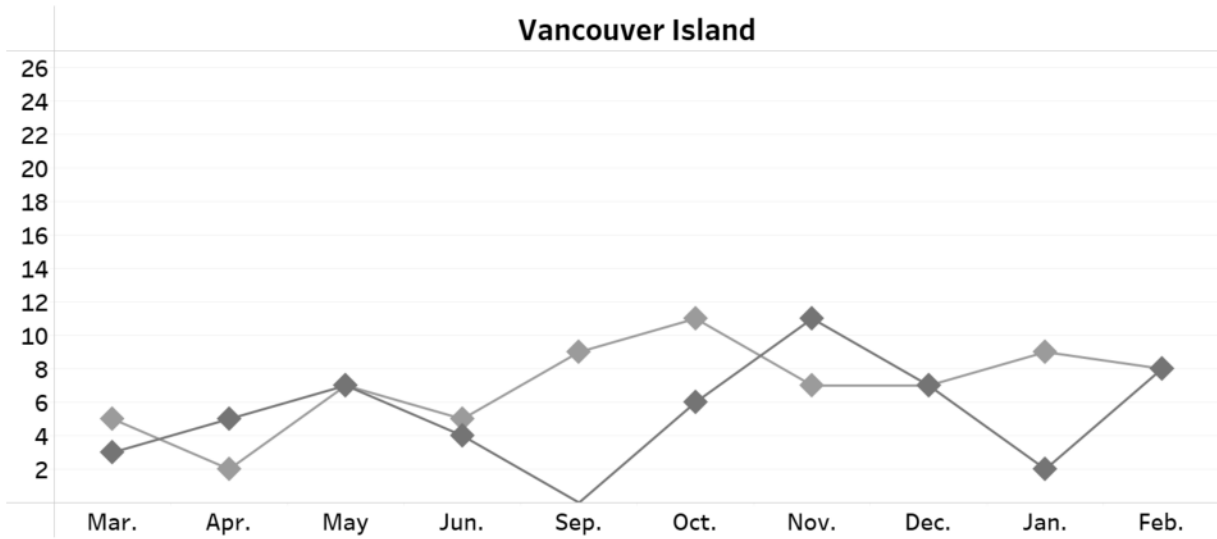
Critical Incidents/Case Consultations by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Vancouver Island
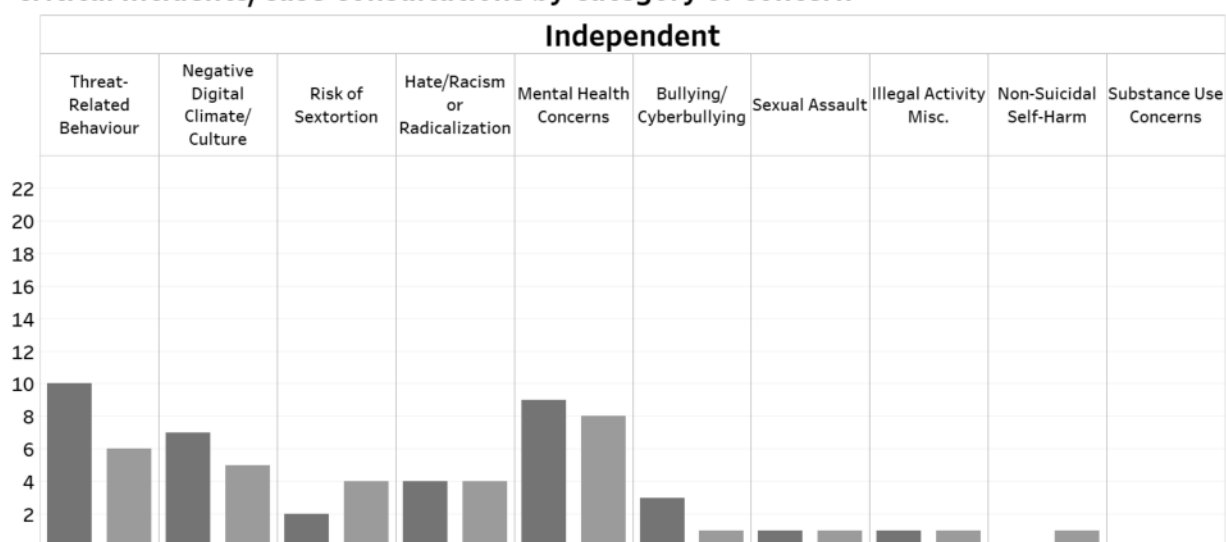
Critical Incidents/Case Consultations by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Annual Provincial Analysis of Critical Incidents/Case Consultations by Category of Concern - Independent Schools

Critical Incidents/Case Consultations by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

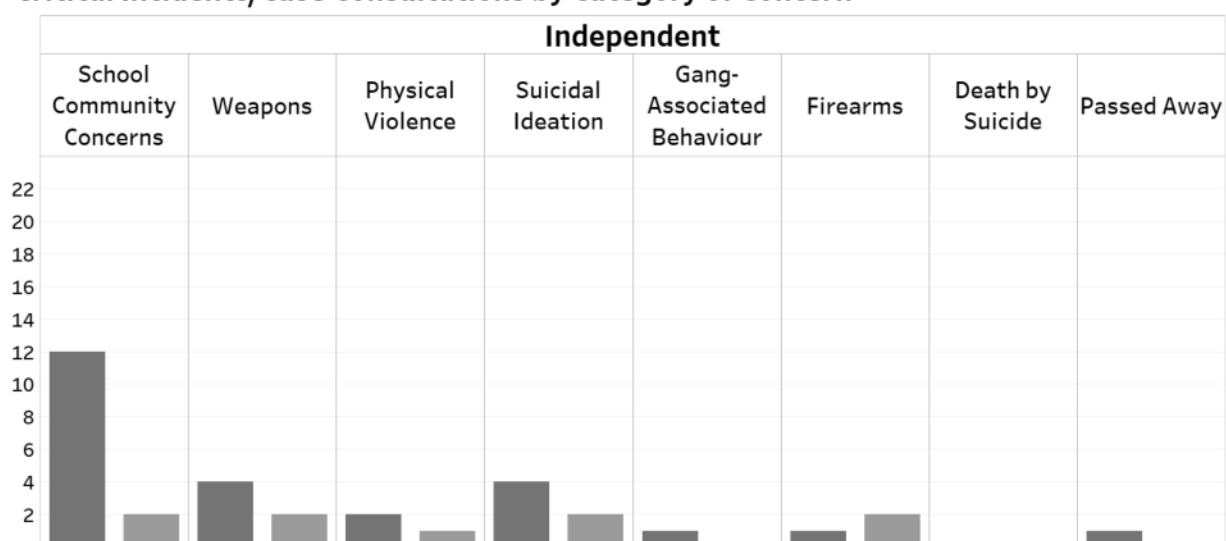**Critical Incidents/Case Consultations by Category of Concern**
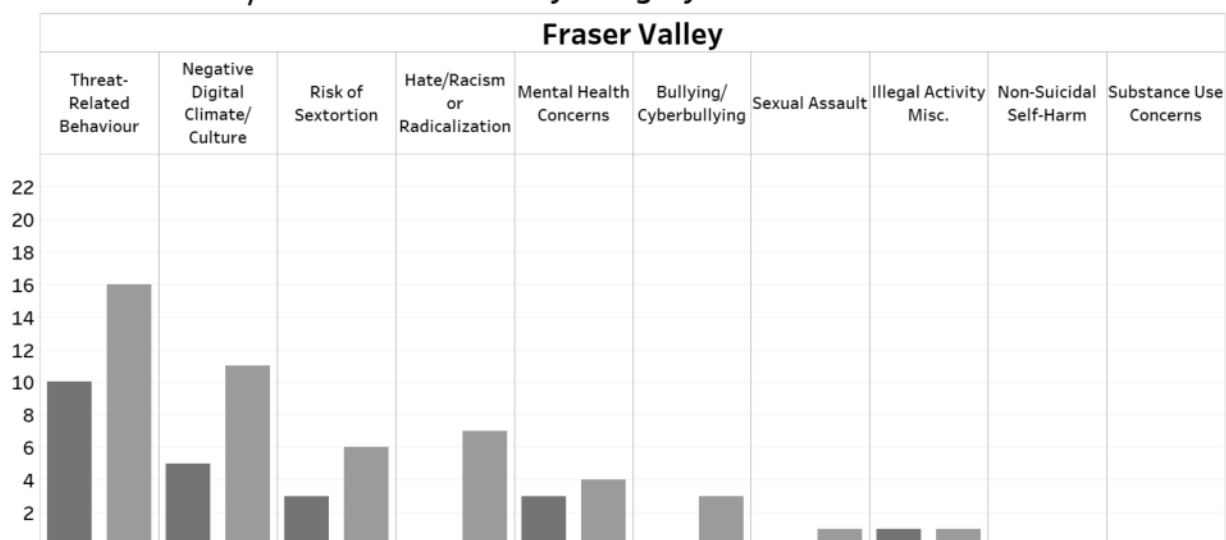

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Annual Regional Analysis of Critical Incidents/Case Consultations by Category of Concern

Fraser Valley

Critical Incidents/Case Consultations by Category of Concern

	Fraser Valley									
	Threat-Related Behaviour	Negative Digital Climate/Culture	Risk of Sextortion	Hate/Racism or Radicalization	Mental Health Concerns	Bullying/Cyberbullying	Sexual Assault	Illegal Activity Misc.	Non-Suicidal Self-Harm	Substance Use Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

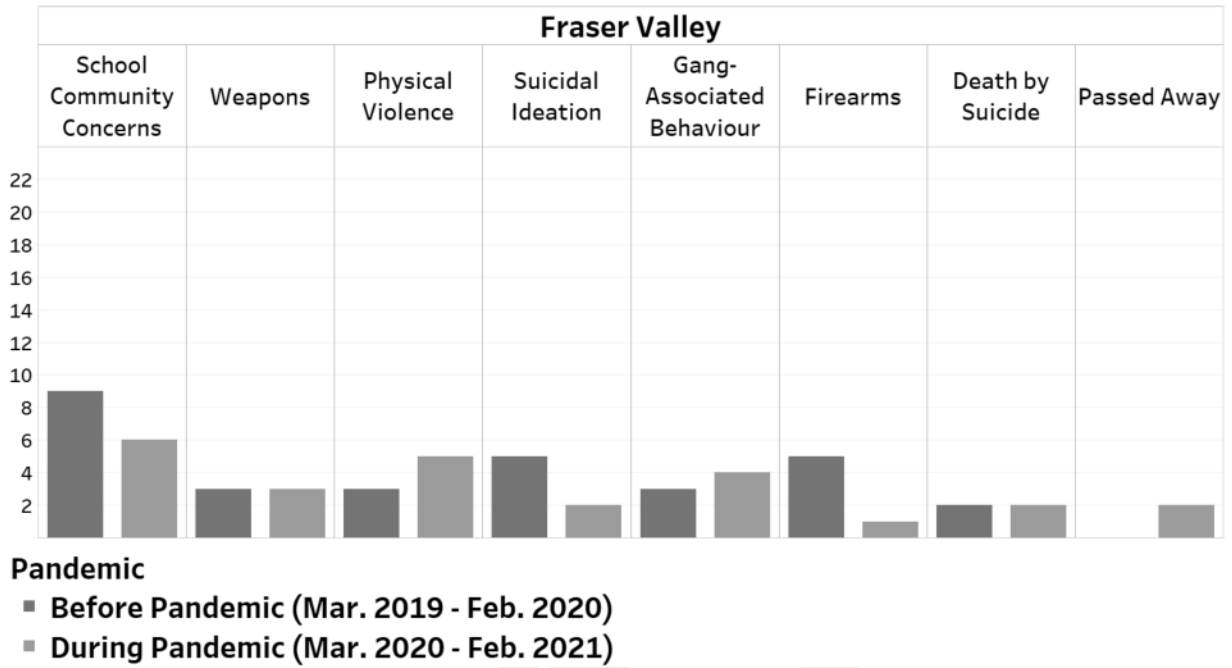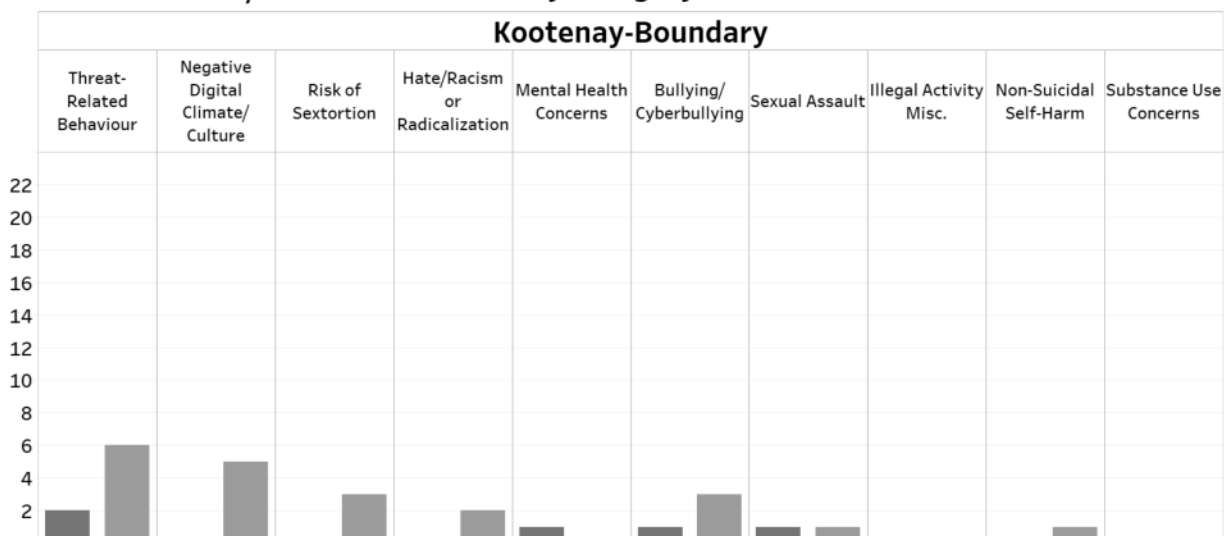## Critical Incidents/Case Consultations by Category of Concern

	Fraser Valley							
	School Community Concerns	Weapons	Physical Violence	Suicidal Ideation	Gang-Associated Behaviour	Firearms	Death by Suicide	Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Kootenay-Boundary

Critical Incidents/Case Consultations by Category of Concern

Kootenay-Boundary

Threat-Related Behaviour	Negative Digital Climate/ Culture	Risk of Sextortion	Hate/Racism or Radicalization	Mental Health Concerns	Bullying/ Cyberbullying	Sexual Assault	Illegal Activity Misc.	Non-Suicidal Self-Harm	Substance Use Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Critical Incidents/Case Consultations by Category of Concern

Kootenay-Boundary

School Community Concerns	Weapons	Physical Violence	Suicidal Ideation	Gang-Associated Behaviour	Firearms	Death by Suicide	Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
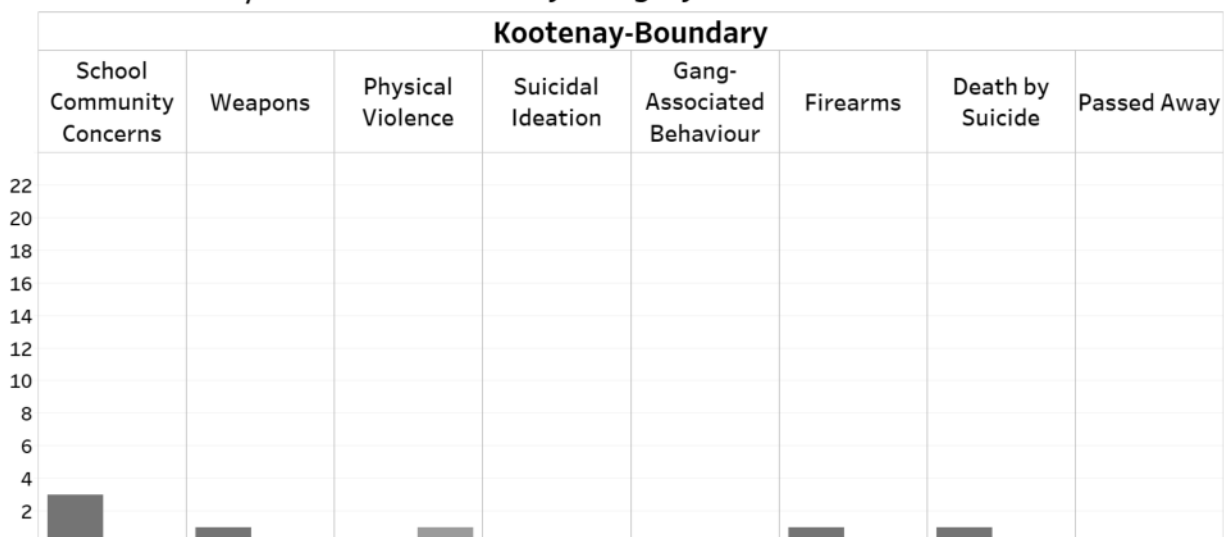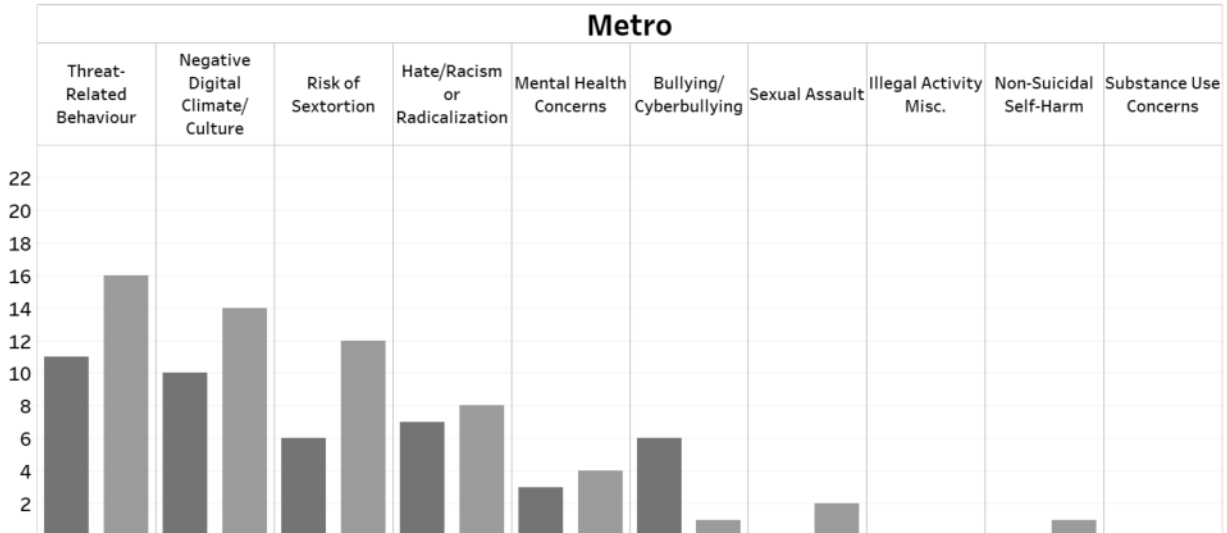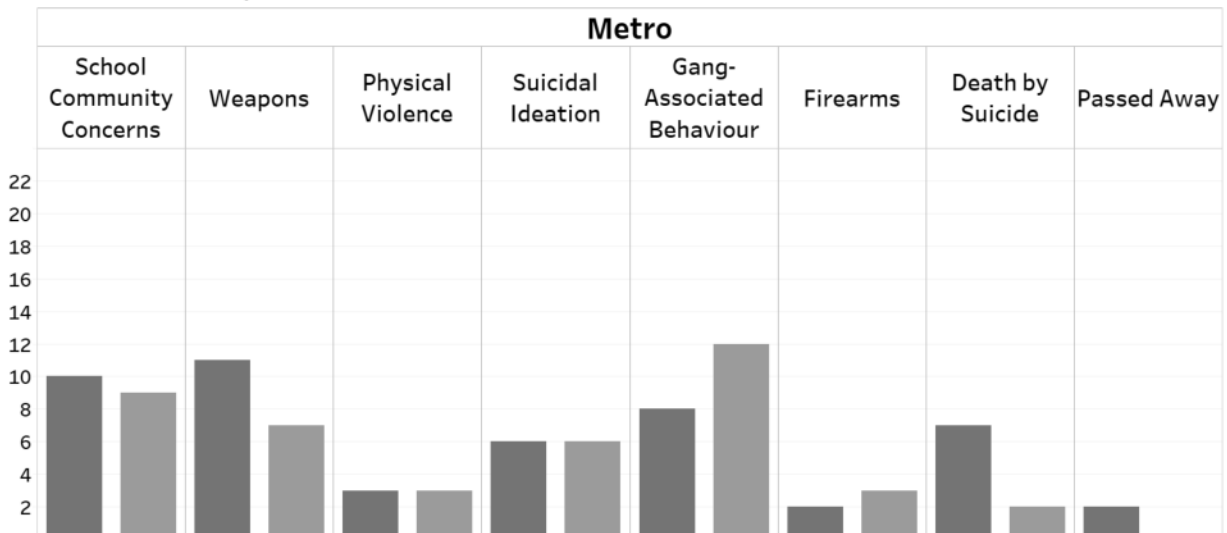- During Pandemic (Mar. 2020 - Feb. 2021)

Metro

Critical Incidents/Case Consultations by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

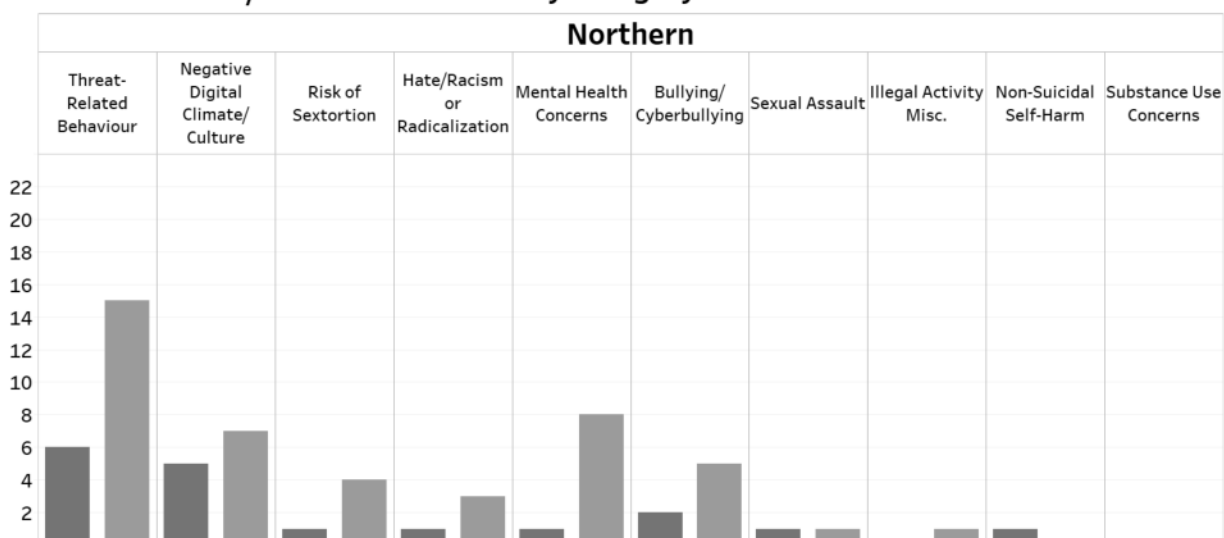### Critical Incidents/Case Consultations by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Northern

