

SAFER SCHOOLS TOGETHER LTD.



For Administrative Purposes Only

Ministry Contract No.: _____
Requisition No.: _____
Solicitation No.(if applicable): _____
Commodity Code: _____

Contractor Information

Supplier Name: _____
Supplier No.: _____
Telephone No.: _____
E-mail Address: _____
Website: _____

Financial Information

Client: _____
Responsibility Centre: _____
Service Line: _____
STOB: _____
Project: _____

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SCHEDULE A – SERVICES

- Part 1 - Term
- Part 2 - Services
- Part 3 - Related Documentation
- Part 4 - Key Personnel

SCHEDULE B – FEES AND EXPENSES

- Part 1 - Maximum Amount Payable
- Part 2 - Fees
- Part 3 - Expenses
- Part 4 - Statements of Account
- Part 5 - Payments Due

SCHEDULE C – APPROVED SUBCONTRACTOR(S)

SCHEDULE D – INSURANCE

SCHEDULE E – PRIVACY PROTECTION SCHEDULE

SCHEDULE F – ADDITIONAL TERMS

SCHEDULE G – SECURITY SCHEDULE

THIS AGREEMENT is dated for reference the 1st day of September, 2018.

BETWEEN:

TC SAFER SCHOOLS TOGETHER LTD. (the "Contractor") with the following specified address and email address:
14788 Russell Ave
White Rock, BC V4B 2P2
theresa@saferschoolstogether.com

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Education (the "Province") with the following specified address and fax number:
P.O Box 9887 Stn Prov Gov
Victoria, British Columbia V8W 9T6
Fax: 250-356-0171

The Province wishes to retain the Contractor to provide the services specified in Schedule A and, in consideration for the remuneration set out in Schedule B, the Contractor has agreed to provide those services, on the terms and conditions set out in this Agreement.

As a result, the Province and the Contractor agree as follows:

1 DEFINITIONS

General

1.1 In this Agreement, unless the context otherwise requires:

- (a) "Business Day" means a day, other than a Saturday or Sunday, on which Provincial government offices are open for normal business in British Columbia;
- (b) "Incorporated Material" means any material in existence prior to the start of the Term or developed independently of this Agreement, and that is incorporated or embedded in the Produced Material by the Contractor or a Subcontractor;
- (c) "Material" means the Produced Material and the Received Material;
- (d) "Produced Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are produced or provided by the Contractor or a Subcontractor and includes the Incorporated Material;
- (e) "Received Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are received by the Contractor or a Subcontractor from the Province or any other person;
- (f) "Services" means the services described in Part 2 of Schedule A;
- (g) "Subcontractor" means a person described in paragraph (a) or (b) of section 13.4; and
- (h) "Term" means the term of the Agreement described in Part 1 of Schedule A subject to that term ending earlier in accordance with this Agreement.

Meaning of "record"

1.2 The definition of "record" in the *Interpretation Act* is incorporated into this Agreement and "records" will bear a corresponding meaning.

2 SERVICES

Provision of services

2.1 The Contractor must provide the Services in accordance with this Agreement.

Term

2.2 Regardless of the date of execution or delivery of this Agreement, the Contractor must provide the Services during the Term.

Supply of various items

2.3 Unless the parties otherwise agree in writing, the Contractor must supply and pay for all labour, materials, equipment, tools, facilities, approvals and licenses necessary or advisable to perform the Contractor's obligations under this Agreement, including the license under section 6.4.

Standard of care

2.4 Unless otherwise specified in this Agreement, the Contractor must perform the Services to a standard of care, skill and diligence maintained by persons providing, on a commercial basis, services similar to the Services.

Standards in relation to persons performing Services

2.5 The Contractor must ensure that all persons employed or retained to perform the Services are qualified and competent to perform them and are properly trained, instructed and supervised.

Instructions by Province

2.6 The Province may from time to time give the Contractor reasonable instructions (in writing or otherwise) as to the performance of the Services. The Contractor must comply with those instructions but, unless otherwise specified in this Agreement, the Contractor may determine the manner in which the instructions are carried out.

Confirmation of non-written instructions

2.7 If the Province provides an instruction under section 2.6 other than in writing, the Contractor may request that the instruction be confirmed by the Province in writing, which request the Province must comply with as soon as it is reasonably practicable to do so.

Effectiveness of non-written instructions

2.8 Requesting written confirmation of an instruction under section 2.7 does not relieve the Contractor from complying with the instruction at the time the instruction was given.

Applicable laws

2.9 In the performance of the Contractor's obligations under this Agreement, the Contractor must comply with all applicable laws.

3 PAYMENT

Fees and expenses

3.1 If the Contractor complies with this Agreement, then the Province must pay to the Contractor at the times and on the conditions set out in Schedule B:

- (a) the fees described in that Schedule;
- (b) the expenses, if any, described in that Schedule if they are supported, where applicable, by proper receipts and, in the Province's opinion, are necessarily incurred by the Contractor in providing the Services; and

- (c) any applicable taxes payable by the Province under law or agreement with the relevant taxation authorities on the fees and expenses described in paragraphs (a) and (b).

The Province is not obliged to pay to the Contractor more than the "Maximum Amount" specified in Schedule B on account of fees and expenses.

Statements of accounts

- 3.2 In order to obtain payment of any fees and expenses under this Agreement, the Contractor must submit to the Province a written statement of account in a form satisfactory to the Province upon completion of the Services or at other times described in Schedule B.

Withholding of amounts

- 3.3 Without limiting section 9.1, the Province may withhold from any payment due to the Contractor an amount sufficient to indemnify, in whole or in part, the Province and its employees and agents against any liens or other third-party claims that have arisen or could arise in connection with the provision of the Services. An amount withheld under this section must be promptly paid by the Province to the Contractor upon the basis for withholding the amount having been fully resolved to the satisfaction of the Province.

Appropriation

- 3.4 The Province's obligation to pay money to the Contractor is subject to the *Financial Administration Act*, which makes that obligation subject to an appropriation being available in the fiscal year of the Province during which payment becomes due.

Currency

- 3.5 Unless otherwise specified in this Agreement, all references to money are to Canadian dollars.

Non-resident income tax

- 3.6 If the Contractor is not a resident in Canada, the Contractor acknowledges that the Province may be required by law to withhold income tax from the fees described in Schedule B and then to remit that tax to the Receiver General of Canada on the Contractor's behalf.

Prohibition against committing money

- 3.7 Without limiting section 13.10(a), the Contractor must not in relation to performing the Contractor's obligations under this Agreement commit or purport to commit the Province to pay any money except as may be expressly provided for in this Agreement.

Refunds of taxes

- 3.8 The Contractor must:
 - (a) apply for, and use reasonable efforts to obtain, any available refund, credit, rebate or remission of federal, provincial or other tax or duty imposed on the Contractor as a result of this Agreement that the Province has paid or reimbursed to the Contractor or agreed to pay or reimburse to the Contractor under this Agreement; and
 - (b) immediately on receiving, or being credited with, any amount applied for under paragraph (a), remit that amount to the Province.

4 REPRESENTATIONS AND WARRANTIES

4.1 As at the date this Agreement is executed and delivered by, or on behalf of, the parties, the Contractor represents and warrants to the Province as follows:

- (a) except to the extent the Contractor has previously disclosed otherwise in writing to the Province,
 - (i) all information, statements, documents and reports furnished or submitted by the Contractor to the Province in connection with this Agreement (including as part of any competitive process resulting in this Agreement being entered into) are in all material respects true and correct,
 - (ii) the Contractor has sufficient trained staff, facilities, materials, appropriate equipment and approved subcontractual or other agreements in place and available to enable the Contractor to fully perform the Services and to grant any licenses under this Agreement, and
 - (iii) the Contractor holds all permits, licenses, approvals and statutory authorities issued by any government or government agency that are necessary for the performance of the Contractor's obligations under this Agreement; and
- (b) if the Contractor is not an individual,
 - (i) the Contractor has the power and capacity to enter into this Agreement and to observe, perform and comply with the terms of this Agreement and all necessary corporate or other proceedings have been taken and done to authorize the execution and delivery of this Agreement by, or on behalf of, the Contractor, and
 - (ii) this Agreement has been legally and properly executed by, or on behalf of, the Contractor and is legally binding upon and enforceable against the Contractor in accordance with its terms except as enforcement may be limited by bankruptcy, insolvency or other laws affecting the rights of creditors generally and except that equitable remedies may be granted only in the discretion of a court of competent jurisdiction.

5 PRIVACY, SECURITY AND CONFIDENTIALITY

Privacy

5.1 The Contractor must comply with the Privacy Protection Schedule attached as Schedule E.

Security

5.2 The Contractor must:

- (a) make reasonable security arrangements to protect the Material from unauthorized access, collection, use, disclosure, alteration or disposal; and
- (b) comply with the Security Schedule attached as Schedule G.