Critical Incidents/Case Consultations by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
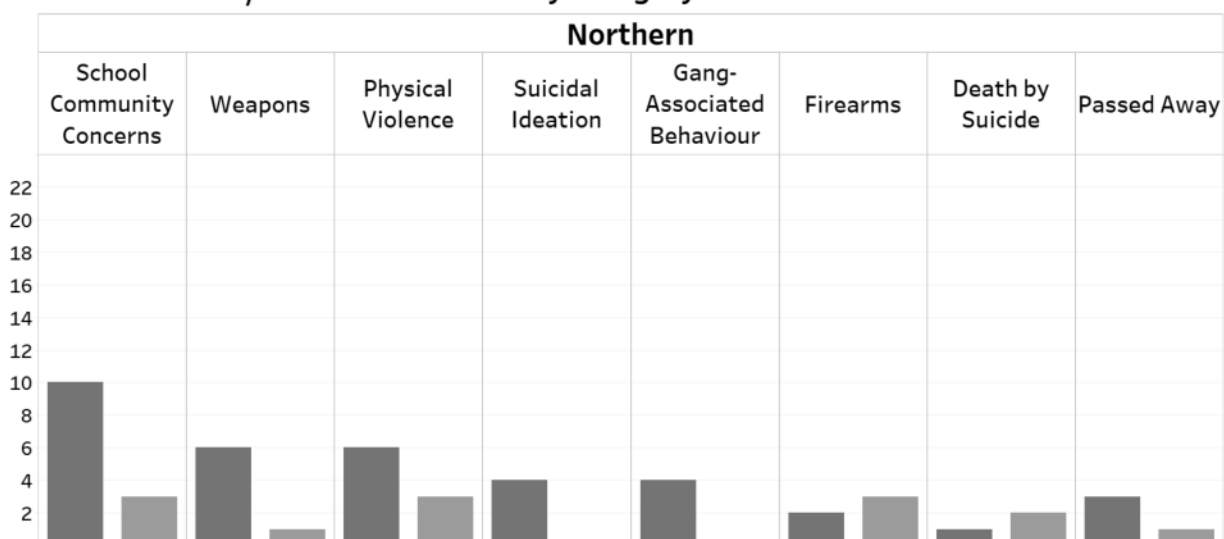- During Pandemic (Mar. 2020 - Feb. 2021)

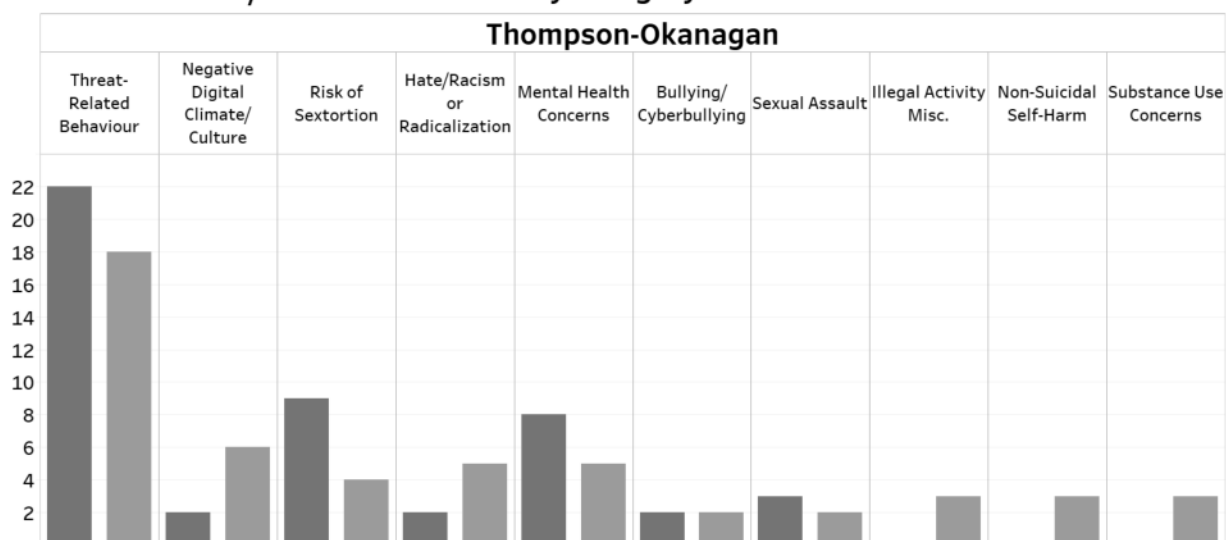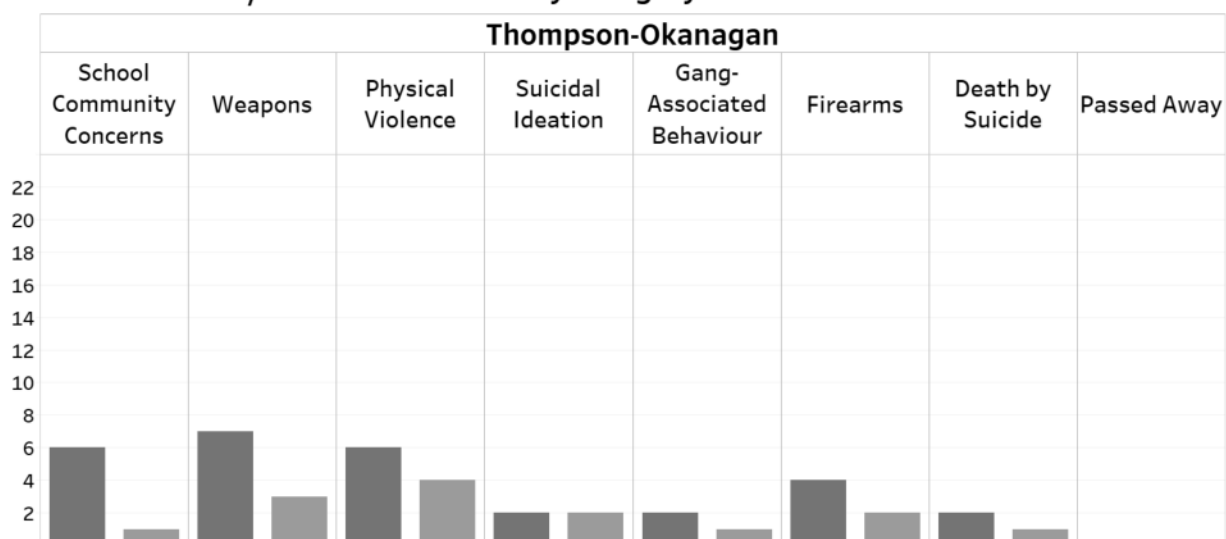### Critical Incidents/Case Consultations by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Thompson-Okanagan

Critical Incidents/Case Consultations by Category of Concern

Thompson-Okanagan									
Threat-Related Behaviour	Negative Digital Climate/ Culture	Risk of Sextortion	Hate/Racism or Radicalization	Mental Health Concerns	Bullying/ Cyberbullying	Sexual Assault	Illegal Activity Misc.	Non-Suicidal Self-Harm	Substance Use Concerns

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

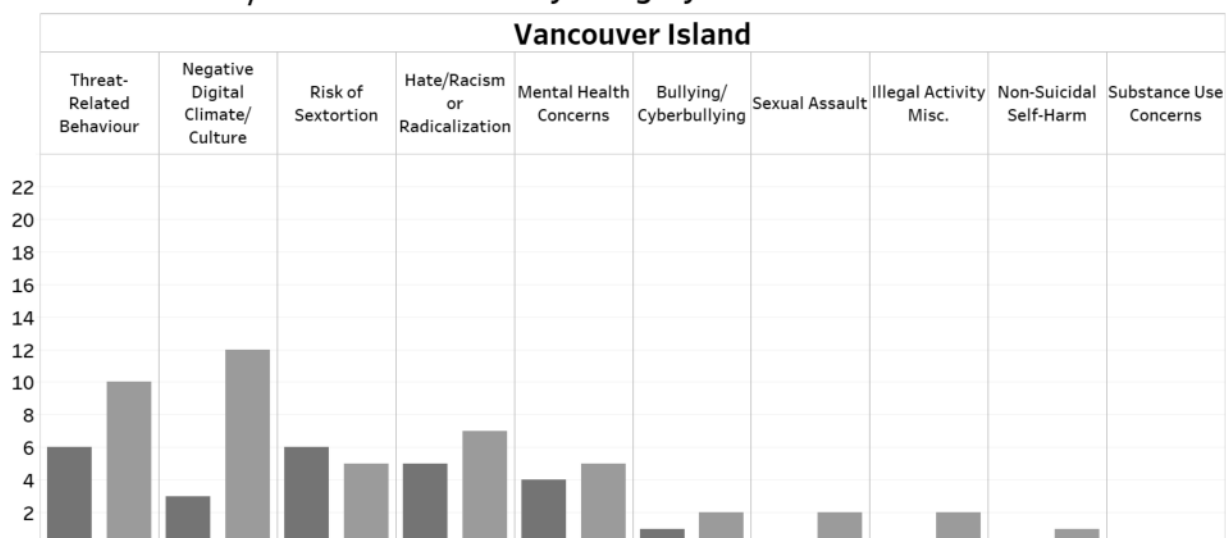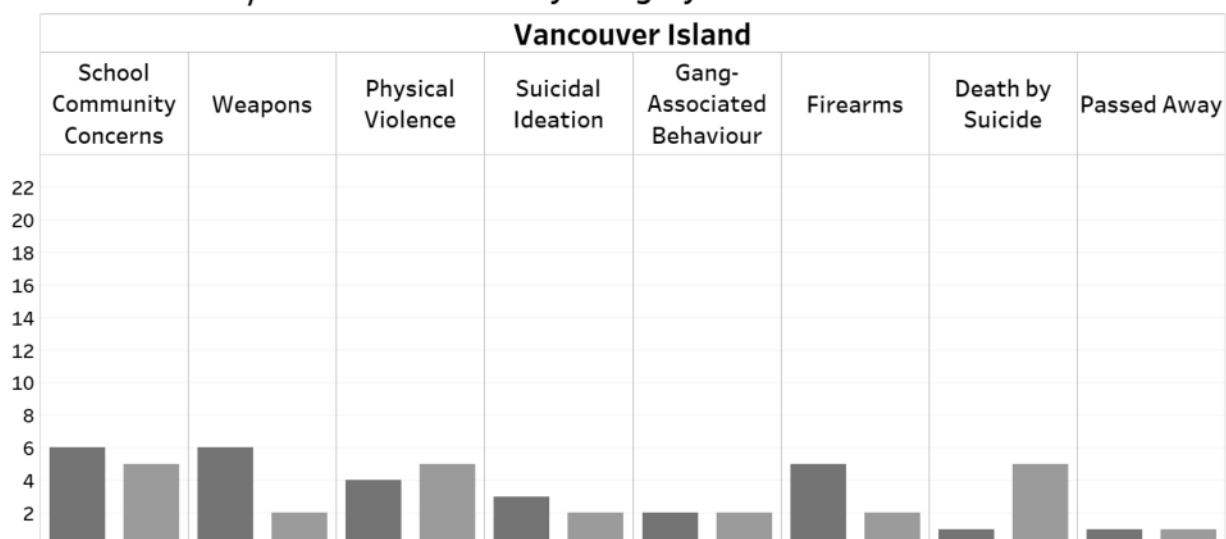### Critical Incidents/Case Consultations by Category of Concern

Thompson-Okanagan							
School Community Concerns	Weapons	Physical Violence	Suicidal Ideation	Gang-Associated Behaviour	Firearms	Death by Suicide	Passed Away

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Vancouver Island

Critical Incidents/Case Consultations by Category of Concern

Vancouver Island

Categories: Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion, Hate/Racism or Radicalization, Mental Health Concerns, Bullying/Cyberbullying, Sexual Assault, Illegal Activity Misc., Non-Suicidal Self-Harm, Substance Use Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Critical Incidents/Case Consultations by Category of Concern

Vancouver Island

Categories: School Community Concerns, Weapons, Physical Violence, Suicidal Ideation, Gang-Associated Behaviour, Firearms, Death by Suicide, Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)
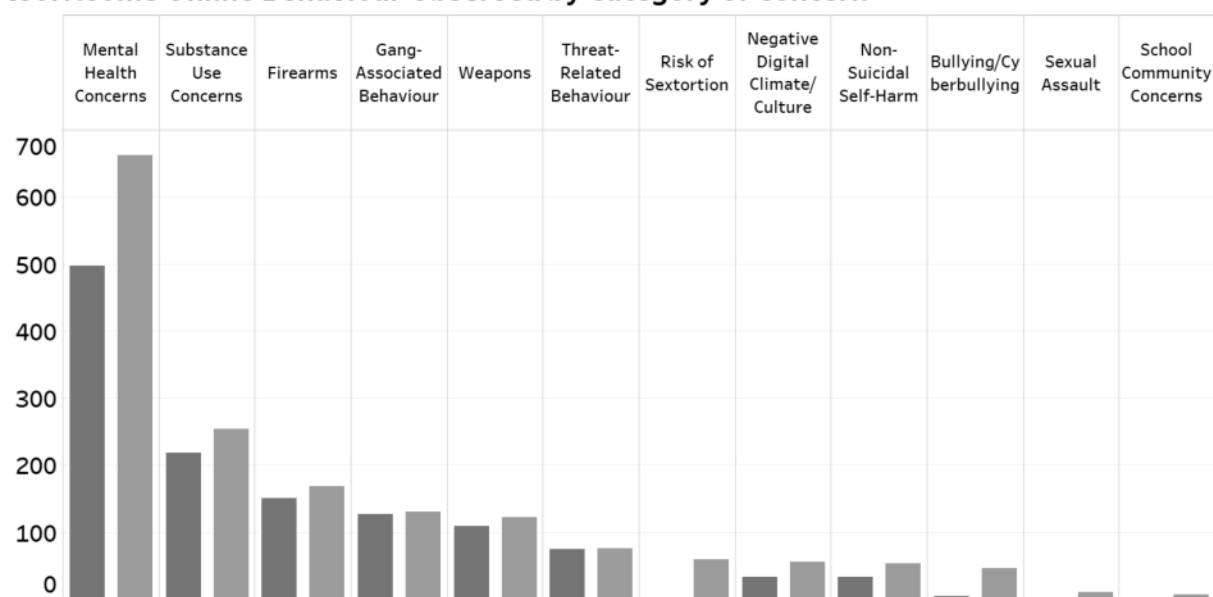
WORRISOME ONLINE BEHAVIOUR (WOB) REPORTS

Worrisome Online Behaviour (WOB) Reports

Public school districts in BC are provided with monthly WOB Reports throughout the school year. These involve the collection of open-source publicly available social media content that relate to student, staff or school safety concerns. WOB Reports help to enhance overall school safety and student well-being. WOB Reports assist in the early identification of potential risks or threats and ensure a data-driven prevention and intervention plan.

Not all digital activity observed online that is consistent with a Category of Concern is documented in the WOB Reports. Only the activity that is deemed a legitimate risk to the safety or well-being of students, schools, or communities is identified in these reports. The analysis outlined below is only a small snapshot of the overall digital behavioural baseline of communities throughout BC.

Annual Provincial Worrisome Online Behaviour Observed by Category of Concern – Public School Districts
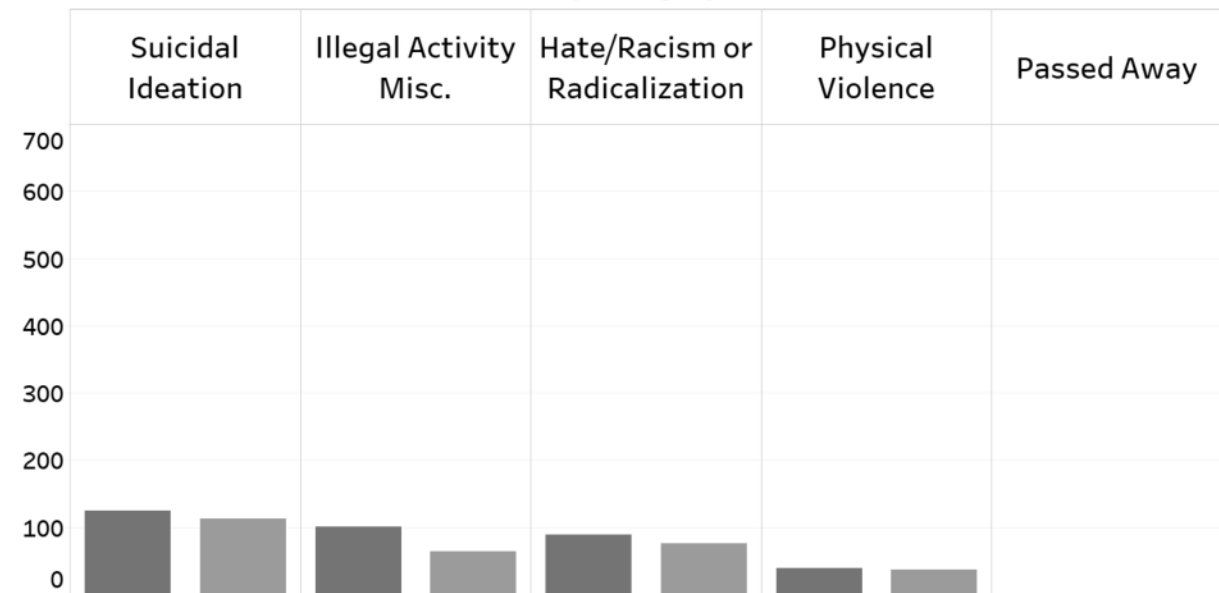
Worrisome Online Behaviour Observed by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

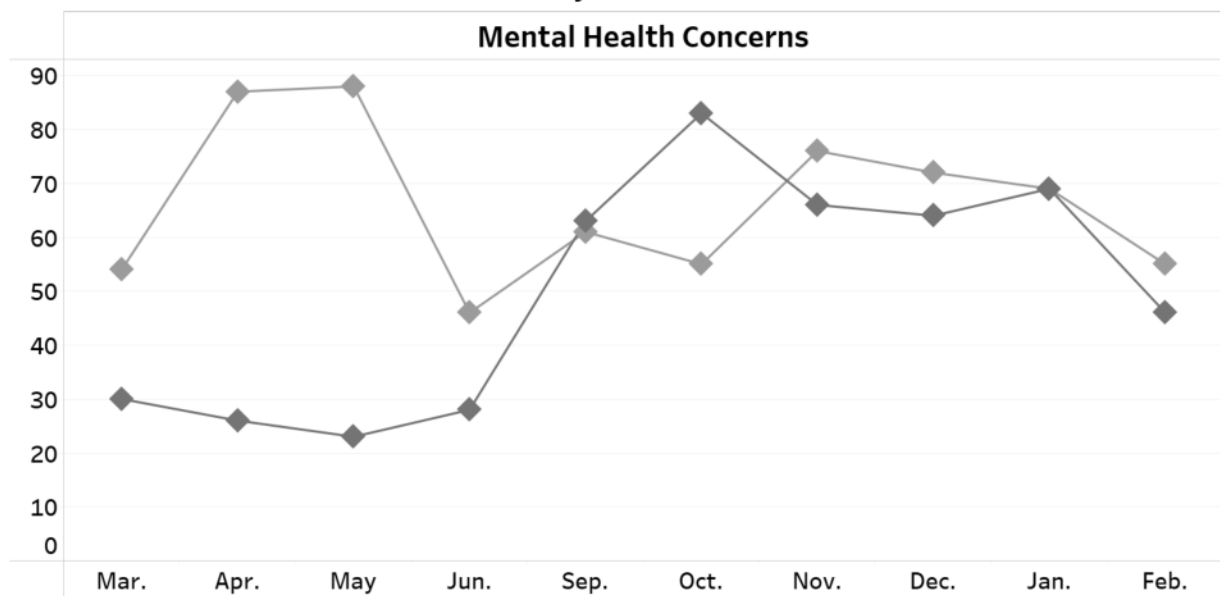**Worrisome Online Behaviour Observed by Category of Concern**

	Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Monthly Provincial Worrisome Online Behaviours Observed for Each Category of Concern

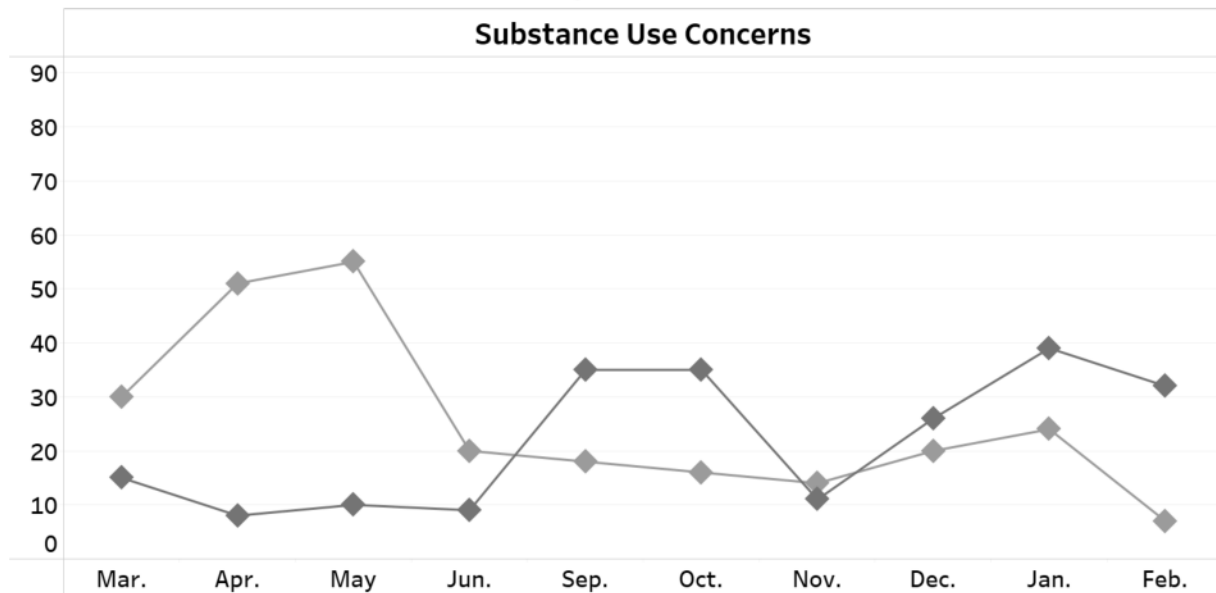## Mental Health Concerns

Worrisome Online Behaviour Observed by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Substance Use Concerns
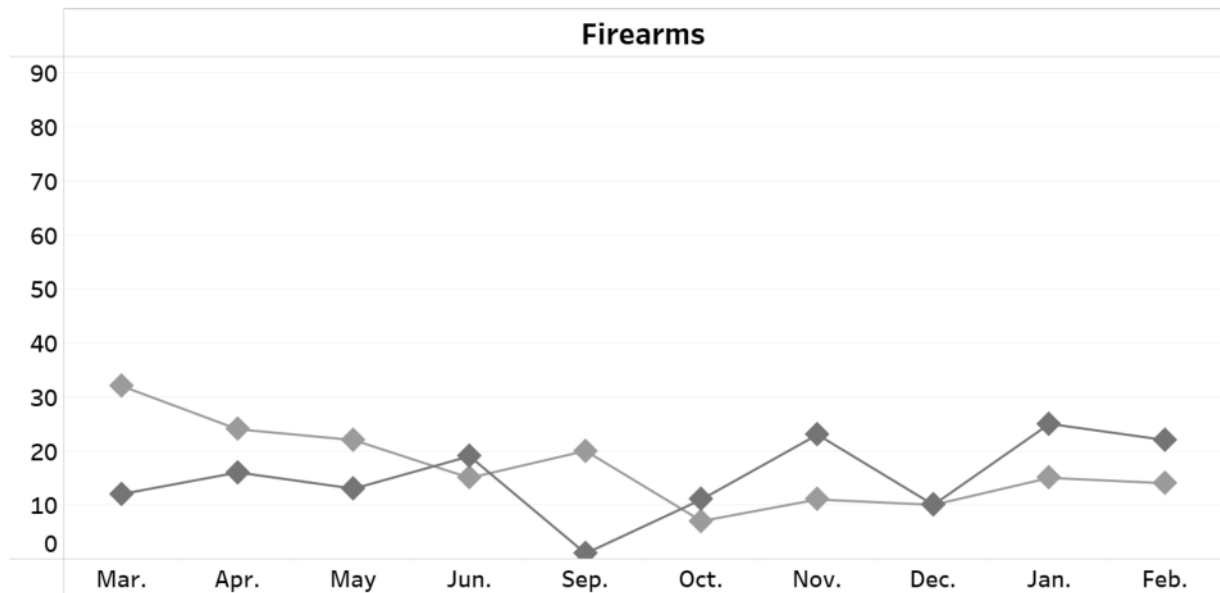
Worrisome Online Behaviour Observed by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Firearms

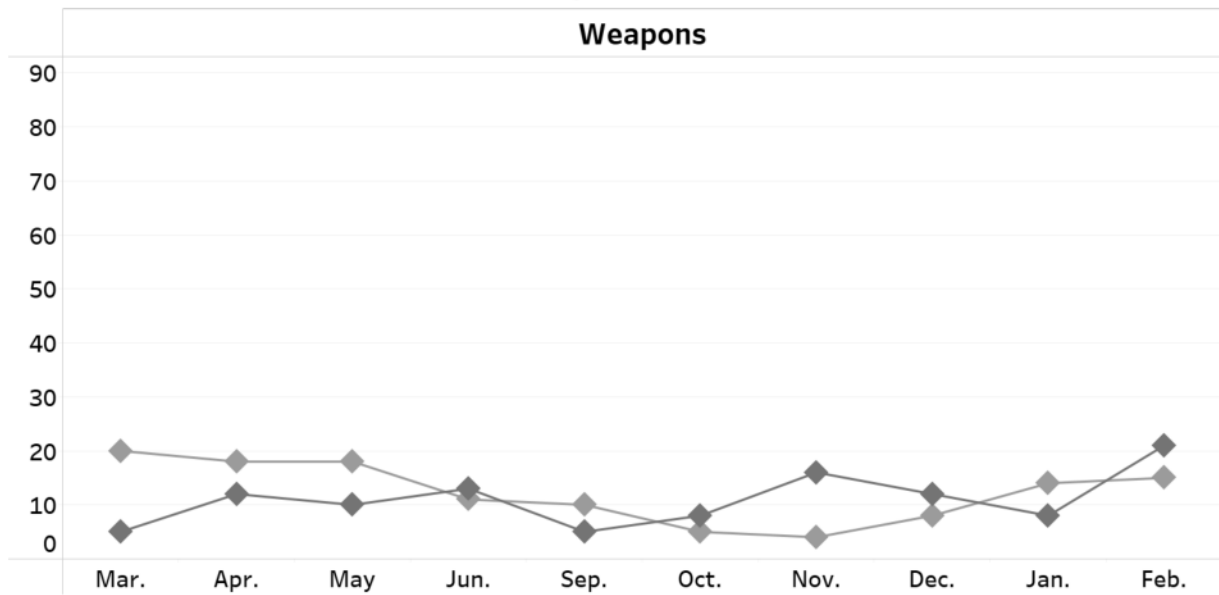**Worrisome Online Behaviour Observed by Month**

Firearms

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Weapons

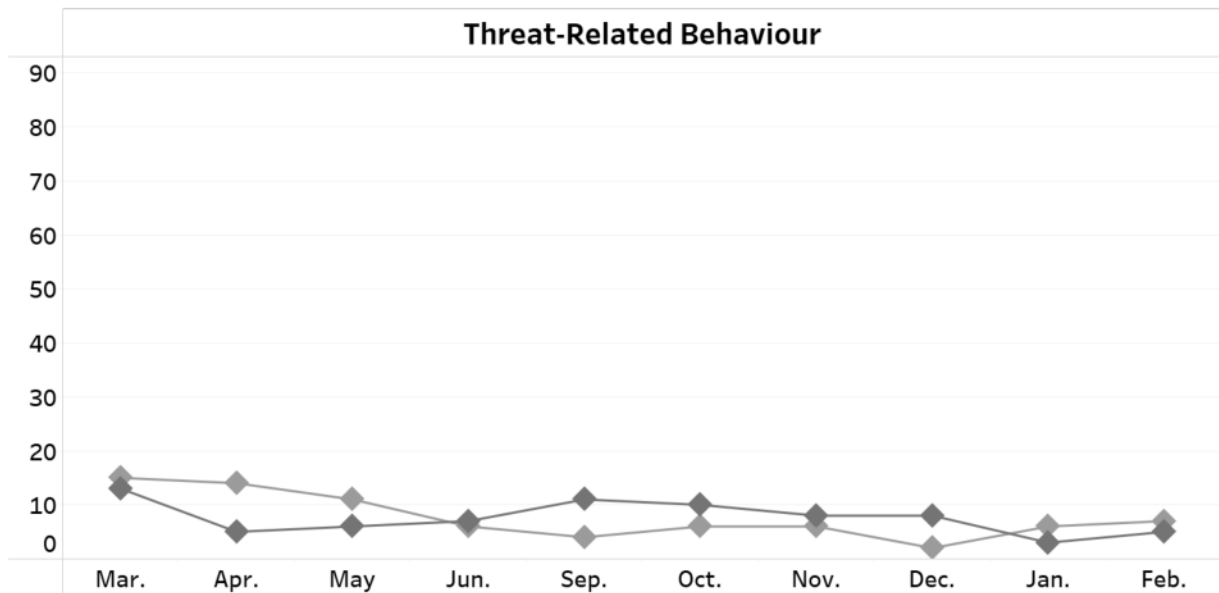**Worrisome Online Behaviour Observed by Month**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Threat-Related Behaviour

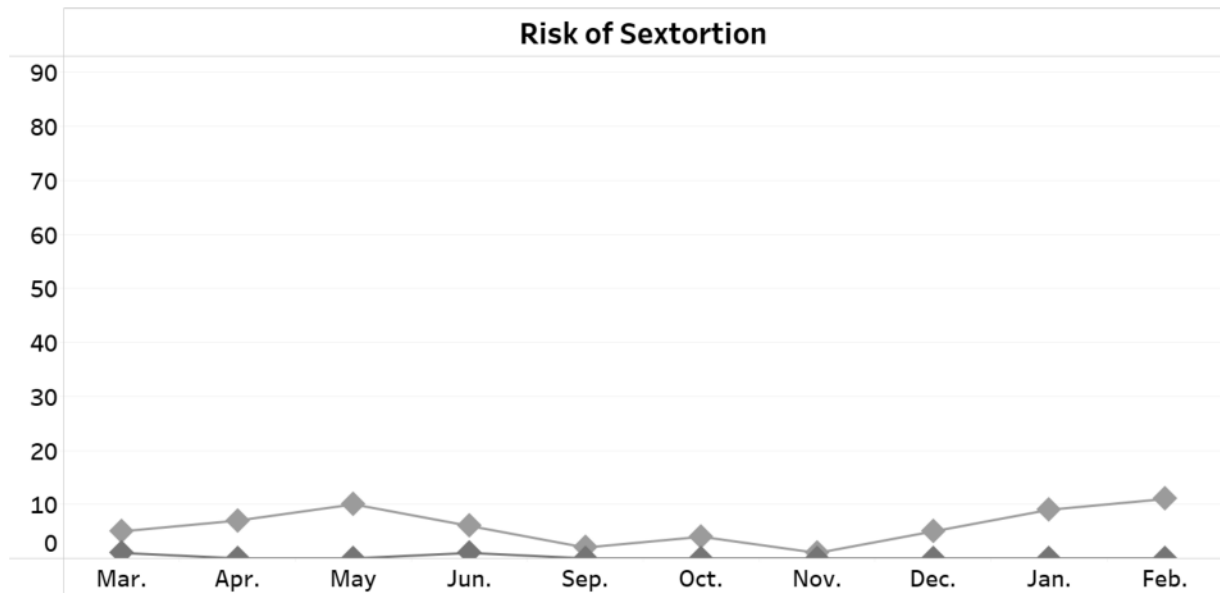**Worrisome Online Behaviour Observed by Month**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Risk of Sextortion
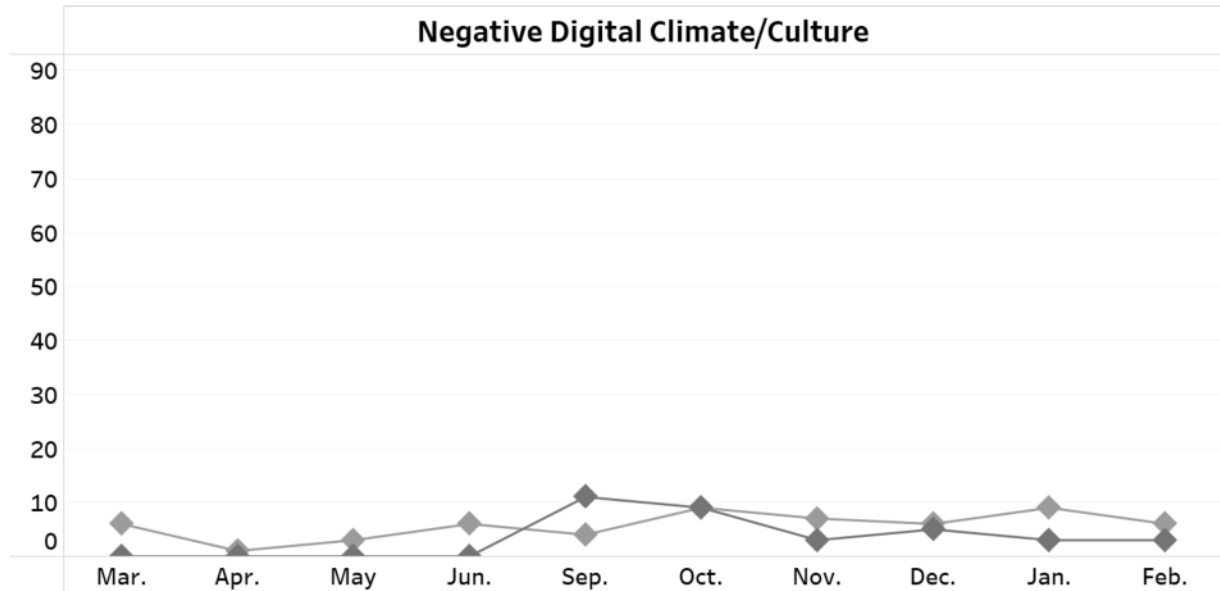
Worrisome Online Behaviour Observed by Month

Risk of Sextortion

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Negative Digital Climate/Culture
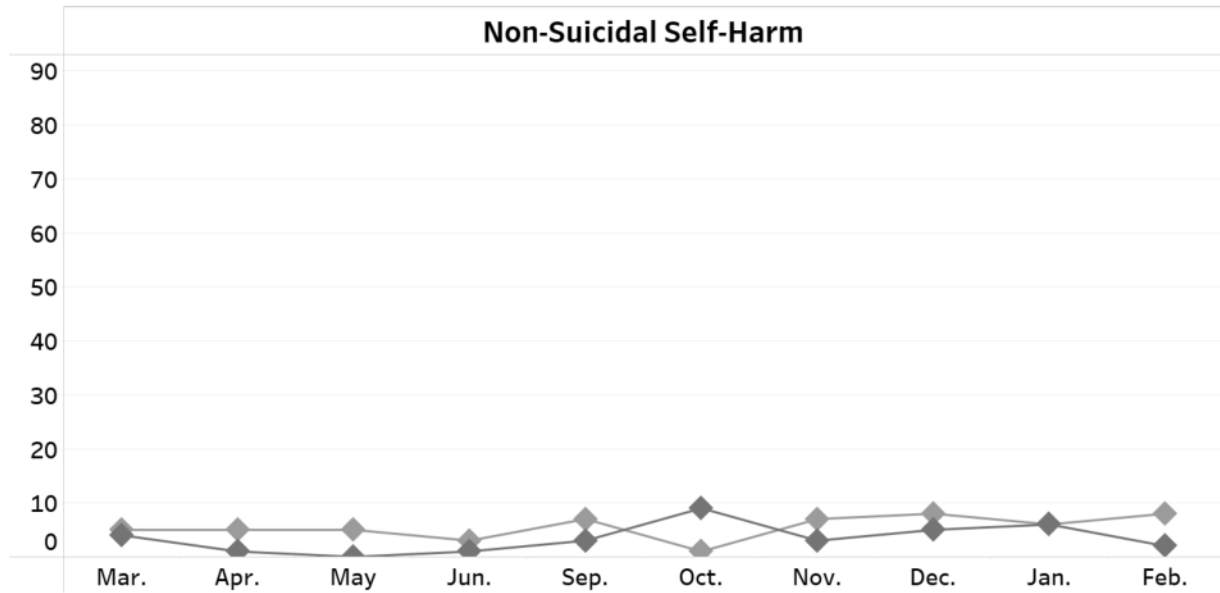
Worrisome Online Behaviour Observed by Month

Pandemic
- ▪ Before Pandemic (Mar. 2019 - Feb. 2020)
- ▪ During Pandemic (Mar. 2020 - Feb. 2021)

Non-Suicidal Self-Harm
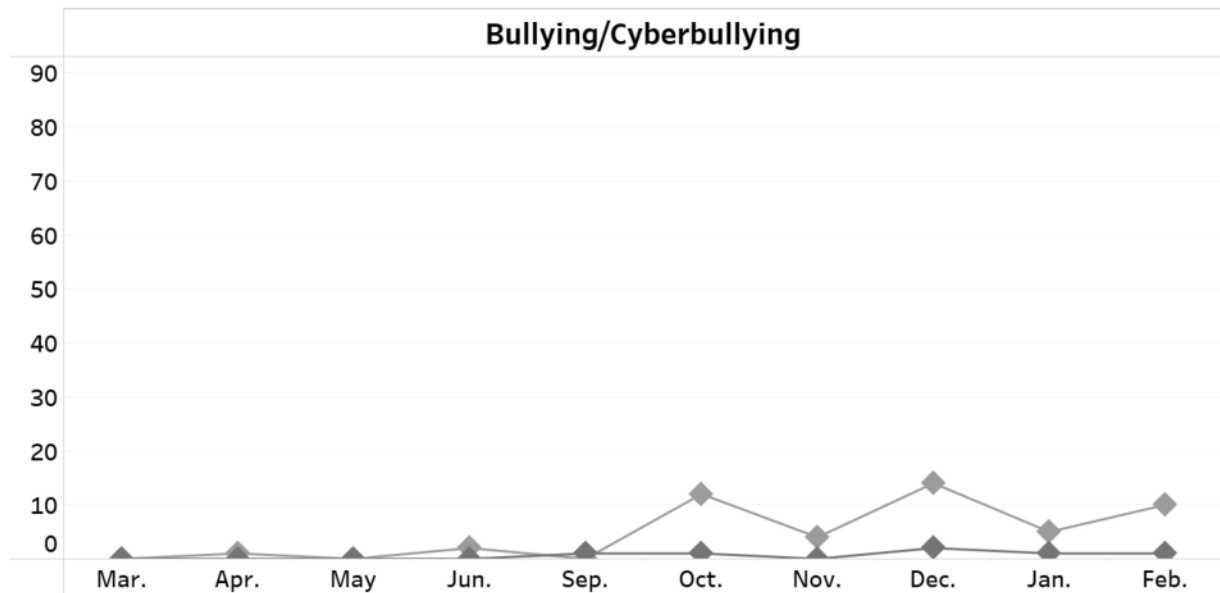
Worrisome Online Behaviour Observed by Month

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Bullying/Cyberbullying

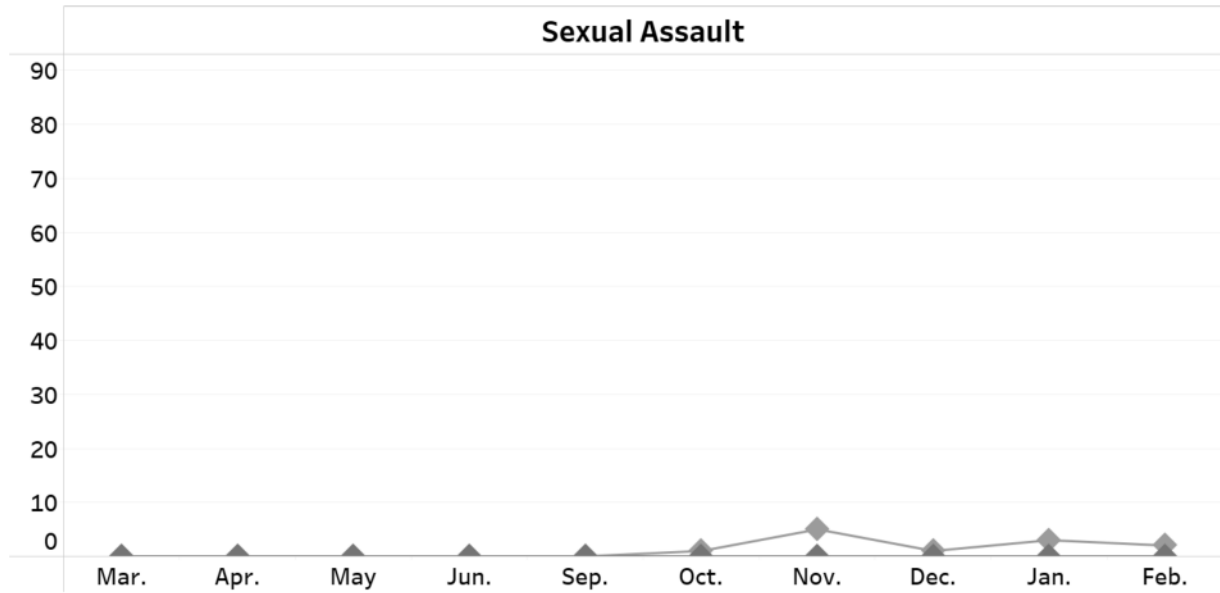**Worrisome Online Behaviour Observed by Month**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

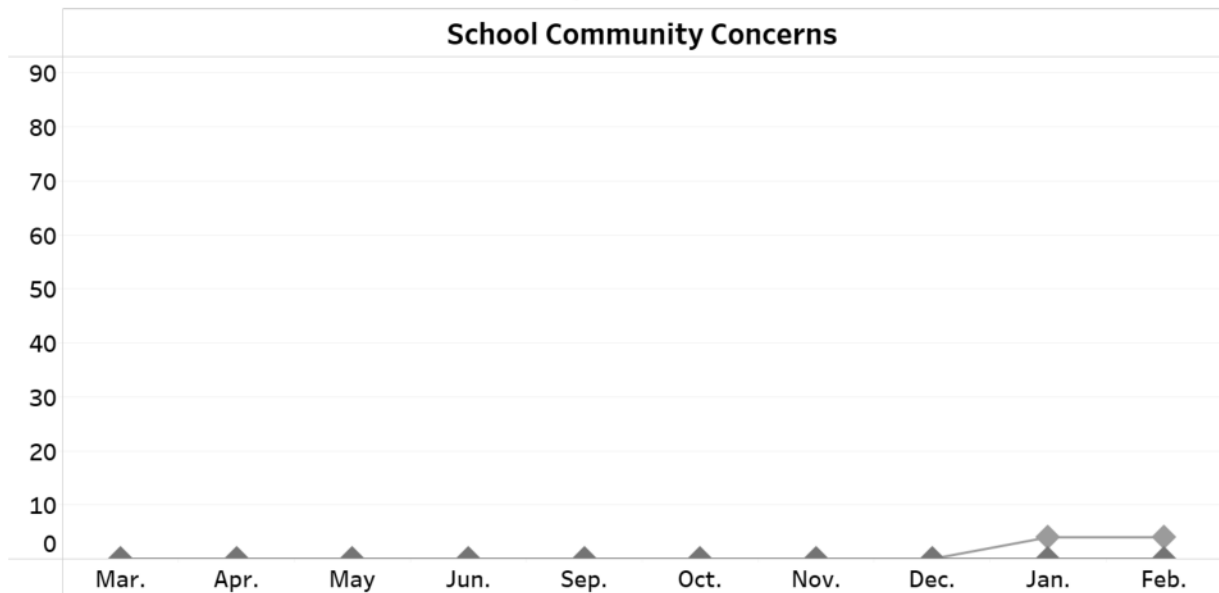## Sexual Assault

Worrisome Online Behaviour Observed by Month

Sexual Assault

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

School Community Concerns

Worrisome Online Behaviour Observed by Month

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

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Withheld pursuant to/removed as

s.19

Miscellaneous Illegal Activity

Worrisome Online Behaviour Observed by Month

Illegal Activity Misc.