Confidentiality

5.3 The Contractor must treat as confidential all information in the Material and all other information accessed or obtained by the Contractor or a Subcontractor (whether verbally, electronically or otherwise) as a result of this Agreement, and not permit its disclosure or use without the Province's prior written consent except:

- (a) as required to perform the Contractor's obligations under this Agreement or to comply with applicable laws;
- (b) if it is information that is generally known to the public other than as result of a breach of this Agreement; or
- (c) if it is information in any Incorporated Material.

Public announcements

- 5.4 Any public announcement relating to this Agreement will be arranged by the Province and, if such consultation is reasonably practicable, after consultation with the Contractor.

Restrictions on promotion

- 5.5 The Contractor must not, without the prior written approval of the Province, refer for promotional purposes to the Province being a customer of the Contractor or the Province having entered into this Agreement.

6 MATERIAL AND INTELLECTUAL PROPERTY

Access to Material

- 6.1 If the Contractor receives a request for access to any of the Material from a person other than the Province, and this Agreement does not require or authorize the Contractor to provide that access, the Contractor must promptly advise the person to make the request to the Province.

Ownership and delivery of Material

- 6.2 The Province exclusively owns all property rights in the Material which are not intellectual property rights. The Contractor must deliver any Material to the Province immediately upon the Province's request.

Matters respecting intellectual property

- 6.3 The Province exclusively owns all intellectual property rights, including copyright, in:

- (a) Received Material that the Contractor receives from the Province; and
- (b) Produced Material, other than any Incorporated Material.

Upon the Province's request, the Contractor must deliver to the Province documents satisfactory to the Province that irrevocably waive in the Province's favour any moral rights which the Contractor (or employees of the Contractor) or a Subcontractor (or employees of a Subcontractor) may have in the Produced Material and that confirm the vesting in the Province of the copyright in the Produced Material, other than any Incorporated Material.

Rights in relation to Incorporated Material

- 6.4 Upon any Incorporated Material being embedded or incorporated in the Produced Material and to the extent that it remains so embedded or incorporated, the Contractor grants to the Province:
- (a) a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to exercise, in respect of that Incorporated Material, the rights set out in the *Copyright Act* (Canada), including the right to use, reproduce, modify, publish and distribute that Incorporated Material; and
 - (b) the right to sublicense or assign to third-parties any or all of the rights granted to the Province under section 6.4(a).

7 RECORDS AND REPORTS

Work reporting

- 7.1 Upon the Province's request, the Contractor must fully inform the Province of all work done by the Contractor or a Subcontractor in connection with providing the Services.

Time and expense records

- 7.2 If Schedule B provides for the Contractor to be paid fees at a daily or hourly rate or for the Contractor to be paid or reimbursed for expenses, the Contractor must maintain time records and books of account,

invoices, receipts and vouchers of expenses in support of those payments, in form and content satisfactory to the Province. Unless otherwise specified in this Agreement, the Contractor must retain such documents for a period of not less than seven years after this Agreement ends.

8 AUDIT

- 8.1 In addition to any other rights of inspection the Province may have under statute or otherwise, the Province may at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect and, at the Province's discretion, copy any of the Material and the Contractor must permit, and provide reasonable assistance to, the exercise by the Province of the Province's rights under this section.

9 INDEMNITY AND INSURANCE

Indemnity

- 9.1 The Contractor must indemnify and save harmless the Province and the Province's employees and agents from any loss, claim (including any claim of infringement of third-party intellectual property rights), damage award, action, cause of action, cost or expense that the Province or any of the Province's employees or agents may sustain, incur, suffer or be put to at any time, either before or after this Agreement ends, (each a "Loss") to the extent the Loss is directly or indirectly caused or contributed to by:
- (a) any act or omission by the Contractor or by any of the Contractor's agents, employees, officers, directors or Subcontractors in connection with this Agreement; or
 - (b) any representation or warranty of the Contractor being or becoming untrue or incorrect.

Insurance

- 9.2 The Contractor must comply with the Insurance Schedule attached as Schedule D.

Workers compensation

- 9.3 Without limiting the generality of section 2.9, the Contractor must comply with, and must ensure that any Subcontractors comply with, all applicable occupational health and safety laws in relation to the performance of the Contractor's obligations under this Agreement, including the *Workers Compensation Act* in British Columbia or similar laws in other jurisdictions.

Personal optional protection

- 9.4 The Contractor must apply for and maintain personal optional protection insurance (consisting of income replacement and medical care coverage) during the Term at the Contractor's expense if:
- (a) the Contractor is an individual or a partnership of individuals and does not have the benefit of mandatory workers compensation coverage under the *Workers Compensation Act* or similar laws in other jurisdictions; and
 - (b) such personal optional protection insurance is available for the Contractor from WorkSafeBC or other sources.