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Hate/Racism or Radicalization

Worrisome Online Behaviour Observed by Month

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
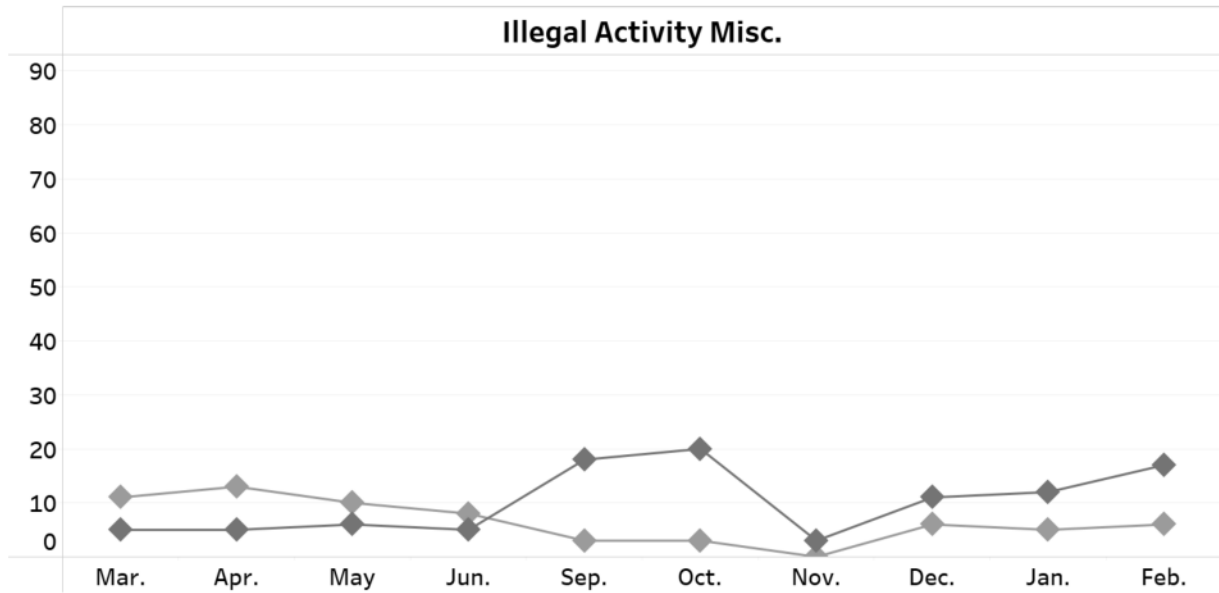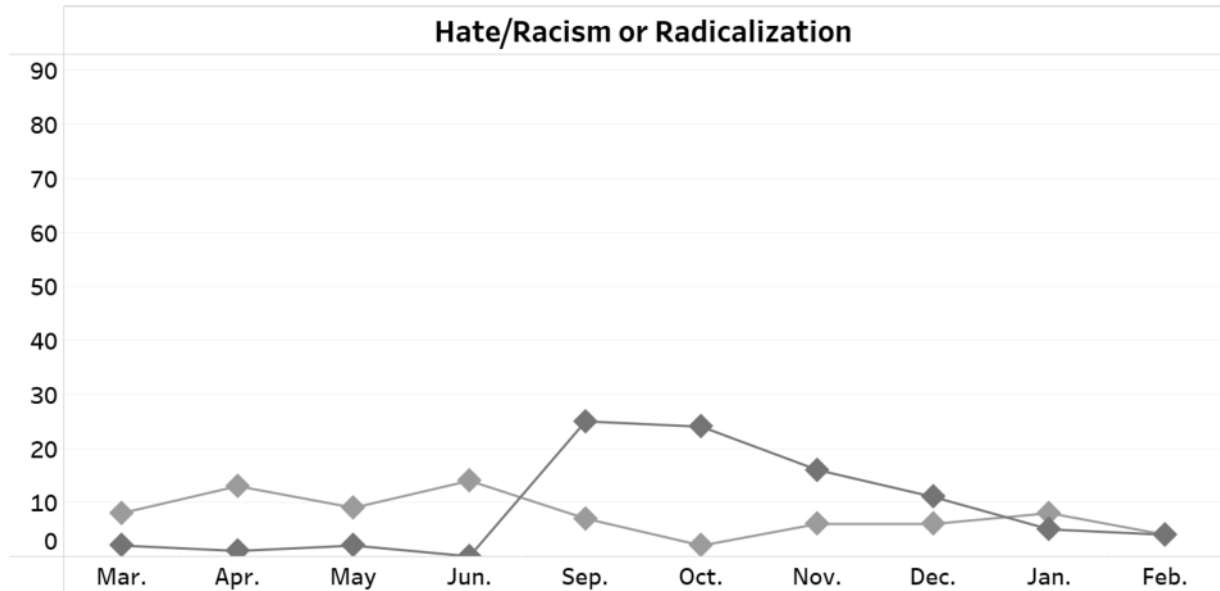- ■ During Pandemic (Mar. 2020 - Feb. 2021)

Physical Violence

Worrisome Online Behaviour Observed by Month

Physical Violence

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

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Annual Regional Worrisome Online Behaviour Observed by Categories of Concern

Fraser Valley

Worrisome Online Behaviour Observed by Category of Concern

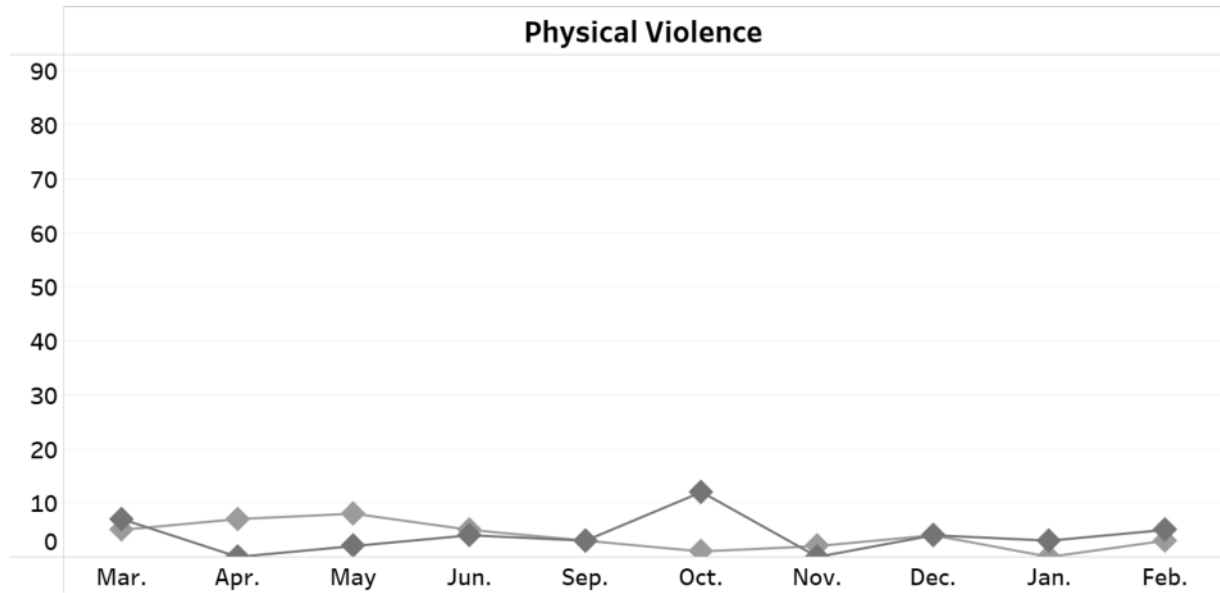**Pandemic**
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Worrisome Online Behaviour Observed by Category of Concern

Fraser Valley				
Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Kootenay-Boundary

Worrisome Online Behaviour Observed by Category of Concern

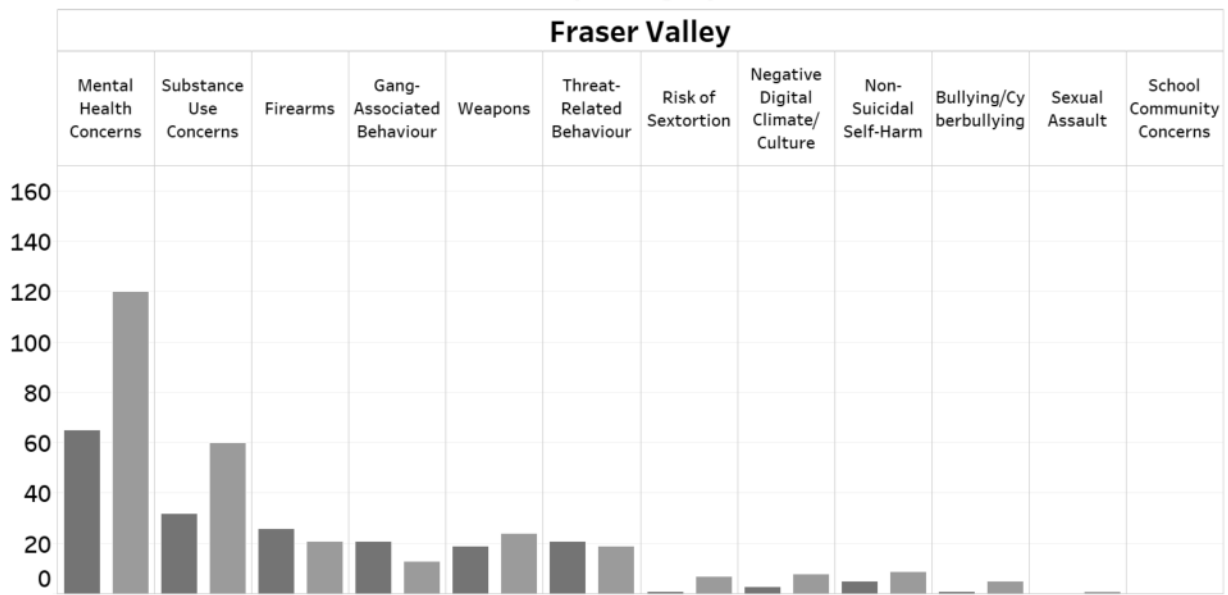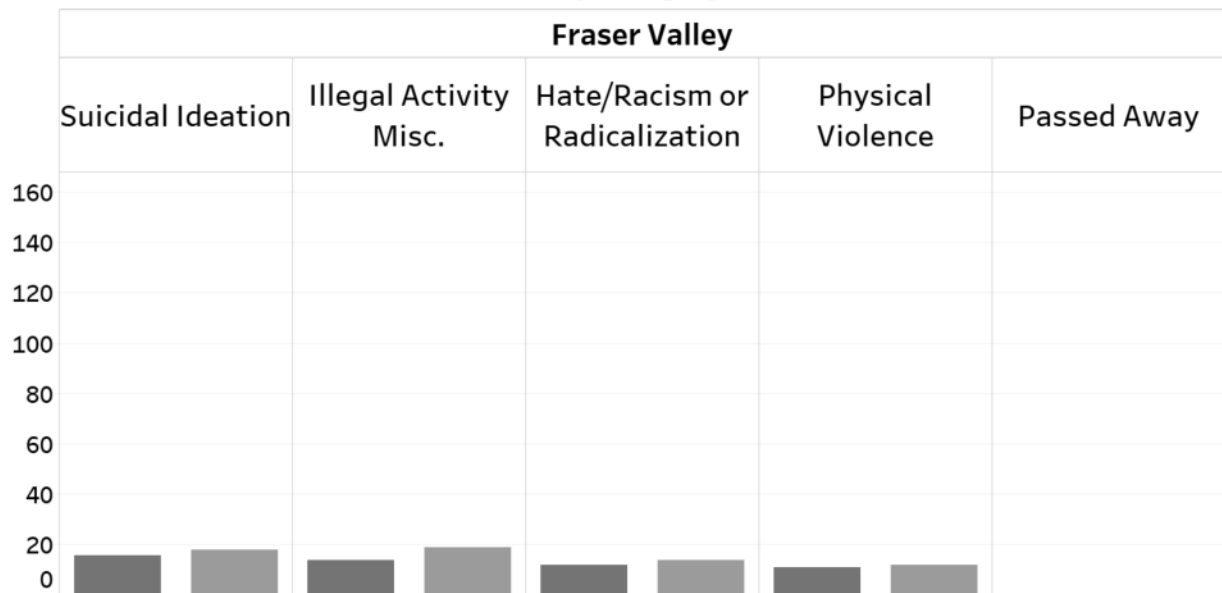**Pandemic**
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Worrisome Online Behaviour Observed by Category of Concern

Kootenay-Boundary				
Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away
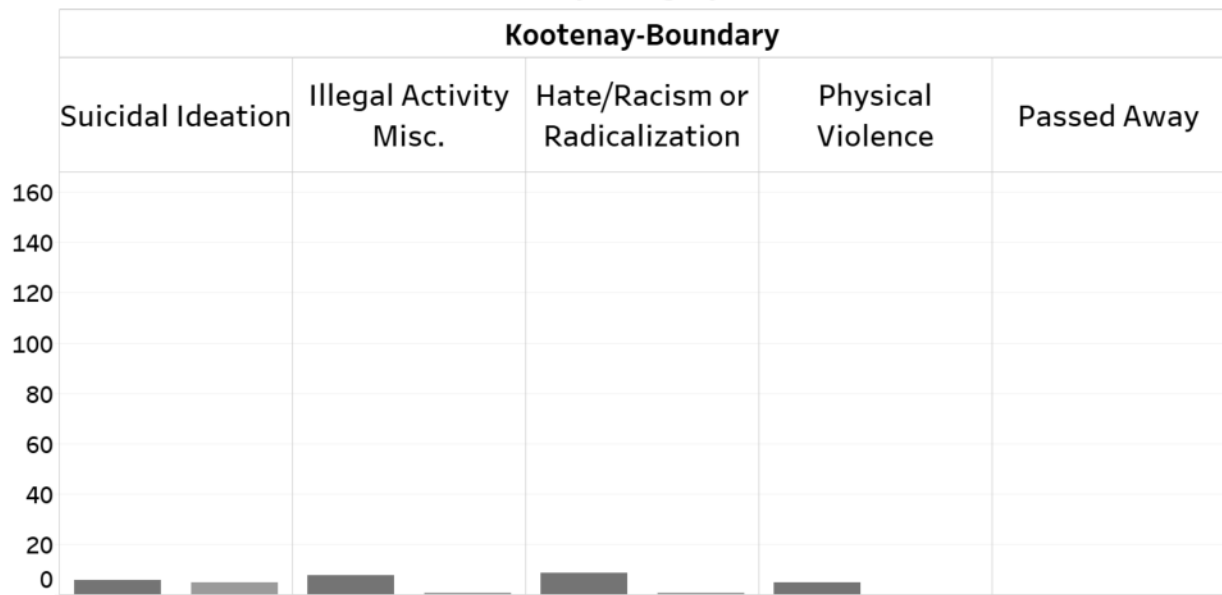
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Metro

Worrisome Online Behaviour Observed by Category of Concern

Metro											
Mental Health Concerns	Substance Use Concerns	Firearms	Gang-Associated Behaviour	Weapons	Threat-Related Behaviour	Risk of Sextortion	Negative Digital Climate/ Culture	Non-Suicidal Self-Harm	Bullying/Cy berbullying	Sexual Assault	School Community Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

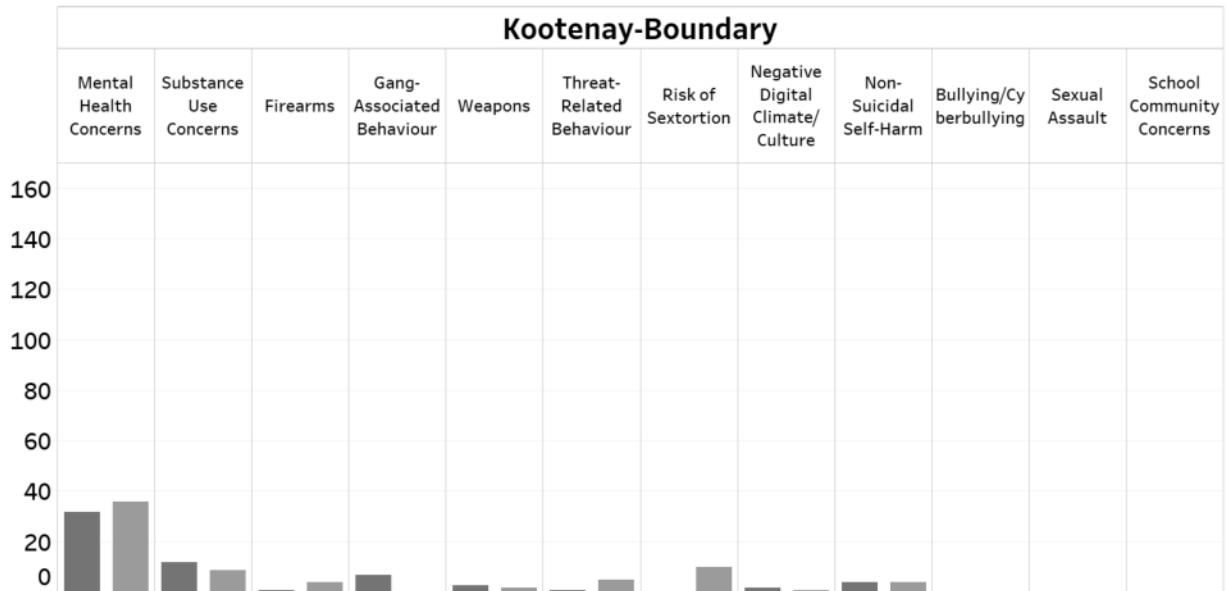## Worrisome Online Behaviour Observed by Category of Concern
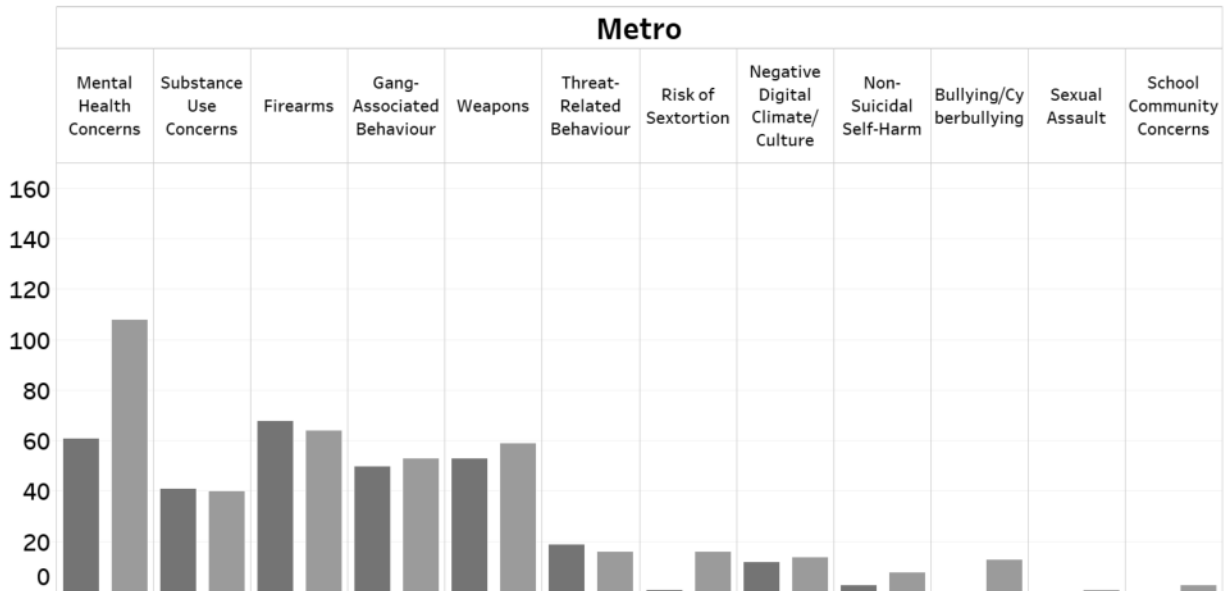
Metro				
Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away
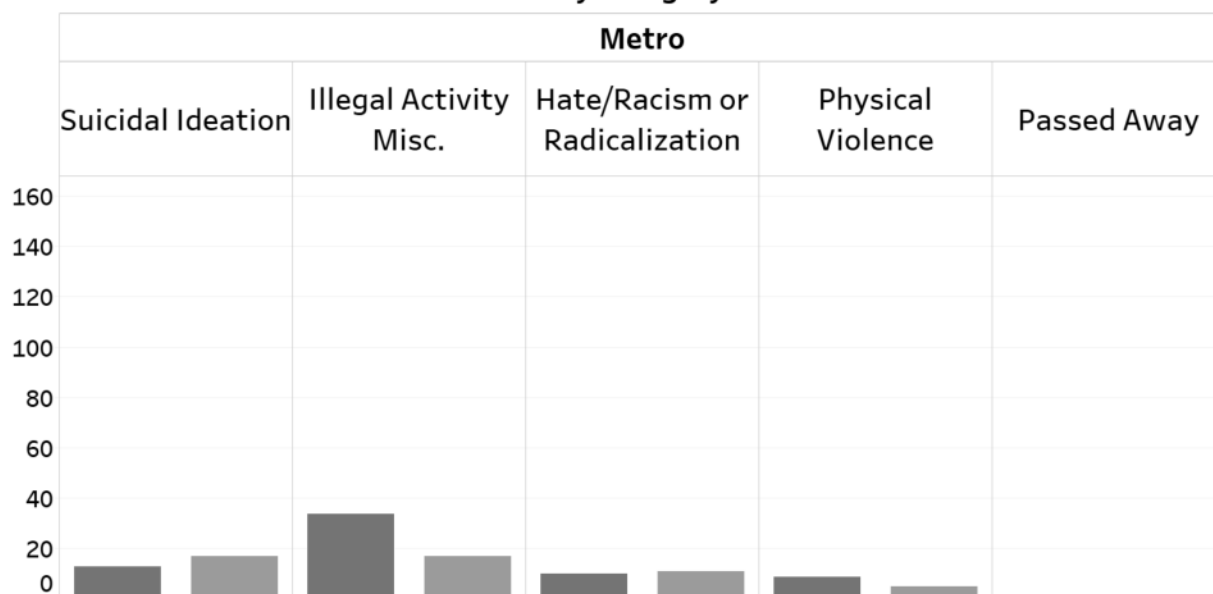
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Northern

Worrisome Online Behaviour Observed by Category of Concern

					Northern							
Mental Health Concerns	Substance Use Concerns	Firearms	Gang-Associated Behaviour	Weapons	Threat-Related Behaviour	Risk of Sextortion	Negative Digital Climate/ Culture	Non-Suicidal Self-Harm	Bullying/Cy berbullying	Sexual Assault	School Community Concerns

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

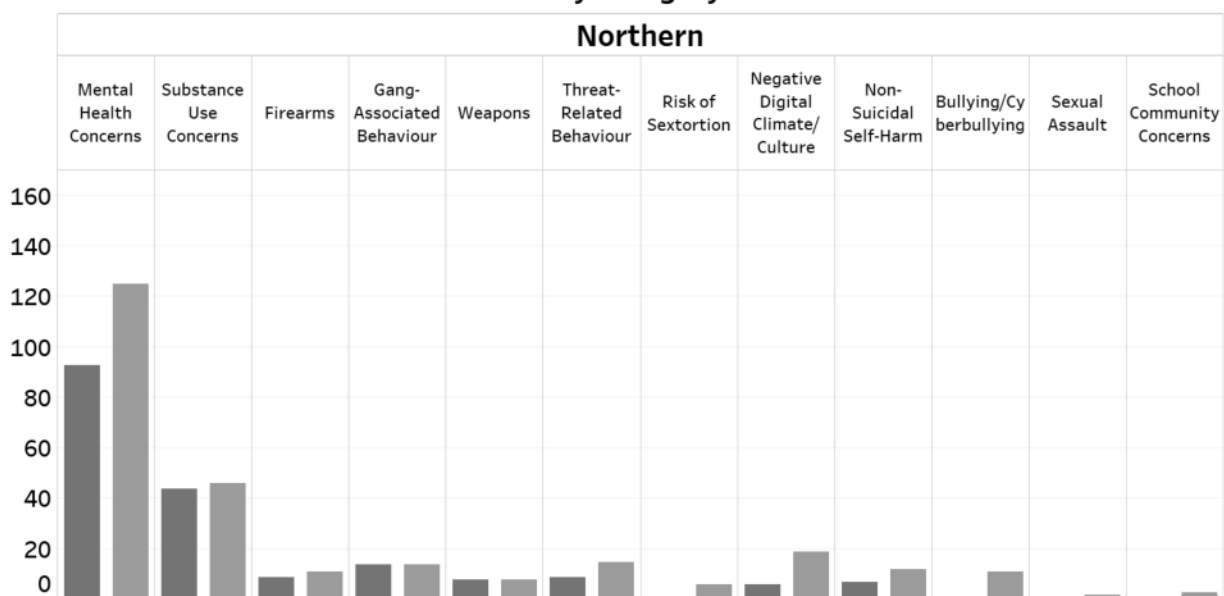## Worrisome Online Behaviour Observed by Category of Concern