Evidence of coverage

- 9.5 Within 10 Business Days of being requested to do so by the Province, the Contractor must provide the Province with evidence of the Contractor's compliance with sections 9.3 and 9.4.

10 FORCE MAJEURE

Definitions relating to force majeure

10.1 In this section and sections 10.2 and 10.3:

- (a) “Event of Force Majeure” means one of the following events:
 - (i) a natural disaster, fire, flood, storm, epidemic or power failure,
 - (ii) a war (declared and undeclared), insurrection or act of terrorism or piracy,
 - (iii) a strike (including illegal work stoppage or slowdown) or lockout, or
 - (iv) a freight embargoif the event prevents a party from performing the party’s obligations in accordance with this Agreement and is beyond the reasonable control of that party; and
- (b) “Affected Party” means a party prevented from performing the party’s obligations in accordance with this Agreement by an Event of Force Majeure.

Consequence of Event of Force Majeure

10.2 An Affected Party is not liable to the other party for any failure or delay in the performance of the Affected Party’s obligations under this Agreement resulting from an Event of Force Majeure and any time periods for the performance of such obligations are automatically extended for the duration of the Event of Force Majeure provided that the Affected Party complies with the requirements of section 10.3.

Duties of Affected Party

10.3 An Affected Party must promptly notify the other party in writing upon the occurrence of the Event of Force Majeure and make all reasonable efforts to prevent, control or limit the effect of the Event of Force Majeure so as to resume compliance with the Affected Party’s obligations under this Agreement as soon as possible.

11 DEFAULT AND TERMINATION

Definitions relating to default and termination

11.1 In this section and sections 11.2 to 11.4:

- (a) “Event of Default” means any of the following:
 - (i) an Insolvency Event,
 - (ii) the Contractor fails to perform any of the Contractor’s obligations under this Agreement, or
 - (iii) any representation or warranty made by the Contractor in this Agreement is untrue or incorrect; and
- (b) “Insolvency Event” means any of the following:
 - (i) an order is made, a resolution is passed or a petition is filed, for the Contractor’s liquidation or winding up,
 - (ii) the Contractor commits an act of bankruptcy, makes an assignment for the benefit of the Contractor’s creditors or otherwise acknowledges the Contractor’s insolvency,
 - (iii) a bankruptcy petition is filed or presented against the Contractor or a proposal under the *Bankruptcy and Insolvency Act* (Canada) is made by the Contractor,
 - (iv) a compromise or arrangement is proposed in respect of the Contractor under the *Companies’ Creditors Arrangement Act* (Canada),
 - (v) a receiver or receiver-manager is appointed for any of the Contractor’s property, or
 - (vi) the Contractor ceases, in the Province’s reasonable opinion, to carry on business as a going concern.

Province’s options on default

11.2 On the happening of an Event of Default, or at any time thereafter, the Province may, at its option, elect

to do any one or more of the following:

- (a) by written notice to the Contractor, require that the Event of Default be remedied within a time period specified in the notice;
- (b) pursue any remedy or take any other action available to it at law or in equity; or
- (c) by written notice to the Contractor, terminate this Agreement with immediate effect or on a future date specified in the notice, subject to the expiration of any time period specified under section 11.2(a).

Delay not a waiver

- 11.3 No failure or delay on the part of the Province to exercise its rights in relation to an Event of Default will constitute a waiver by the Province of such rights.

Province's right to terminate other than for default

- 11.4 In addition to the Province's right to terminate this Agreement under section 11.2(c) on the happening of an Event of Default, the Province may terminate this Agreement for any reason by giving at least 90 days' written notice of termination to the Contractor.

Payment consequences of termination

- 11.5 Unless Schedule B otherwise provides, if the Province terminates this Agreement under section 11.4:
- (a) the Province must, within 30 days of such termination, pay to the Contractor any unpaid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that was completed to the Province's satisfaction before termination of this Agreement; and
 - (b) the Contractor must, within 30 days of such termination, repay to the Province any paid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that the Province has notified the Contractor in writing was not completed to the Province's satisfaction before termination of this Agreement.

Discharge of liability

- 11.6 The payment by the Province of the amount described in section 11.5(a) discharges the Province from all liability to make payments to the Contractor under this Agreement.