Northern				
Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away
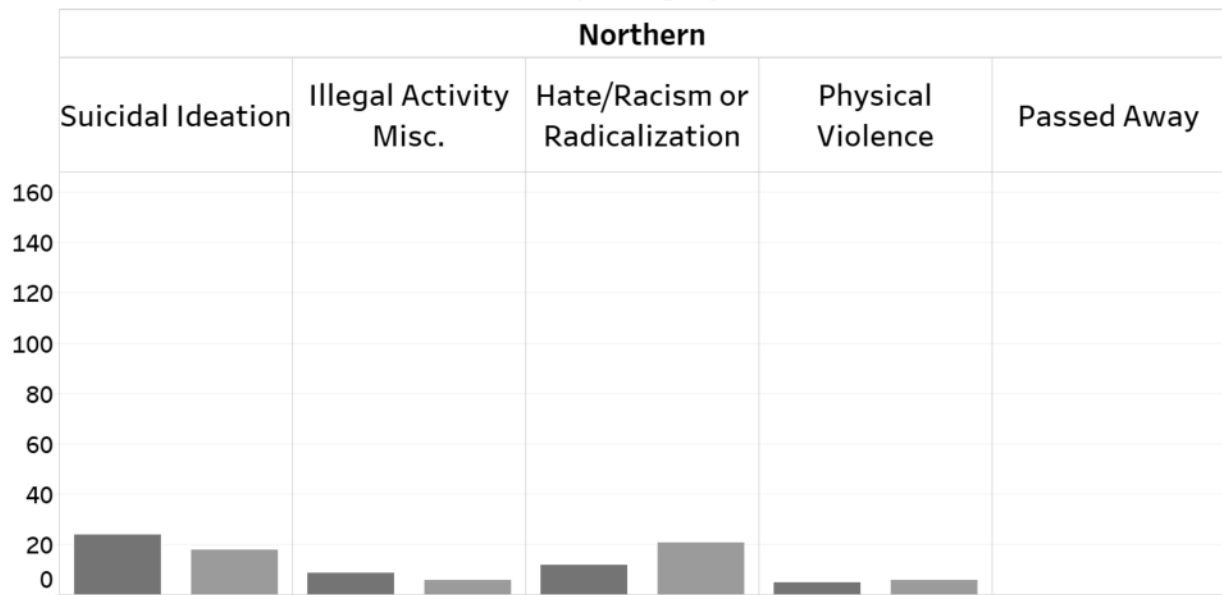
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Thompson-Okanagan

Worrisome Online Behaviour Observed by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

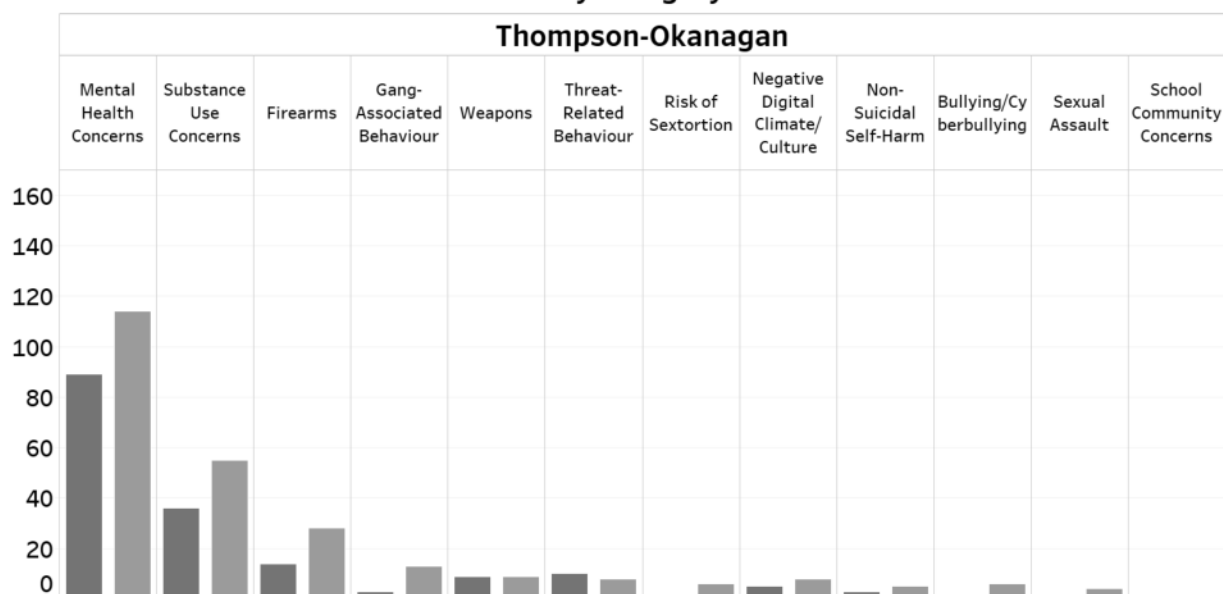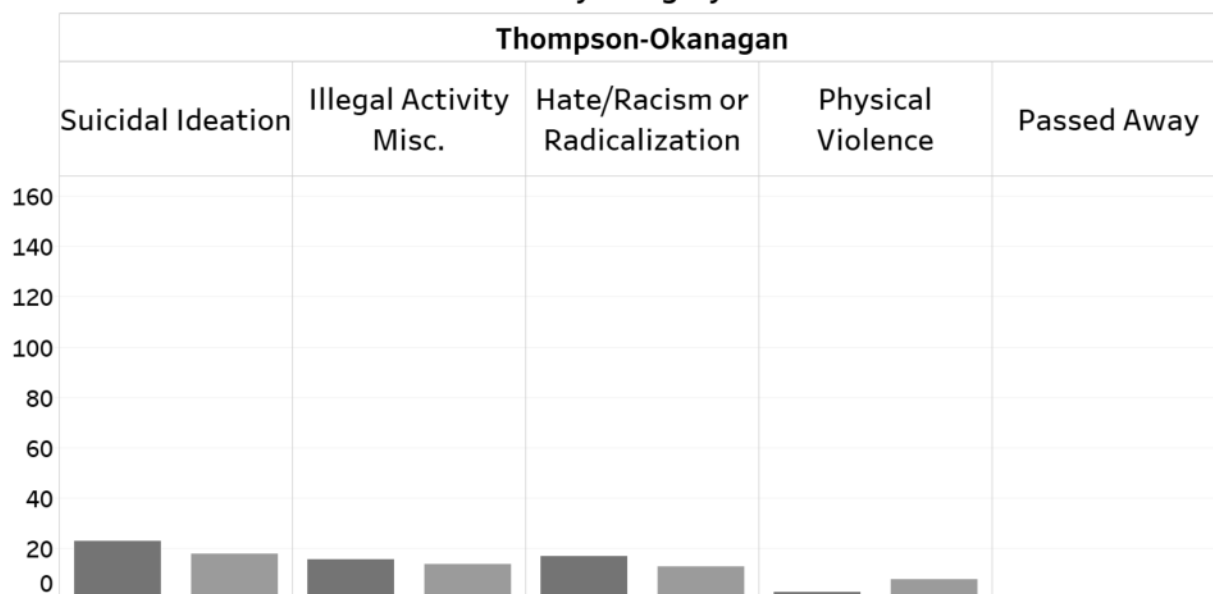**Worrisome Online Behaviour Observed by Category of Concern**

Thompson-Okanagan				
Suicidal Ideation	Illegal Activity Misc.	Hate/Racism or Radicalization	Physical Violence	Passed Away

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Vancouver Island

Worrisome Online Behaviour Observed by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

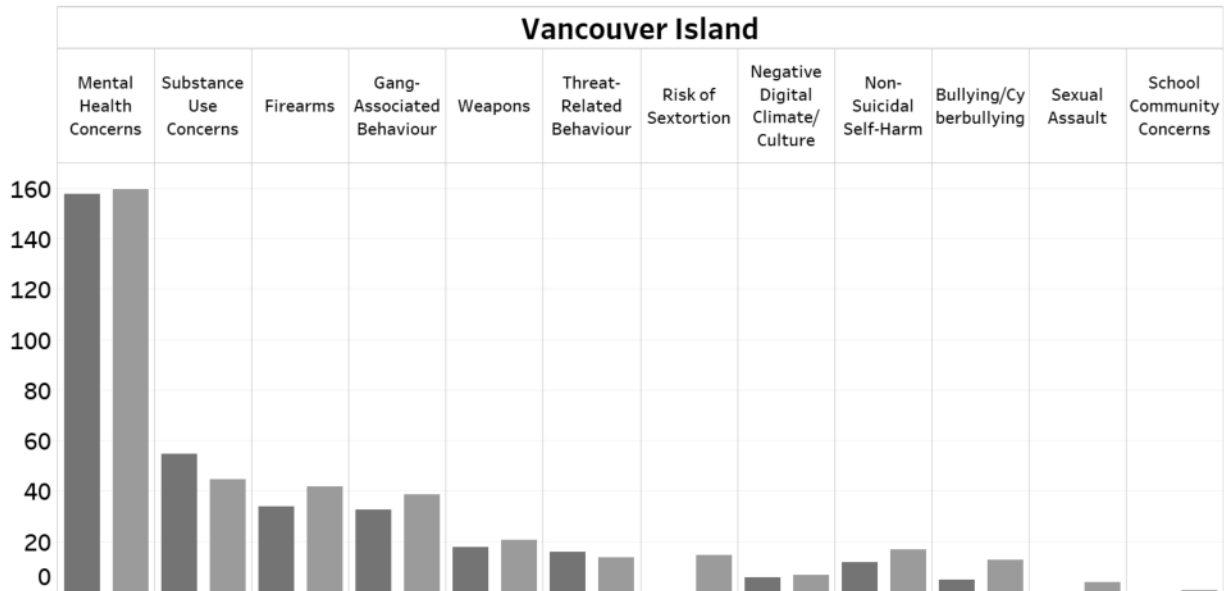**Worrisome Online Behaviour Observed by Category of Concern**

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

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COMPARATIVE ANALYSIS OF CRITICAL INCIDENTS/CASE CONSULTATIONS AND WOBS

Annual Provincial Comparative Analysis of Critical Incidents/Case Consultation and Worrisome Online Behaviour Reports (WOBs)
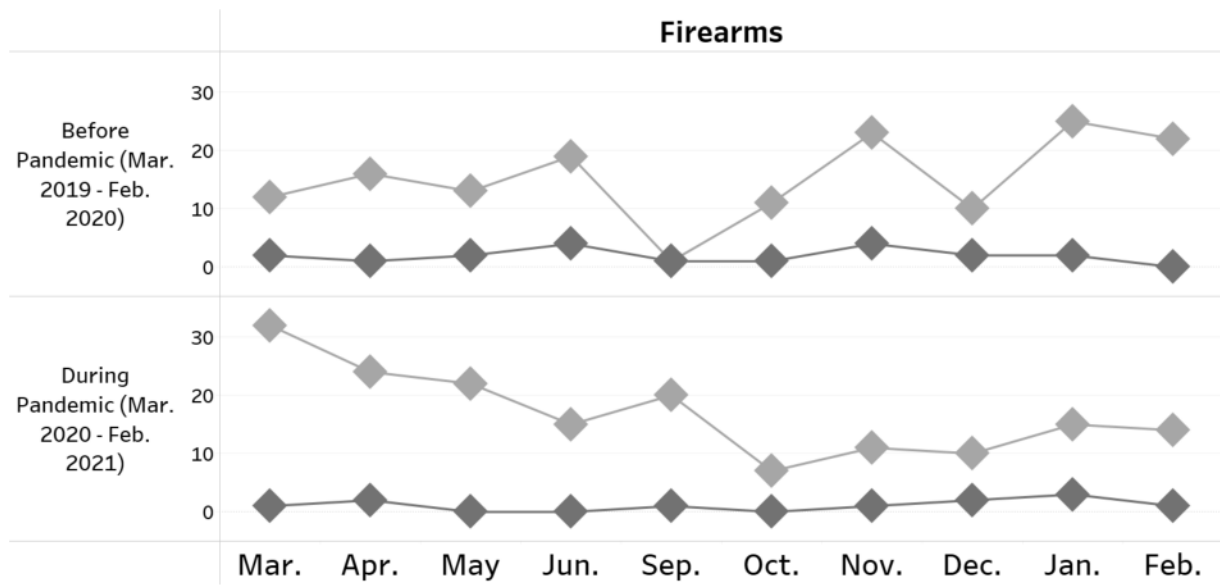
Bullying/Cyberbullying
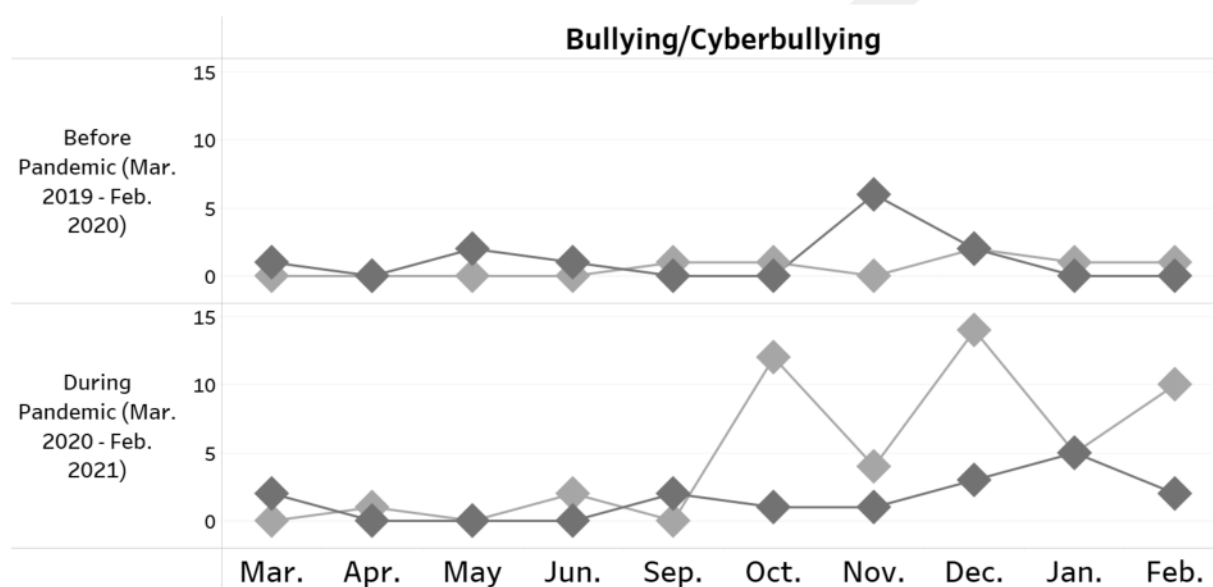
Data
- Critical Incidents/Case Consultations
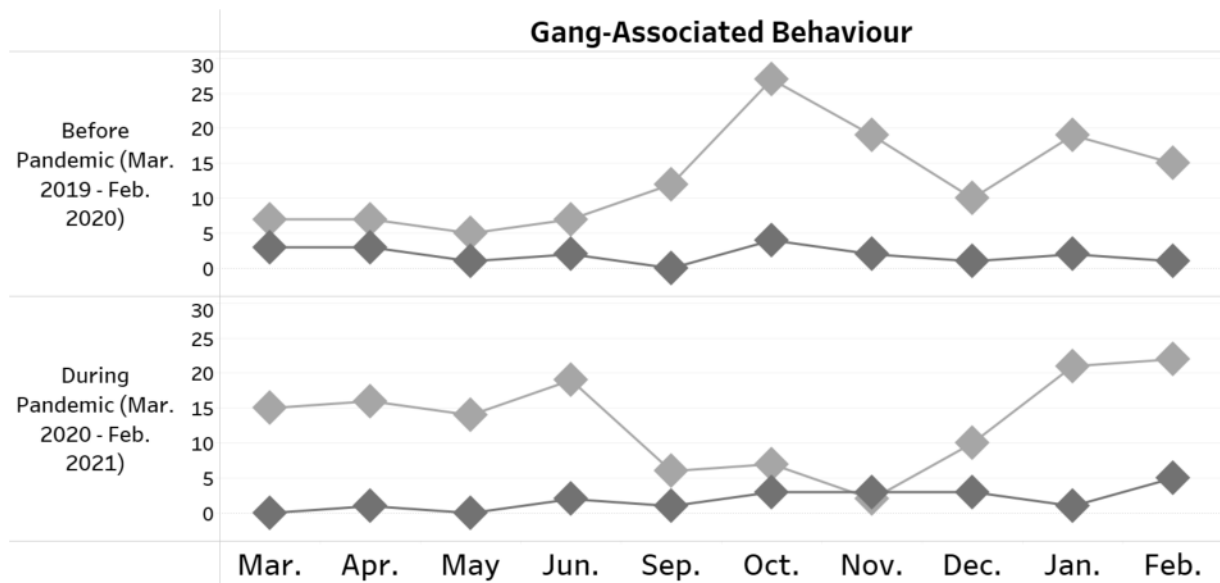- WOBs

Firearms

Data
- Critical Incidents/Case Consultations
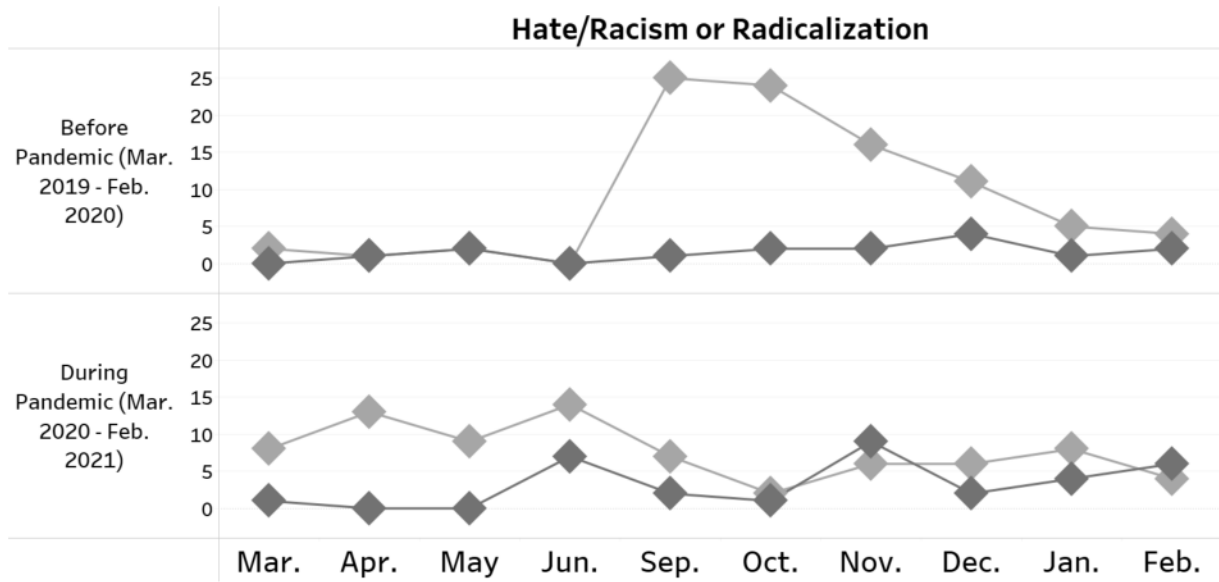- WOBs

Gang-Associated Behaviour

Data
- Critical Incidents/Case Consultations
- WOBs

Hate/Racism or Radicalization

Data
- ■ Critical Incidents/Case Consultations
- ■ WOBs

Miscellaneous Illegal Activity

Illegal Activity Misc.
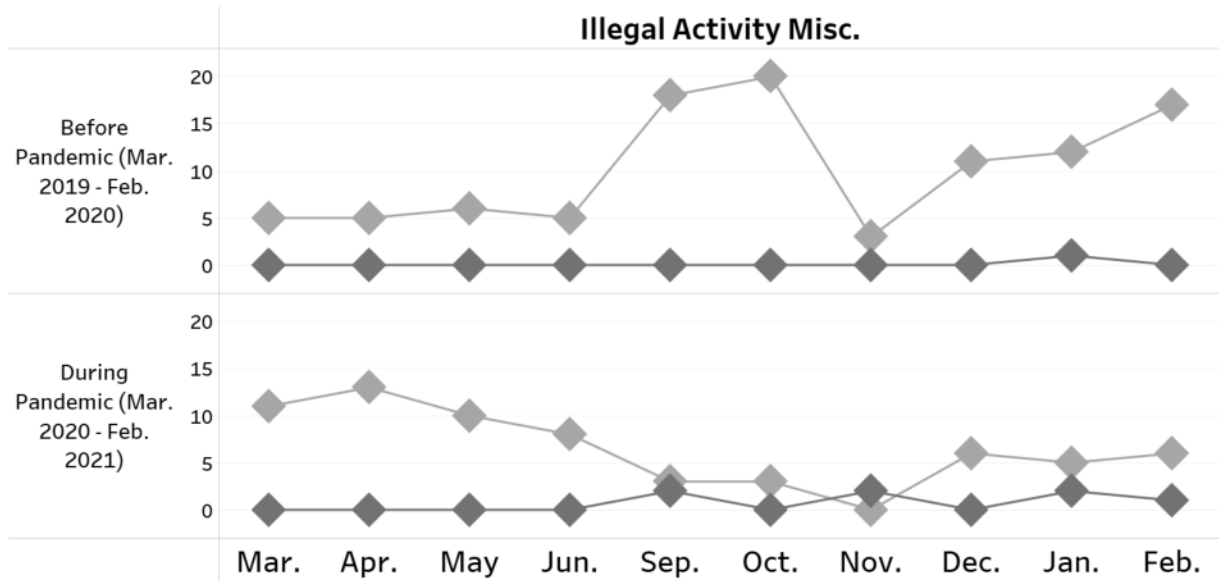
Data
- Critical Incidents/Case Consultations
- WOBs

Mental Health Concerns
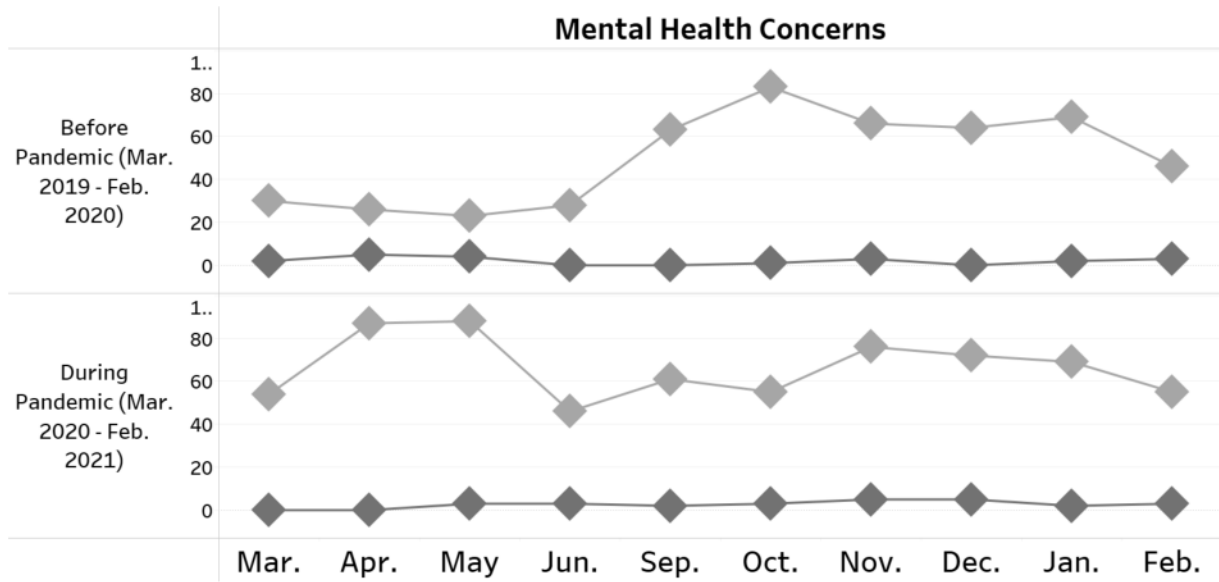
Data
- Critical Incidents/Case Consultations
- WOBs

Negative Digital Climate/Culture
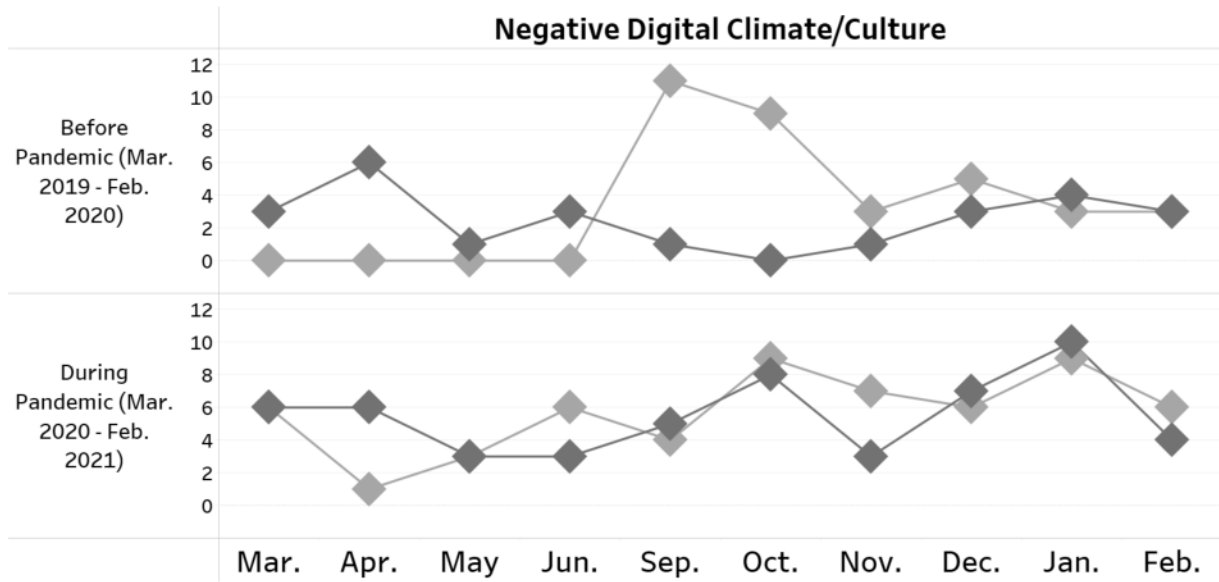
Data
- ◾ Critical Incidents/Case Consultations
- ◾ WOBs

Non-Suicidal Self-Harm
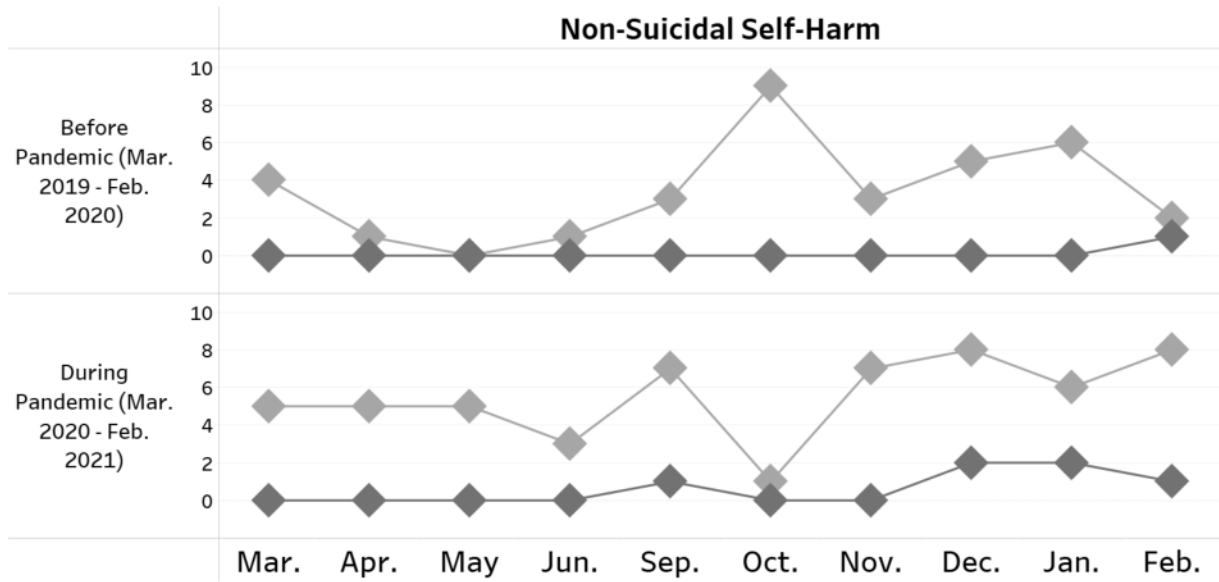
Data
- ■ **Critical Incidents/Case Consultations**
- ■ **WOBs**

Passed Away
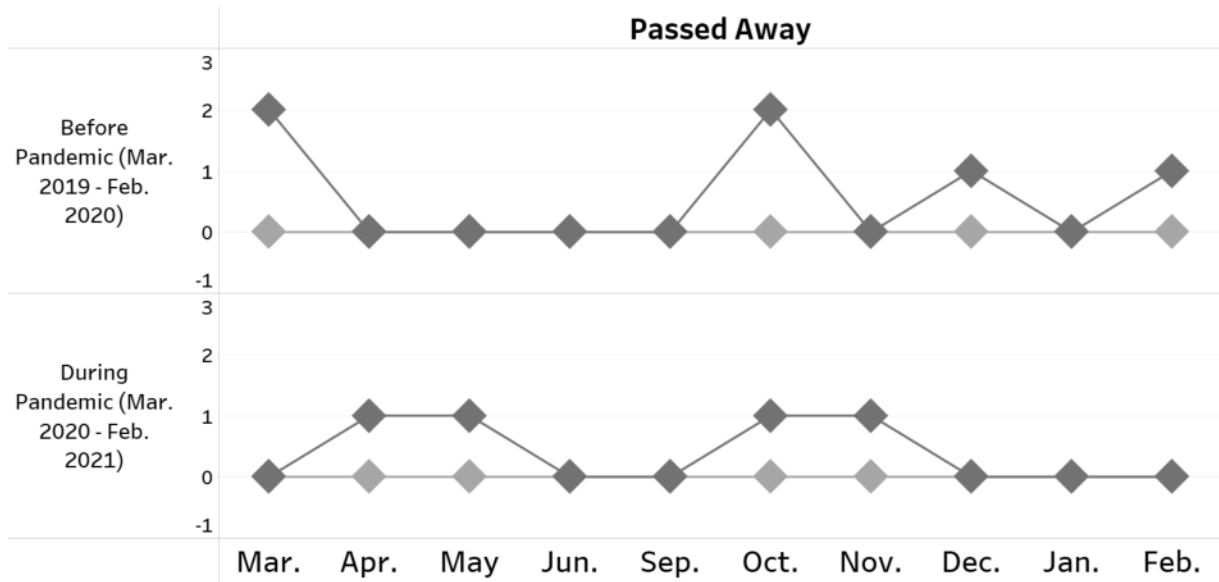
Data
- Critical Incidents/Case Consultations
- WOBs

Physical Violence
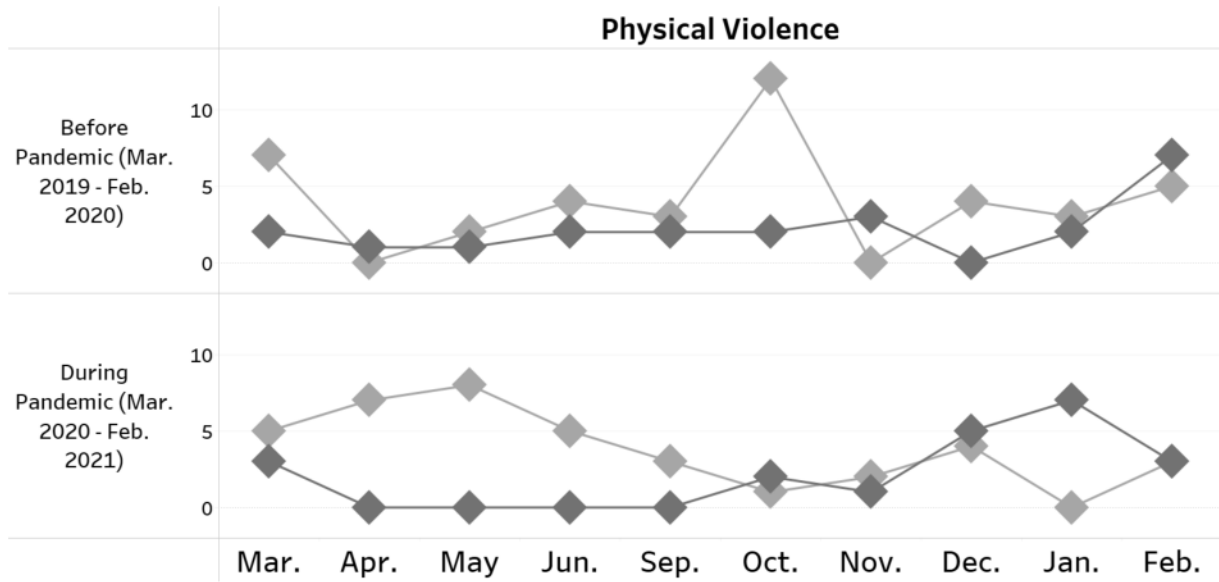
Data
- ■ Critical Incidents/Case Consultations
- ■ WOBs

Risk of Sextortion

Risk of Sextortion

Before Pandemic (Mar. 2019 - Feb. 2020)

During Pandemic (Mar. 2020 - Feb. 2021)

Mar. Apr. May Jun. Sep. Oct. Nov. Dec. Jan. Feb.
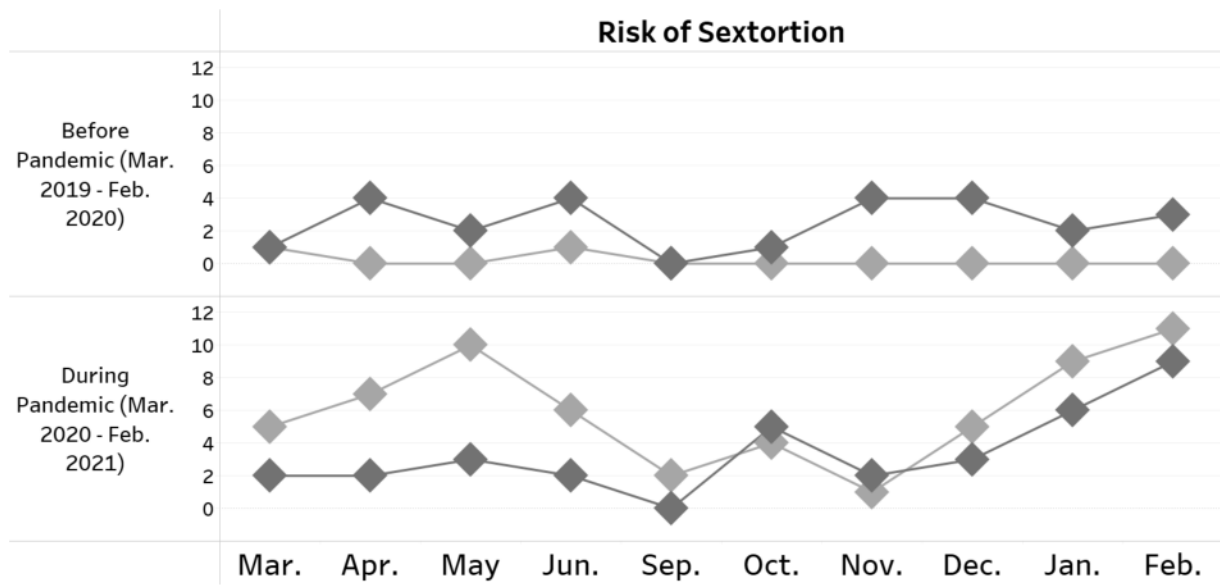
Data
- Critical Incidents/Case Consultations
- WOBs

School Community Concerns

School Community Concerns
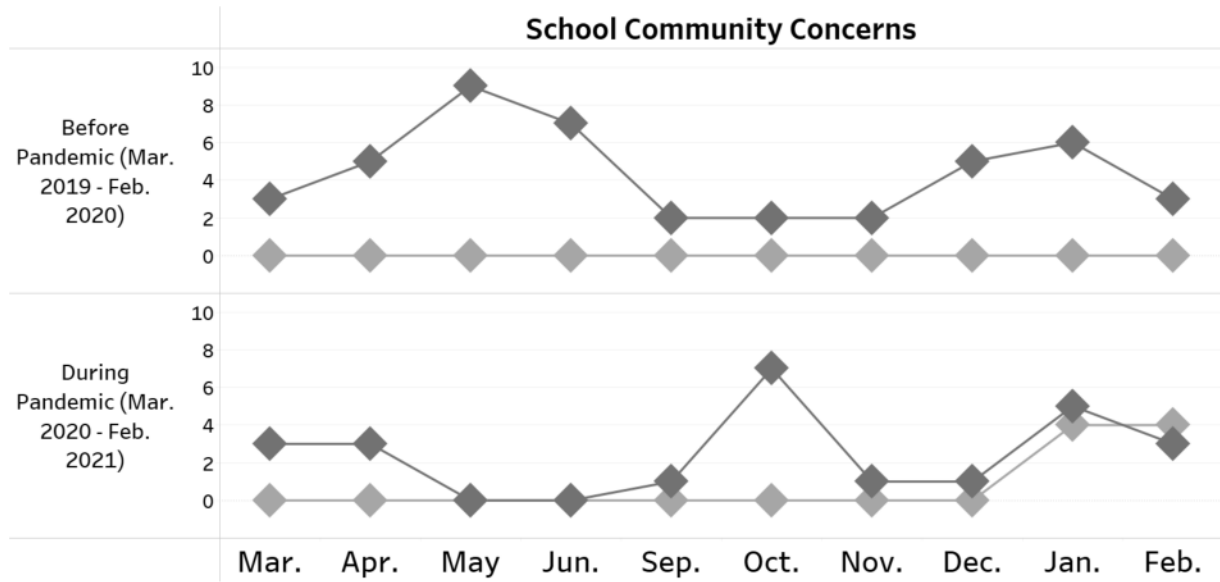
Data
- Critical Incidents/Case Consultations
- WOBs

Sexual Assault

Sexual Assault
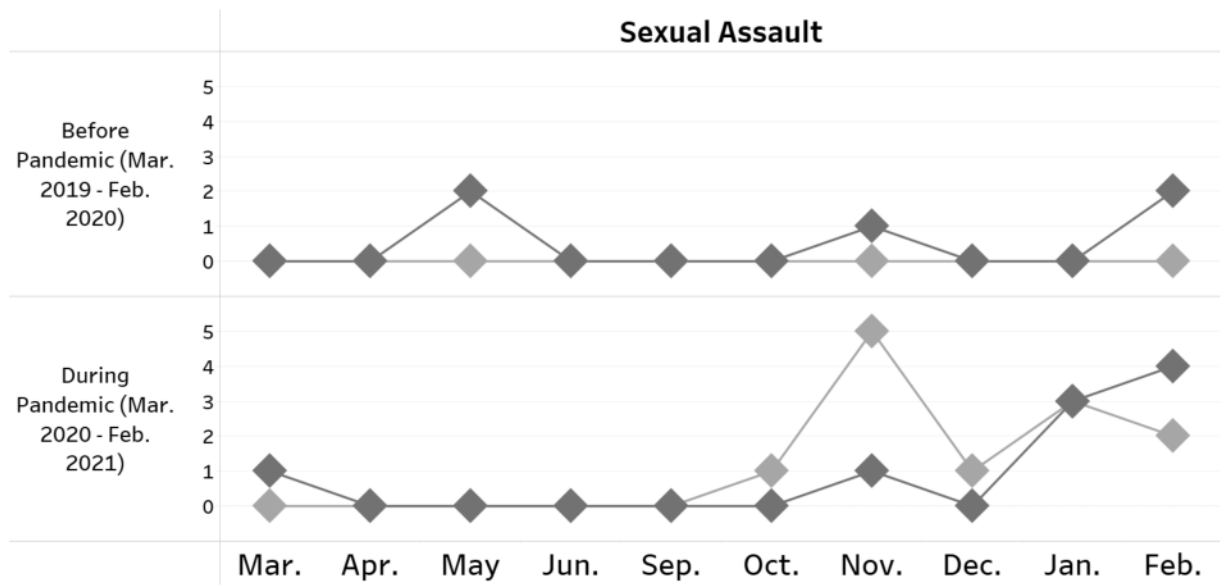
Data
- Critical Incidents/Case Consultations
- WOBs

Substance Use Concerns
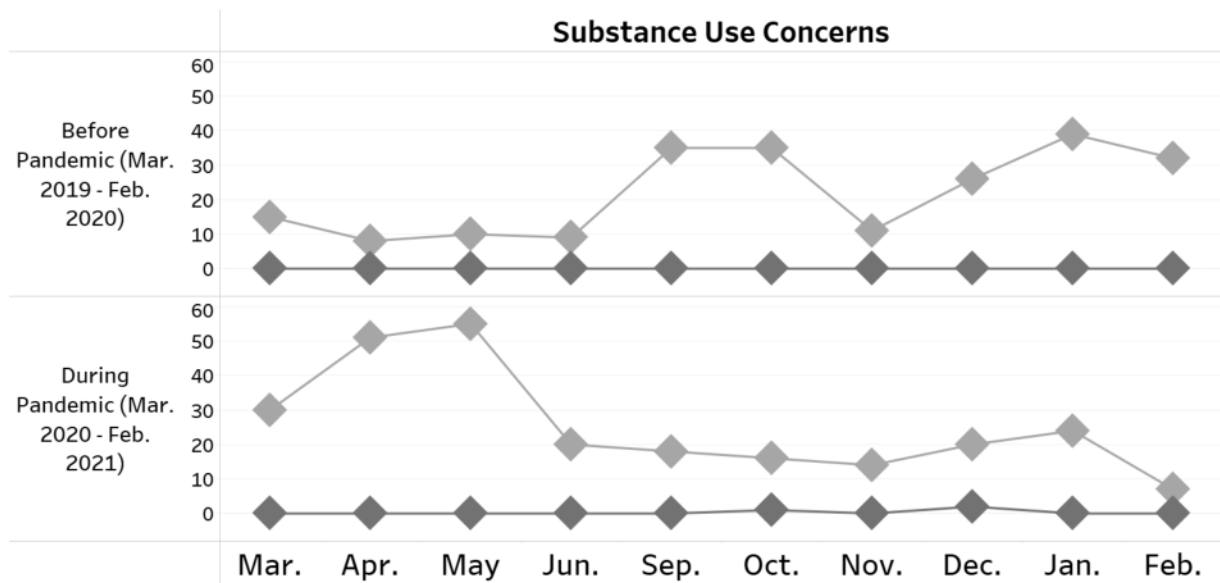
Data
- ▪ **Critical Incidents/Case Consultations**
- ▪ **WOBs**

Threat-Related Behaviour
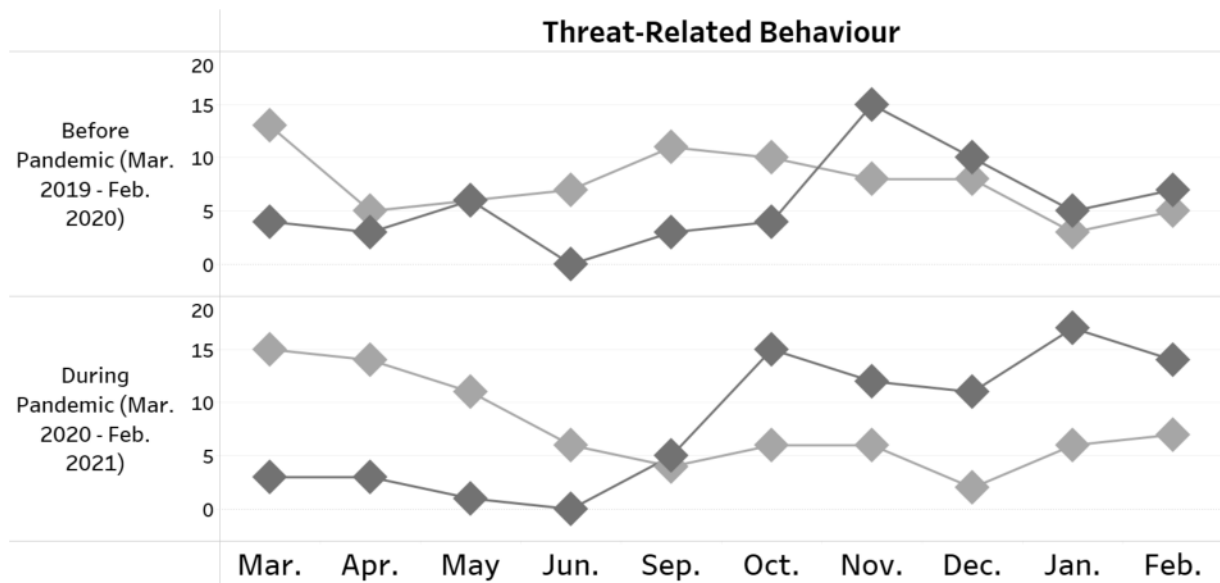
Data
- Critical Incidents/Case Consultations
- WOBs