Notice in relation to Events of Default

- 11.7 If the Contractor becomes aware that an Event of Default has occurred or anticipates that an Event of Default is likely to occur, the Contractor must promptly notify the Province of the particulars of the Event of Default or anticipated Event of Default. A notice under this section as to the occurrence of an Event of Default must also specify the steps the Contractor proposes to take to address, or prevent recurrence of, the Event of Default. A notice under this section as to an anticipated Event of Default must specify the steps the Contractor proposes to take to prevent the occurrence of the anticipated Event of Default.

12 DISPUTE RESOLUTION

Dispute resolution process

- 12.1 In the event of any dispute between the parties arising out of or in connection with this Agreement, the following dispute resolution process will apply unless the parties otherwise agree in writing:
- (a) the parties must initially attempt to resolve the dispute through collaborative negotiation;
 - (b) if the dispute is not resolved through collaborative negotiation within 15 Business Days of the dispute arising, the parties must then attempt to resolve the dispute through mediation under the rules of the Mediate BC Society; and

- (c) if the dispute is not resolved through mediation within 30 Business Days of the commencement of mediation, the dispute must be referred to and finally resolved by arbitration under the *Arbitration Act*.

Location of arbitration or mediation

- 12.2 Unless the parties otherwise agree in writing, an arbitration or mediation under section 12.1 will be held in Victoria, British Columbia.

Costs of mediation or arbitration

- 12.3 Unless the parties otherwise agree in writing or, in the case of an arbitration, the arbitrator otherwise orders, the parties must share equally the costs of a mediation or arbitration under section 12.1 other than those costs relating to the production of expert evidence or representation by counsel.

13 MISCELLANEOUS

Delivery of notices

- 13.1 Any notice contemplated by this Agreement, to be effective, must be in writing and delivered as follows:
 - (a) by fax to the addressee's fax number or email to the addressee's email address specified on the first page of this Agreement, in which case it will be deemed to be received on the day of transmittal unless transmitted after the normal business hours of the addressee or on a day that is not a Business Day, in which cases it will be deemed to be received on the next following Business Day;
 - (b) by hand to the addressee's address specified on the first page of this Agreement, in which case it will be deemed to be received on the day of its delivery; or
 - (c) by prepaid post to the addressee's address specified on the first page of this Agreement, in which case if mailed during any period when normal postal services prevail, it will be deemed to be received on the fifth Business Day after its mailing.

Change of address or fax number

- 13.2 Either party may from time to time give notice to the other party of a substitute address or fax number, which from the date such notice is given, will supersede for purposes of section 13.1 any previous address or fax number specified for the party giving the notice.

Assignment

- 13.3 The Contractor must not assign any of the Contractor's rights or obligations under this Agreement without the Province's prior written consent. Upon providing written notice to the Contractor, the Province may assign to any person any of the Province's rights under this Agreement and may assign to any "government corporation", as defined in the *Financial Administration Act*, any of the Province's obligations under this Agreement.

Subcontracting

- 13.4 The Contractor must not subcontract any of the Contractor's obligations under this Agreement to any person without the Province's prior written consent, excepting persons listed in the attached Schedule C. No subcontract, whether consented to or not, relieves the Contractor from any obligations under this Agreement. The Contractor must ensure that:
- (a) any person retained by the Contractor to perform obligations under this Agreement; and
 - (b) any person retained by a person described in paragraph (a) to perform those obligations fully complies with this Agreement in performing the subcontracted obligations.

Waiver

- 13.5 A waiver of any term or breach of this Agreement is effective only if it is in writing and signed by, or on behalf of, the waiving party and is not a waiver of any other term or breach.

Modifications

- 13.6 No modification of this Agreement is effective unless it is in writing and signed by, or on behalf of, the parties.

Entire agreement

- 13.7 This Agreement (including any modification of it) constitutes the entire agreement between the parties as to performance of the Services.

Survival of certain provisions

- 13.8 Sections 2.9, 3.1 to 3.4, 3.7, 3.8, 5.1 to 5.5, 6.1 to 6.4, 7.1, 7.2, 8.1, 9.1, 9.2, 9.5, 10.1 to 10.3, 11.2, 11.3, 11.5, 11.6, 12.1 to 12.3, 13.1, 13.2, 13.8, and 13.10, any accrued but unpaid payment obligations, and any other sections of this Agreement (including schedules) which, by their terms or nature, are intended to survive the completion of the Services or termination of this Agreement, will continue in force indefinitely subject to any applicable limitation period prescribed by law, even after this Agreement ends.

Schedules

- 13.9 The schedules to this Agreement (including any appendices or other documents attached to, or incorporated by reference into, those schedules) are part of this Agreement.

Independent contractor

- 13.10 In relation to the performance of the Contractor's obligations under this Agreement, the Contractor is an independent contractor and not:
- (a) an employee or partner of the Province; or
 - (b) an agent of the Province except as may be expressly provided for in this Agreement.

The Contractor must not act or purport to act contrary to this section.

Personnel not to be employees of Province

- 13.11 The Contractor must not do anything that would result in personnel hired or used by the Contractor or a Subcontractor in relation to providing the Services being considered employees of the Province.

Key Personnel

- 13.12 If one or more individuals are specified as “Key Personnel” of the Contractor in Part 4 of Schedule A, the Contractor must cause those individuals to perform the Services on the Contractor’s behalf, unless the Province otherwise approves in writing, which approval must not be unreasonably withheld.
- 13.12.1 The Contractor must seek approval for an individual to perform the Services described in Schedule A prior to the provision of those Services, which approval must include a statement of the individual’s qualifications.

Pertinent information

- 13.13 The Province must make available to the Contractor all information in the Province’s possession which the Province considers pertinent to the performance of the Services.

Conflict of interest

- 13.14 The Contractor must not provide any services to any person in circumstances which, in the Province’s reasonable opinion, could give rise to a conflict of interest between the Contractor’s duties to that person and the Contractor’s duties to the Province under this Agreement.

Time

- 13.15 Time is of the essence in this Agreement and, without limitation, will remain of the essence after any modification or extension of this Agreement, whether or not expressly restated in the document effecting the modification or extension.

Conflicts among provisions

- 13.16 Conflicts among provisions of this Agreement will be resolved as follows:
- (a) a provision in the body of this Agreement will prevail over any conflicting provision in, attached to or incorporated by reference into a schedule, unless that conflicting provision expressly states otherwise; and
 - (b) a provision in a schedule will prevail over any conflicting provision in a document attached to or incorporated by reference into a schedule, unless the schedule expressly states otherwise.

Agreement not permit nor fetter

- 13.17 This Agreement does not operate as a permit, license, approval or other statutory authority which the Contractor may be required to obtain from the Province or any of its agencies in order to provide the Services. Nothing in this Agreement is to be construed as interfering with, or fettering in any manner, the exercise by the Province or its agencies of any statutory, prerogative, executive or legislative power or duty.

Remainder not affected by invalidity

- 13.18 If any provision of this Agreement or the application of it to any person or circumstance is invalid or unenforceable to any extent, the remainder of this Agreement and the application of such provision to any other person or circumstance will not be affected or impaired and will be valid and enforceable to the extent permitted by law.

Further assurances

- 13.19 Each party must perform the acts, execute and deliver the writings, and give the assurances as may be reasonably necessary to give full effect to this Agreement.

Additional terms

13.20 Any additional terms set out in the attached Schedule F apply to this Agreement.

Governing law

13.21 This Agreement is governed by, and is to be interpreted and construed in accordance with, the laws applicable in British Columbia.

14 INTERPRETATION

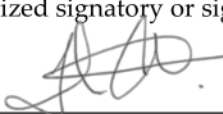
14.1 In this Agreement:

- (a) "includes" and "including" are not intended to be limiting;
- (b) unless the context otherwise requires, references to sections by number are to sections of this Agreement;
- (c) the Contractor and the Province are referred to as "the parties" and each of them as a "party";
- (d) "attached" means attached to this Agreement when used in relation to a schedule;
- (e) unless otherwise specified, a reference to a statute by name means the statute of British Columbia by that name, as amended or replaced from time to time;
- (f) the headings have been inserted for convenience of reference only and are not intended to describe, enlarge or restrict the scope or meaning of this Agreement or any provision of it;
- (g) "person" includes an individual, partnership, corporation or legal entity of any nature; and
- (h) unless the context otherwise requires, words expressed in the singular include the plural and *vice versa*.

15 EXECUTION AND DELIVERY OF AGREEMENT

15.1 This Agreement may be entered into by a separate copy of this Agreement being executed by, or on behalf of, each party and that executed copy being delivered to the other party by a method provided for in section 13.1 or any other method agreed to by the parties.