Weapons
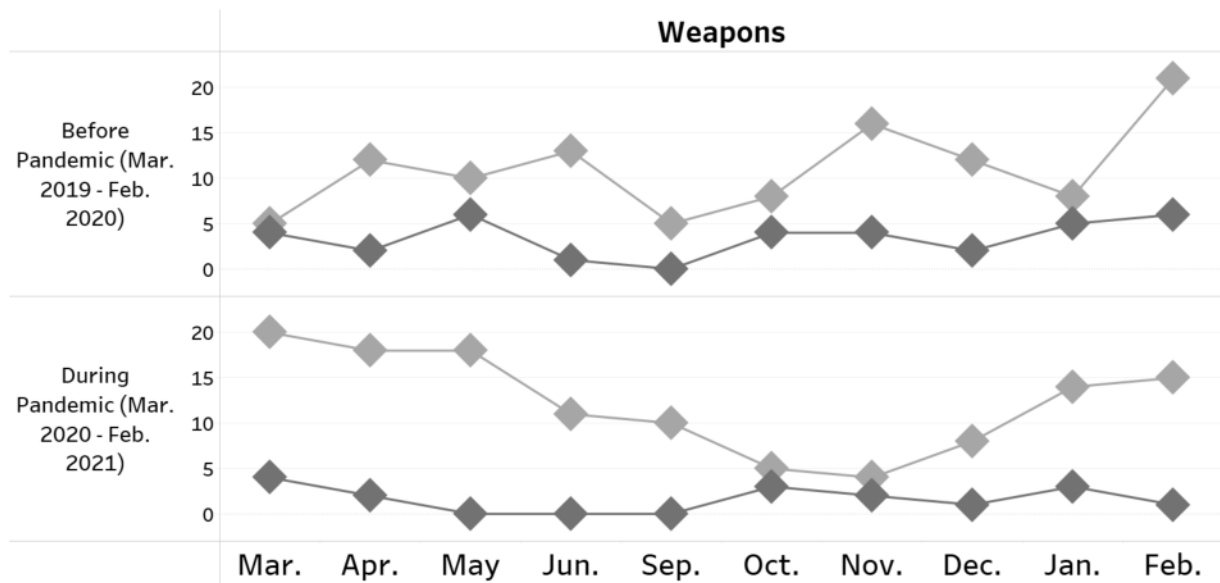
Data
- Critical Incidents/Case Consultations
- WOBs

ERASE|REPORT IT TIPS

erase|Report it Tips

The online *erase*|Report It tool enables individuals to submit anonymous messages that are immediately shared with the respective district's safe school coordinator. The tool serves all schools across BC, although SD36 Surrey predominately uses their own anonymous reporting tool (PSST).[2]

erase|Report It data is only available in an aggregated form as tips are deleted 30 days after submission in order to be compliant with BC privacy laws. We are only able to view the total number of Tips submitted by month, total number of tips submitted by Category of Concern, or total number of Tips submitted by the district in each region.

erase | EXPECT RESPECT &
A SAFE EDUCATION

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[2] https://www2.gov.bc.ca/gov/content/erase

Monthly Provincial Analysis of Number of *erase*|Report It Tips – Public School Districts and Independent Schools

There was a significant decrease in the number of erase|Report It Tips submitted when remote learning commenced. With the return to in-class learning in September 2020, we observed a steady month-to-month increase in the number of Tips submitted. Despite remote learning, a small number of students continued to submit *erase*|Report It Tips. Tips submitted during this period were typically related to Bullying/Cyberbullying.

erase|Report It Tips by Month
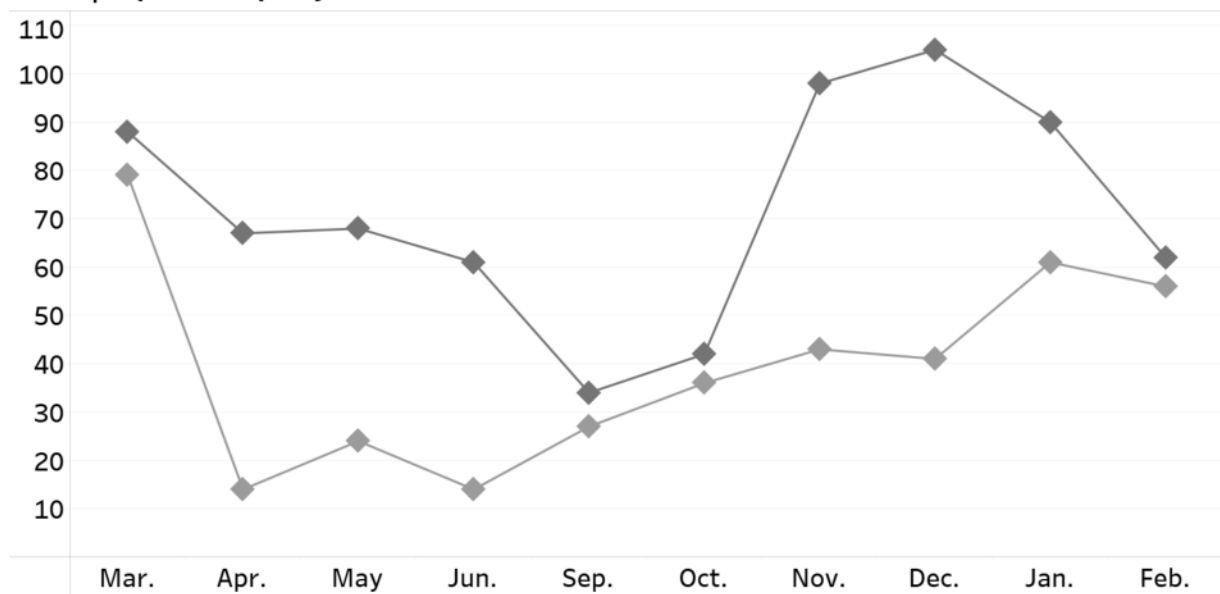
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

Annual Provincial Analysis of Number of *erase*|Report It Tips – Public School Districts and Independent Schools

erase|Report It Tips by School Year
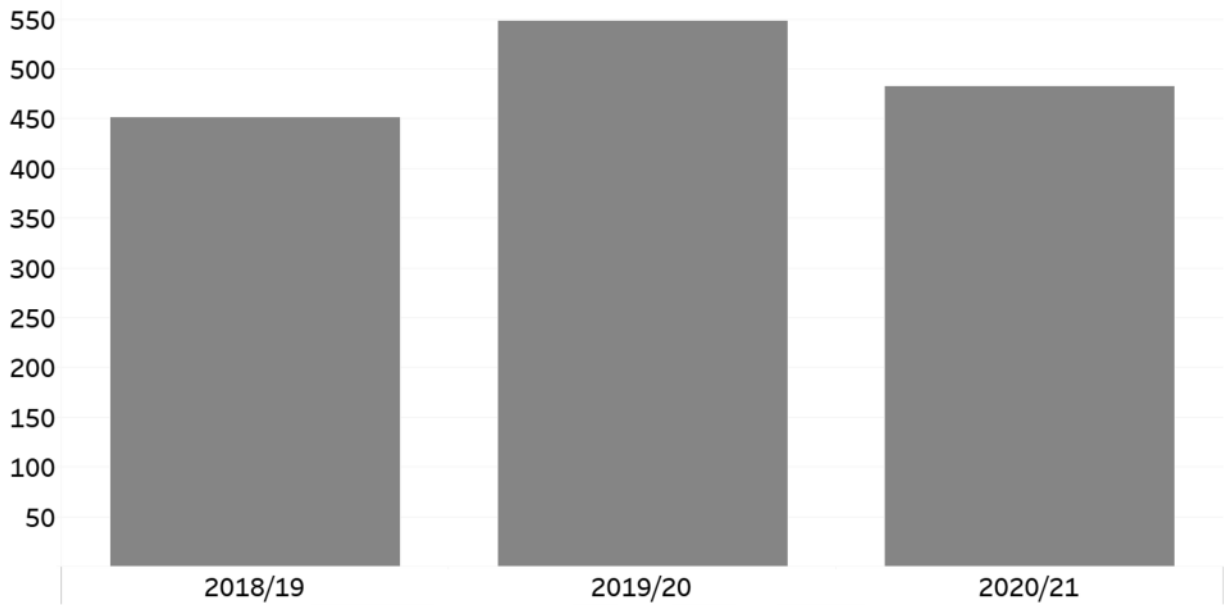
Annual Regional Analysis of Number of *erase*|Report It Tips – Public School Districts and Independent Schools

The *erase*|Report It tool experienced increased usage by the three smallest BCSSA regions (Kootenay-Boundary, Northern, and Thompson-Okanagan).

erase|Report It Tips by School Year
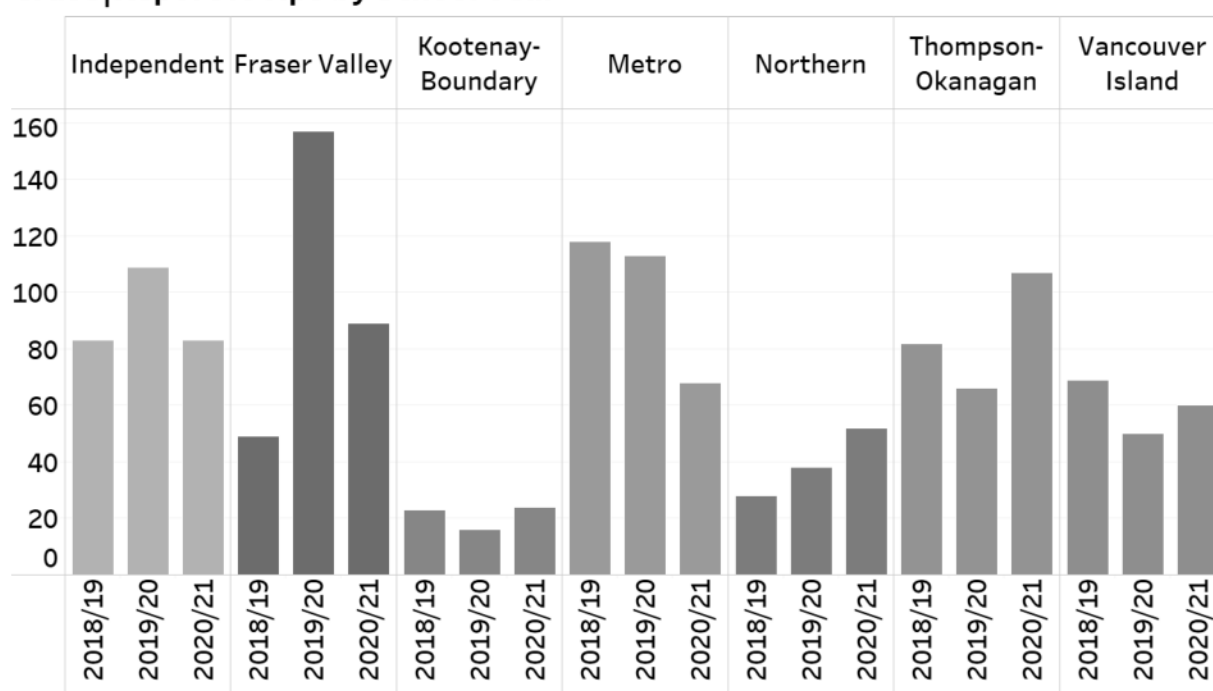
BCSSA Region
- Independent
- Fraser Valley
- Kootenay-Boundary
- Metro
- Northern
- Thompson-Okanagan
- Vancouver Island

Total number of tips submitted by school year for each BCSSA region.

Note that the student populations for each of the BCSSA regions are significantly different, with Metro being the largest at over 270,000 students, and Kootenay-Boundary the smallest at just under 20,000 students. Naturally, larger student populations would lead to a greater number of Tips being submitted. For a better comparison between regions, the ratio of tips submitted to student population is shown below. The number of Tips submitted is converted to number of tips submitted per 100,000 students for each region.

NOTE: Surrey (SD36) uses PSST, their own reporting tool. PSST has the same functionality as PSSTWorld, which is the reporting platform used by the *erase*|Report It tool. The one critical disadvantage of PSST compared to the *erase*|Report It tool is that PSST does not currently provide students the opportunity to attach video content relating to their concern. To account for SD36 Surrey's minimal usage of the *erase*|Report It tool, Surrey's student population is removed from Metro's total student population when computing the rate of Tips submitted per 100,000 students.

erase|Report It Tips per 100,000 Students by School Year
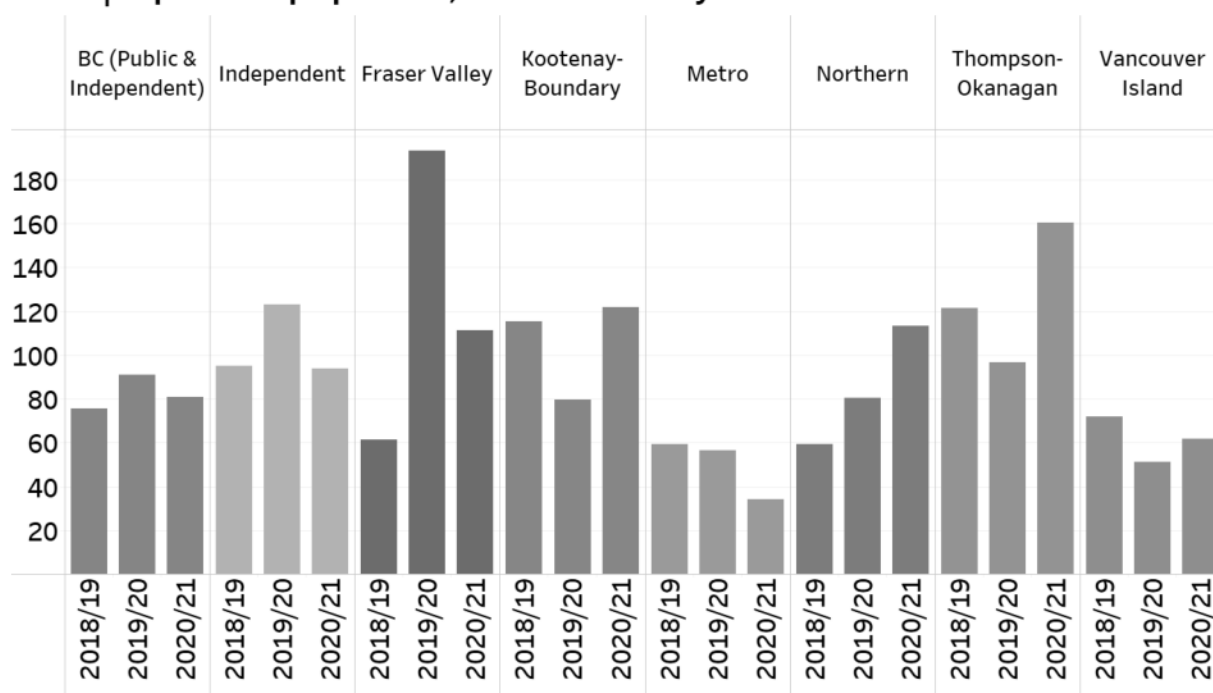
BCSSA Region
- BC (Public & Independent)
- Independent
- Fraser Valley
- Kootenay-Boundary
- Metro
- Northern
- Thompson-Okanagan
- Vancouver Island

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Above graph presents the number of tips submitted per 100,000 students by school year for each of the BCSSA regions. Student population obtained from BC Data Catalogue for the 2020/21 school year.[3]

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[3] https://catalogue.data.gov.bc.ca/dataset/bc-schools-student-enrolment-and-fte-by-grade

Provincial Analysis of *erase|Report It* Tips by Category of Concern– Public School Districts and Independent Schools

There was an increase in *erase|Report It* Tips this school year relating to Sextortion, Hate/Racism or Radicalization, and Negative Digital Climate/Culture.

erase|Report It Tips by Category
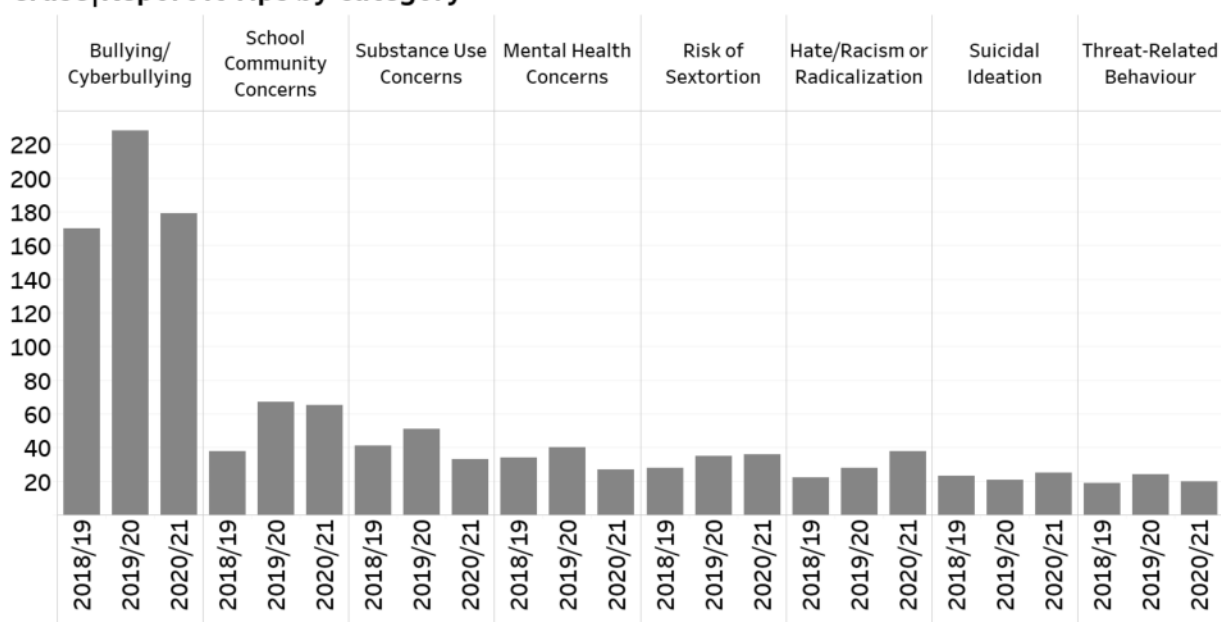
erase|Report It Tips by Category
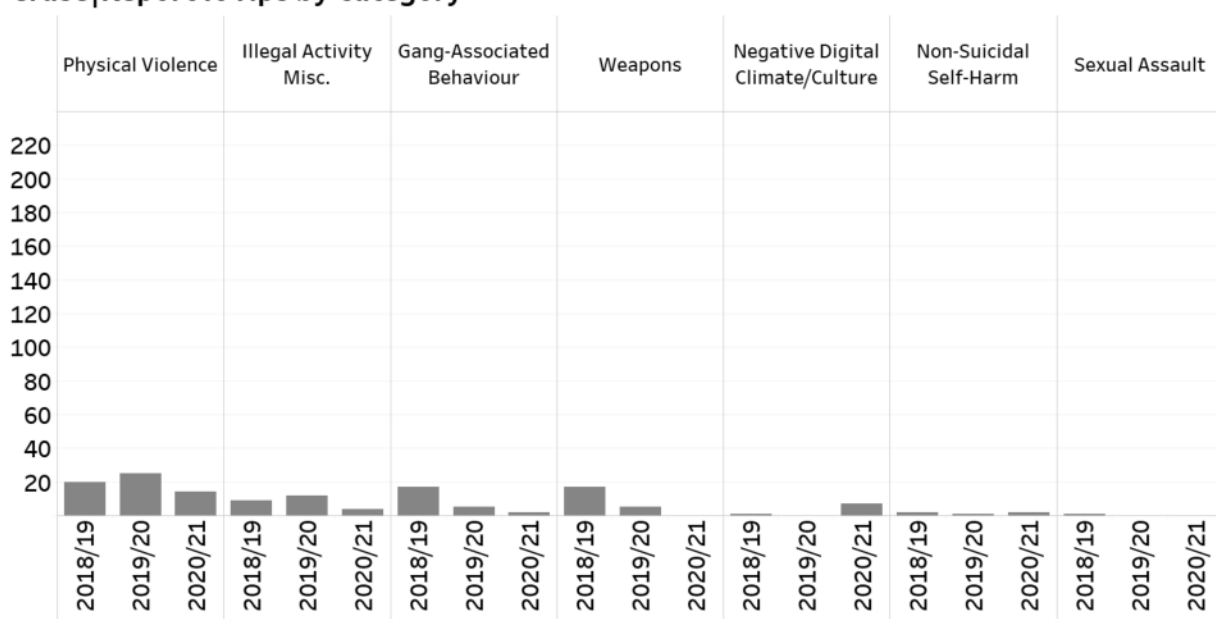
Comprehensive Behavioural Trends Analysis Report
March 1, 2019 – February 28, 2021

Executive Summary

INTRODUCTION

British Columbia's provincial e*rase* (Expect Respect and a Safe Education) strategy launched in 2012 was designed to foster school connectedness, address bullying, prevent violence, and support school districts during critical incidents. The strategy continued to expand to address complex issues including mental health and wellness, substance use, social media, sexual orientation/gender identity, gang and gun violence prevention and, more recently, to include trauma-informed practices and compassionate learning communities. Every child deserves an education free from discrimination, bullying, harassment, intimidation and violence. The erase strategy is helping ensure every child feels safe, accepted and respected online, in school and in the community. BC's *erase* strategy is recognized nationally and internationally as the most comprehensive student safety prevention and intervention initiative that continues to respond to new and emerging student safety concerns.

SAFER SCHOOLS TOGETHER

Safer Schools Together (SST) has provided subject matter expertise (SME), training, consultation and support to educators, law enforcement and other community partners through the *erase* strategy (since its launch in 2012) and the expanded *erase* Gang and Gun Violence Prevention initiative (implemented in the fall of 2018).

To date, over 25,000 people have received training, including public, independent and Indigenous educators, as well as community partners such as police, probation, youth mental health and child protection agencies. *erase* training provided by SST continues to evolve to address emerging needs.

WORRISOME ONLINE BEHAVIOUR (WOB) REPORTS AND CRITICAL INCIDENTS/CASE CONSULTATIONS

Public School Districts in BC are provided with monthly WOB Reports throughout the school year. These involve the collection of open-source publicly available social media content that relate to student, staff or school safety concerns. WOB Reports help to enhance overall school safety and student well-being. WOB Reports assist in the early identification of potential risks or threats and ensure a data-driven prevention and intervention plan.

Not all digital activity observed online that is consistent with a Category of Concern is documented in the WOB Reports. Only the activity that is deemed a legitimate risk to the safety or well-being of students, schools or communities is identified in these reports.

Schools and School Districts can also submit intakes for Critical Incidents/Case Consultations and receive Digital Baseline Reports regarding concerning student behaviour. SST provides follow-up consultation and support as required. Below are examples of concerning data identified in a monthly WOB Report and from a Critical Incident that required consultation and support:

WOB Report – School District in [s.22] **- High-Risk Youth (Harm to Self)**
While preparing the monthly WOB Report for School District (SD), the SST Threat Analyst discovered a couple of concerning videos posted by a youth.[s.22]
[s.22]

Initial Consultation:

- SST's SME immediately notified the Safe School Coordinator (SSC) and forwarded the WOB Report which included the videos.
- The SSC indicated that they would immediately contact [s.22] for the district to ensure that the youth could be quickly located to ensure safety.

Intervention/Outcome:

- The Safe School Coordinator reported back within the hour that the youth had been located and immediate supports put in place. The youth had been on their radar.
- [s.22]

Request for Assistance - SD in the [s.22] **- High-Risk Youth (Gang-Associated Behaviour)**
Initial Consultation:
- The SSC in consultation with two Police Agencies contacted SST regarding a high-risk vulnerable youth.
- [s.22]

-

SST involvement:
SSC requested a Critical Incident/Case Consultation from SST. Analyst developed a Digital Baseline Report regarding social media platforms utilized by the youth to provide to the school district and share with police agency.
- No online threats were recorded.
- Connections to negative peer groups were documented.
- SST Gang Subject Matter Experts reviewed the intake and developed a potential safety plan and intervention strategy to suggest to the district and police partners.
- Risk Factors for the youth included involvement in negative peer group/gang-associated behaviour, threats from an opposing negative peer group and overall school safety concerns due to current situation.