The parties have executed this Agreement as follows:

<p>SIGNED on the <u>31st</u> day of <u>August</u>, 201<u>8</u> by the Contractor (or, if not an individual, on its behalf by its authorized signatory or signatories):</p> <p></p> <p>_____ Signature(s)</p> <p>_____ Theresa Campbell Print Name(s)</p> <p>_____ President Print Title(s)</p>	<p>SIGNED on the ____ day of ____, 20__ on behalf of the Province by its duly authorized representative:</p> <p>_____ Signature</p> <p>_____ Print Name</p> <p>_____ Print Title</p>
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SCHEDULE A – SERVICES

PART 1. TERM

- 1.1 Subject to section 2 of this Part 1, the term of this Agreement commences on September 1, 2018 and ends on August 31, 2021.
- 1.2 At the sole discretion of the Province, the term of this Agreement may be extended for up to two additional one-year terms.

PART 2. SERVICES

2.1 Background

The Ministry of Education is responsible for providing leadership and funding to the British Columbia (BC) K-12 education system through governance, legislation, policy and standards. The vision for the K-12 education system is that it will enable the success of all students, regardless of their background or where they live, by fostering their intellectual, human, social and career development. This is achieved through high educational standards, increasingly personalized and flexible student-centered learning, a focus on quality teaching and learning, long-term future orientation, and inclusive and effective learning environments that maximize student potential.

The Ministry is responsible for the provincial strategy to enhance student safety and wellness, known as *Expect Respect And a Safe Education* (“ERASE”). ERASE was first implemented in the 2012-13 school year and included 10 key components:

- A five-year, multi-level training program for educators and community partners to help them proactively identify and address threats.
- New online tools, including a Smartphone app, for kids to report bullying anonymously.
- Dedicated safe school coordinators in every school district.
- Stronger codes of conduct for schools.
- Provincial guidelines for threat assessments.
- New online resources for parents.
- Formal protocols to guide and co-ordinate the work of school and community partners.
- A provincial advisory committee with representatives from police, school and social agency partners.
- Focusing one of the existing six provincial teacher professional development days on anti-bullying.
- Anti-bullying and threat assessment training for pre-service teachers.

The Minister is entering into this Agreement with the Contractor for subject matter expertise and service delivery in support of the provincial safety and wellness strategy.

2.2 Outputs

The Contractor must provide the following services:

2.2.1 Subject Matter Expertise

- (1) The Contractor must provide subject matter expertise to support the Province with ERASE strategy services as requested by the Province from time to time. Subject matter expertise includes, but is not limited to:
- (a) advising the Province on its provincial safety and wellness strategy;

- (b) advising the Province on the ERASE marketing and promotion strategy;
 - (c) developing content for inclusion in
 - the provincial guidelines for threat assessments
 - the ERASE website
 - online training courses
 - educator resources such as guidelines, checklists, and strategies; and,
 - (d) developing content and participation in events coordinated by the Province.
- (2) Unless otherwise agreed to in writing, within 5 days of a request to provide the services described in this paragraph, the Contractor must prepare and submit a work plan to the Province that sets out:
 - (a) an estimated timeline for completion,
 - (b) total estimated hours, and
 - (c) total estimated cost to the Province.
 - (3) The Contractor must not begin providing the services described in this paragraph until the Province has provided written approval of the work plan.
 - (4) The services described in this paragraph may only be provided by Key Personnel, or by a person who is qualified as a Subject Matter Expert Professional, Class 1 or Class 2, or a Subject Matter Expertise Associate in accordance with Appendix 1.

2.2.2 Critical Incident Advisory and Support Services

- (1) The Contractor must provide critical incident advisory and support services upon request by the Province, a board of education, an independent school authority, or a First Nations school. The Contractor must respond within 2 hours of being contacted regarding a critical incident.
- (2) Critical incident advisory and support services include, but are not limited to:
 - (a) advising boards of education on the Violence Threat Risk Assessment (VTRA) Protocols;
 - (b) facilitating a coordinated response among multiple stakeholders, which may include safe school coordinators, school teachers and administrators, local government and police departments, and the Ministry of Children and Family Development;
 - (c) notifying the Province of a critical incident that may require action (e.g. media involvement);
 - (d) reviews of incidents or allegations, on behalf of the Province, boards of education, independent schools, or First Nations schools;
- (3) The Contractor will manage a secure database to track and manage critical incidents and will provide the Province with real-time, roles-based and secure access to the aggregated data.
- (4) The services described in this paragraph may only be provided by Key Personnel, or by a person who is qualified as a Subject Matter Expert Professional, Class 1 or Class 2, or a Subject Matter Expertise Associate in accordance with Appendix 1.