Intervention Planning/Community Capacity Building:
- s.22

-

Outcomes:
- s.22

-
-

Data Collection

SST collects data on 18 categories of concern through the WOB Reports and Critical Incidents/Case Consultations. These categories include Bullying/Cyberbullying, Firearms, Gang-Associated Behaviour, Hate/Racism and Radicalization, Miscellaneous Illegal Activity, Mental Health Concerns, Negative Digital Climate/Culture, Non-Suicidal Self-Harm, Physical Violence, Risk of Sextortion, School Community Concerns, Sexual Assault, Substance Use Concerns, Suicidal Ideation, Death by Suicide, Threat-Related Behaviour and Prohibited or Restricted Weapons and Other Related Items.

COMPREHENSIVE BEHAVIOURAL TRENDS ANALYSIS REPORT
The purpose of the Comprehensive Behavioural Trends Analysis Report is to provide a year-over-year comparison of concerning student behaviours identified in BC public school districts and independent schools from March 1, 2019, to February 28, 2021. The data provided is an overview of both worrisome online behaviours and direct requests from school communities for case consultations and supports before the pandemic and during the pandemic period. The comparative data in the report is aggregated provincially for public school districts, independent schools and regionally by the six British Columbia School Superintendents Association (BCSSA) chapters.
The Comprehensive Behavioural Trends Analysis Report includes detailed comparative analysis related to:
1. Comparative Trends related to Critical Incidents/Case Consultations,

2. Worrisome Online Behaviour Reports,
3. *erase*|Report It Tips,
4. Training Evaluations including Qualitative Data and Satisfaction Levels.

Start of the Pandemic Period

At the onset of the pandemic there were many unknowns and variables, as educators across the province focused on a new way of delivering education. Many students did not have the parent supervision or structure to encourage remote learning. Many students did not have WiFi access, electronic devices and supplies to be successful. Thousands of students were without breakfast and lunch that school meal programs offer each school day, and this was before thousands of British Columbians lost their jobs. School districts did their best to provide for the needs of their students during this unprecedented time while in-class learning was suspended.

Physical distancing meant many students spent long hours in living situations that were difficult, unsupportive, or even abusive, and they no longer had respite from these unhealthy situations. Unsupervised time at home led to increased time on devices, social media and other connections/relationships that were negative, anti-social or criminal.
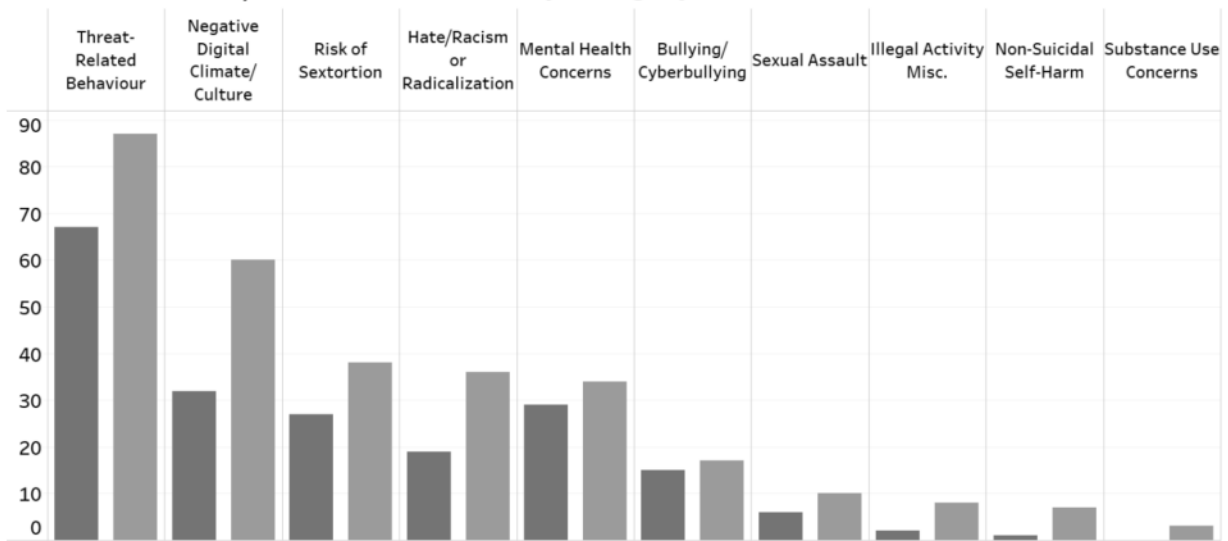
CRITICAL INCIDENT/CASE CONSULTATION DATA FOR PUBLIC SCHOOL DISTRICTS AND INDEPENDENT SCHOOLS
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion, Hate/Racism and Mental Health Concerns compared to the pre-pandemic period.
- Decreases in School Community Concerns, Weapons and Suicidal Ideation.
- Gang-Associated Behaviours, Threat-Related Behaviours and Physical Violence during the pandemic was consistent with pre-pandemic numbers.

Potential Hypotheses
- Increase in Risk of Sextortion - possible connection to rise in popularity of anonymous chat apps/websites (Yubo, Omegle and image boards) combined with increased time spent online.
- Increase in Negative Digital Climate/Culture, Hate/Racism or Radicalization – heightened international awareness regarding high-profile acts of violence, racism/hate and intensified political issues.
- Increase in Mental Health concerns - consistent with other agencies' concerns related to multiple risk enhancers as a result of the pandemic.
- Increases in Risk of Sextortion, Threat-Related Behaviour, Gang-Associated Behaviour – strong correlation between the increased use of social media and online negative peer connections. These behaviours are consistent with the overall concerning online behaviours observed since the onset of the pandemic.

Critical Incidents/Case Consultations by Category of Concern

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

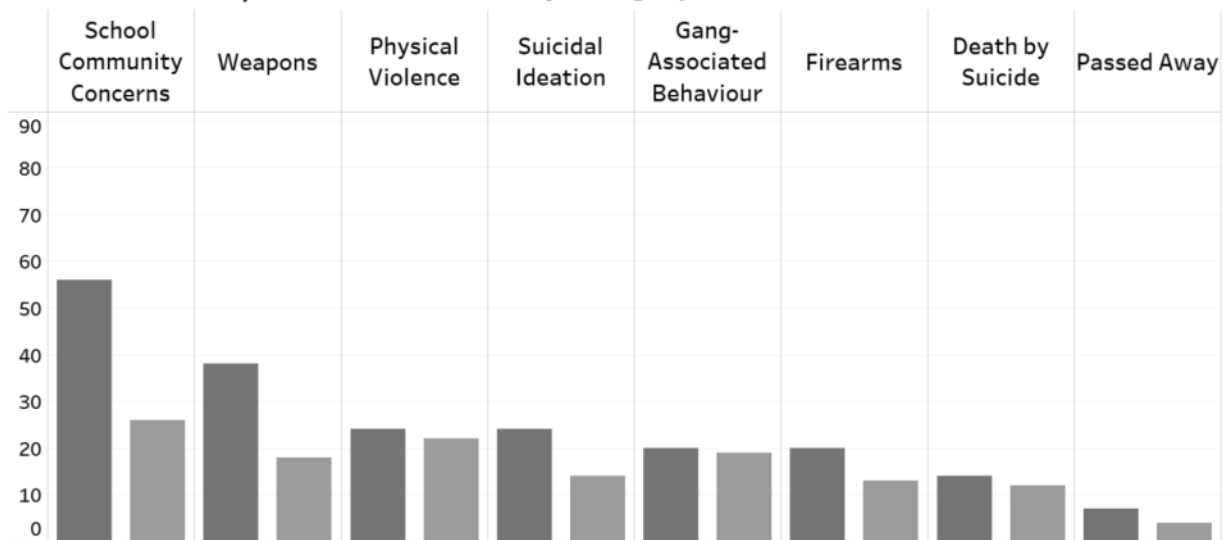## Critical Incidents/Case Consultations by Category of Concern

Pandemic
- ■ Before Pandemic (Mar. 2019 - Feb. 2020)
- ■ During Pandemic (Mar. 2020 - Feb. 2021)

CRITICAL INCIDENT/CASE CONSULTATION DATA BY REGIONS

Independent Schools
- Slight increase in Firearms.
- Slight decrease in Mental Health Concerns.
- Concerns related to Negative Digital Climate/Culture, School Community Concerns and Threat-Related Behaviour were higher before the pandemic.

Fraser Valley
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion, Hate/Racism or Radicalization and Mental Health Concerns.
- Decreases in Suicidal Ideation and Firearms.

Kootenay- Boundary
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture and Risk of Sextortion.
- Decrease in School Community Concerns.

Metro
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion and Gang-Associated Behaviour.
- Decrease in Death by Suicide.

Northern
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion and Mental Health Concerns.
- Decreases in School Community Concerns, Weapons and Physical Violence.

Thompson- Okanagan
- Increases in Negative Digital Climate/Culture, Hate/Racism or Radicalization and Non-Suicidal Self Harm.
- Decreases in Threat-Related Behaviour, Risk of Sextortion, and Weapons.

Vancouver Island
- Increases in Threat-Related Behaviour, Negative Digital Climate/Culture, Hate/Racism or Radicalization and Mental Health Concerns.
- Decreases in Weapons, Suicidal Ideation and Firearms.

WORRISOME ONLINE BEHAVIOUR (WOB) REPORT DATA FOR PUBLIC SCHOOL DISTRICTS
- Increases in Mental Health, Substance Use and Firearms.
- Slight decreases in Suicidal Ideation and Miscellaneous Illegal Activity and Hate/Racism or Radicalization were identified during the pandemic.
- Gang-Associated Behaviour, Threat-Related Behaviour and Physical Violence were consistent with pre-pandemic numbers.

Worrisome Online Behaviour Observed by Category of Concern
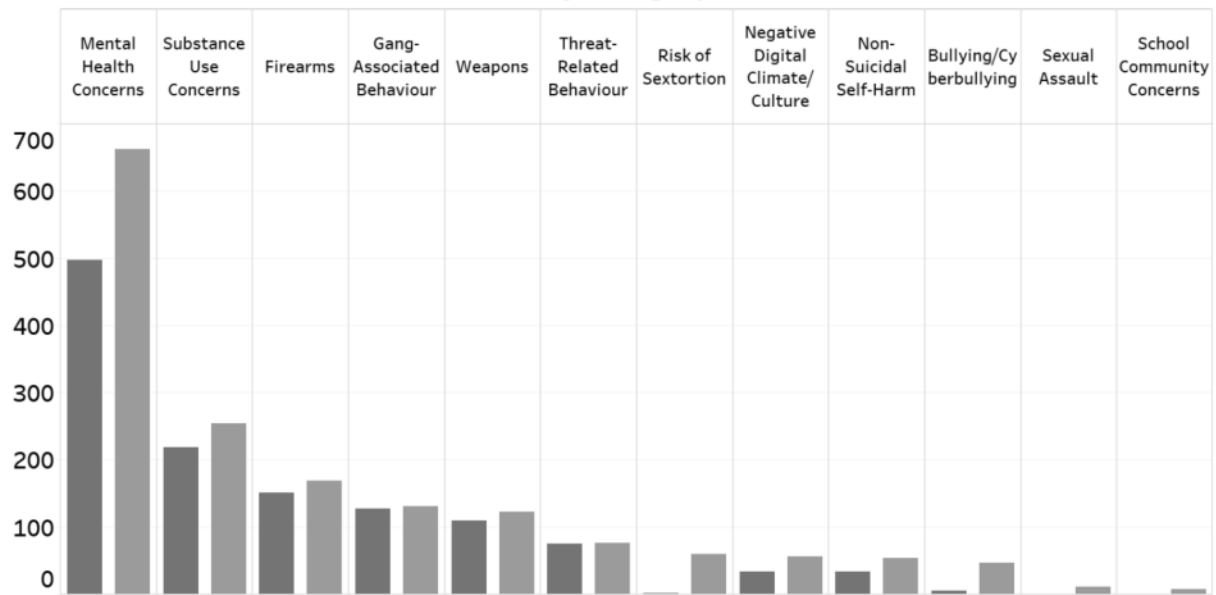
Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

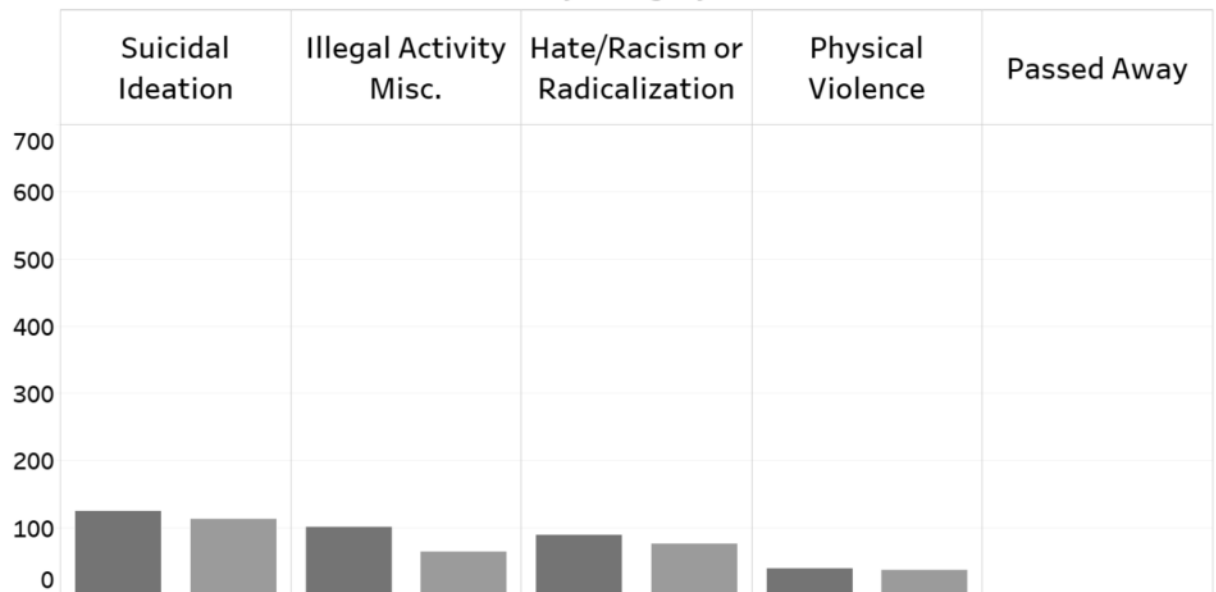## Worrisome Online Behaviour Observed by Category of Concern

Pandemic
- Before Pandemic (Mar. 2019 - Feb. 2020)
- During Pandemic (Mar. 2020 - Feb. 2021)

COMPARATIVE TRENDS: *erase*|REPORT IT TIPS

- Increases in Tips regarding Risk of Sextortion, Negative Digital Climate/Culture, Hate/Racism or Radicalization and Suicidal Ideation.
- Decrease in the number of *erase*|Report It Tips when in-class learning was suspended.
- The months with the highest number of tips were November 2019 to February 2020 largely due to the Ministry of Education's commitment to provide a substantial number of student education sessions to promote appropriate use of the erase|Report It tool, cyberbullying prevention and digital safety.
- It is anticipated the number of Tips by June 30,2021 will exceed numbers in previous years.

erase|Report It Tips by School Year
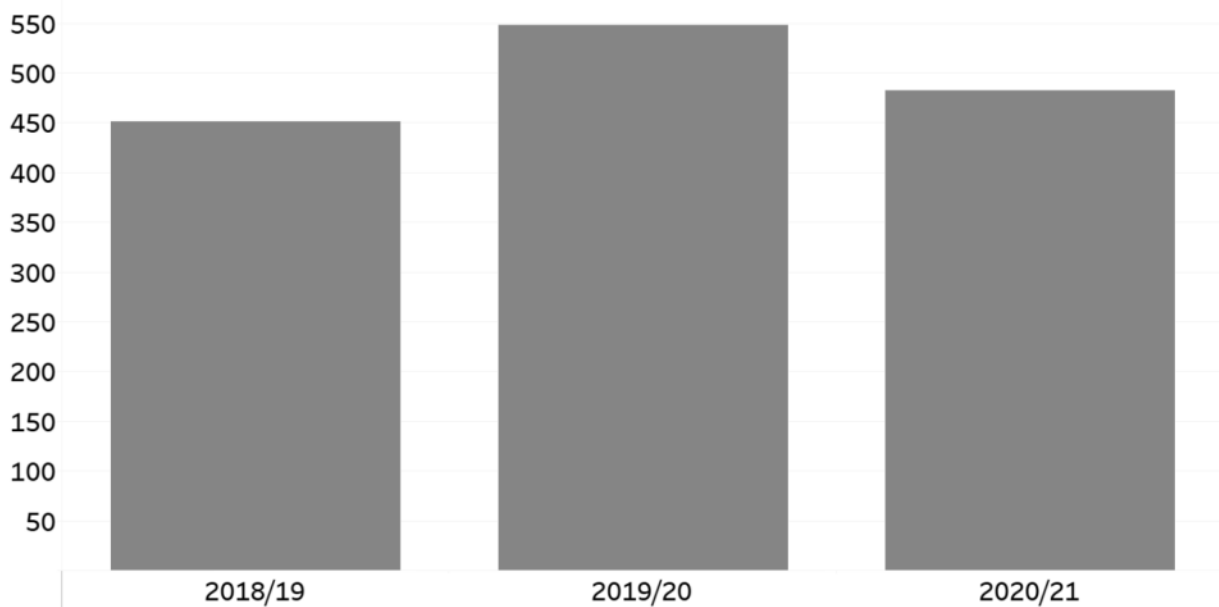
erase|Report It Tips by School Year
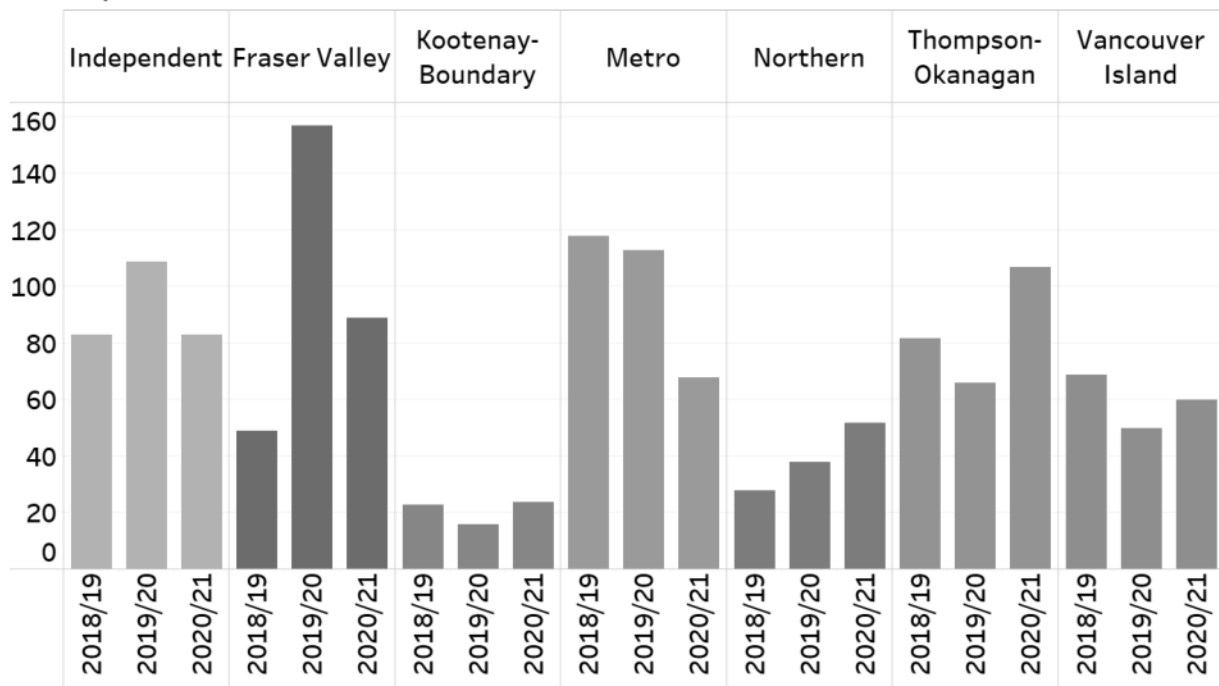
BCSSA Region
- Independent
- Fraser Valley
- Kootenay-Boundary
- Metro
- Northern
- Thompson-Okanagan
- Vancouver Island

TRAINING

Qualitative Data – Attendance and Satisfaction Level
Key Observations Based on Evaluations Received:
- Need for additional training and more time.
- Importance of knowledge transfer to enhance professional practice and share information with colleagues or law enforcement.

Percentage of Attendees that Provided Feedback:
- Basic DTA - 59.9%
- Advanced DTA - 23.7%
- Basic VTRA - 44.5%
- Advanced VTRA - 74.4% (evaluation forms handed out and collected by the trainers)
- Hybrid VTRA/DTA - 30.6%

- Ensuring Safe and Caring School Communities – 51.5%
- Trauma Informed School Practices for Ensuring Mental Wellness - 44.4%

Key Observations
- Evaluation forms handed out and collected by the trainers generated a higher number of responses compared to the online evaluation forms with a three-day period to provide feedback.

Satisfaction Level

Satisfaction levels are based on a scale of 1-5. Data aggregated in this section were based on 4 (Very Satisfied) and 5 (Extremely Satisfied). The following provides a summary from responses received:
- Basic DTA: good use of your time - 94.6%
- Advanced DTA: knowledge transfer 71.9%, satisfaction level - 82.1%
- Basic VTRA: value of the training to your school/district - 94%
- Advanced VTRA: value of the training to your school/district - 96%
- Ensuring Safe and Caring School Communities - value in evaluating climate/culture - 94.2% increasing connectedness - 93.4% and value in addressing bullying - 92%
- Hybrid VTRA/DTA - effectiveness in identifying and assessing online activity - 77.5% best practices for privacy/security in online navigation - 74.8% strategies to respond to cyberbullying/online racism - 66.7% and knowledge transfer - 88.9%
- Trauma Informed School Practices for Ensuring Mental Wellness - satisfaction level - 95.5%

SUMMARY

British Columbia is in an excellent position to proactively respond to the behavioural concerns and trends identified through the comparative analysis of data before and during the pandemic period. School and district administration have expressed concern about the numbers of non-attendees or students who attended school sporadically this school year. Increases in concerning behaviours such as Threat-Related Behaviour, Negative Digital Climate/Culture, Risk of Sextortion and Mental Health make it imperative that thoughtful consideration be given to the support and training offered through the *erase* strategy in the upcoming school year.

The data can help inform the *erase* strategy moving forward. Initial considerations offered by SST include:
- Continue to provide consultation and support to schools as needed.
- Continue to build capacity through the Community Violence Threat Risk Assessment (VTRA) Protocol Guide and Digital Threat Assessment (DTA) training.
- Provide attendees trained in DTA with monthly educational sessions to keep them informed of current and emerging digital trends.
- Provide student education sessions to promote appropriate use of the erase|Report It tool, cyberbullying prevention and digital safety.

- Provide parent education sessions on raising digitally responsible youth and mental health and well-being.
- Provide training on safe and trauma-informed school communities.
- Provide the Ministry with monthly reports based on worrisome behaviour, critical incidents/consultation and erase|Report It Tips.

SST would be pleased to meet with Ministry staff to discuss further recommended support and training needs moving forward.