2.2.3 Training

- (1) Upon receiving a request under this paragraph, the Contractor must deliver the training program requested.
- (2) The Contractor agrees to provide the following training programs for number of participants indicated:
 - (a) Ensuring Safe and Caring School Communities (60 to 100 participants)

- (b) Modified Ensuring Safe and Caring School Communities Webinar (TBD – dependent on webinar server capacity)
 - (c) Basic Digital Threat Assessment (36 to 50 participants)
 - (d) Basic Digital Threat Assessment Refresher Webinar (TBD-dependent on webinar capacity)
 - (e) Advanced Digital Threat Assessment (36 to 50 participants)
 - (f) Basic Violence Threat Risk Assessment (48 to 80 participants)
 - (g) Basic Violence Threat Risk Assessment Refresher Webinar (TBD – dependent on webinar server capacity)
 - (h) Advanced Violence Threat Risk Assessment (48 to 80 participants)
 - (i) Train the Trainer - Ensuring Safe and Caring School Communities (48 to 80 participants)
 - (j) Train the Trainer – Basic Digital Threat Assessment (36 to 50 participants)
 - (k) Traumatic Event Systems (TES) (60 to 80 participants)
- (3) Despite not having the minimum number of participants indicated in (2), the Province may require that the Contractor deliver the training program.
 - (4) The Contractor must deliver the training program at the time and place requested by the Province and to the number of participants indicated.
 - (5) The Contractor must provide the course content, training materials and equipment necessary to deliver the training program.
 - (6) The Contractor is responsible for making their own travel arrangements.
 - (7) The training program may only be delivered by qualified personnel, as set out in Part 4 – Key Personnel, or by a person who is qualified in accordance with the terms set out in Appendix 2.
 - (8) The Contractor will make training materials and content available in English and French, and ensure content uses terminology consistent with that of other Province documents, Termium and the Lexicon(s) published by the Province, which are available on the following websites:
 - <http://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french-programs>
 - <http://www.bced.gov.bc.ca/sco/resources.htm>
 - (9) In developing course content and training materials, the Contractor must
 - (a) accommodate local solutions and/or existing procedures within school districts,
 - (b) rely on industry best practice, and
 - (c) include checklists and easy to follow procedures that will enable school and district teams to accurately conduct school safety activities.
 - (10) The Contractor acknowledges that participants in each training program will be requested to evaluate the course based on the learning outcomes set out in Appendix 2. The Contractor will support with distributing the evaluation materials or links to participants at the request of the Province.
 - (11) The Contractor will conduct a comprehensive pre-test at the beginning of the Train the Trainer session and a comprehensive post-test in which participants must achieve an 80% minimum score to achieve certification.
 - (12) The Contractor will provide the Province, on a semi-annual basis, with a list of certified trainers in each district.

2.2.4 Branding and Social Media

- (1) The Reporting Tool and all content and materials that are developed for public use through services in this Agreement will include the ERASE (Expect Respect and A Safe Education) logo and the BC Mark. Information about the requirements of Government of B.C. Marks can be found at
 - http://www.corporate.gov.bc.ca/print-ads/Govt_of_BC_Logos/BCID.html
- (2) All branded content and materials are required to be consistent with the Province's BC Corporate Identity Program (BC ID) requirements, and will require review and written approval by the Province and Government Communication and Public Engagement. The Contractor may need to revise the course content and materials based on these reviews. Information about the BC ID Program can be found at
 - http://gwww.bcid.gov.bc.ca/BCID_intro.html
- (3) The Contractor will work with the Province to implement a Provincial marketing and promotion strategy. The Province will be responsible for developing and coordinating the marketing and promotion strategy.
- (4) The Province will retain ownership and administrative roles of all ERASE branded social media accounts. The Contractor will be given publisher access to the accounts to post on the Province's behalf.
- (5) The Contractor will submit social media posts and monitor social media activity on ERASE branded social media accounts, including Facebook, Twitter, Instagram and Snapchat, as part of the ERASE marketing and promotion strategy.

2.2.5 ERASE Reporting Tool

- (1) The Contractor must customize, host and maintain an online reporting tool, in both English and French, which will be accessible by students of public schools, independent schools and First Nations schools to enable student users to report on bullying or other safety concerns.
- (2) The Contractor must host the reporting tool at an URL provided by the Province.
- (3) The Contractor must make the English version of the Reporting Tool available for student use no later than September 4, 2018, and throughout the Term.
- (4) The Contractor must make the French version of the Reporting Tool available for student use no later than November 15, 2018, and throughout the Term.

(A) Reporting Tool Technical Requirements

- (1) The Contractor must provide a Reporting Tool that is compatible with common web browsers, including IE7+, Mozilla Firefox 3.0+, Safari 4+, Opera 9+, and Google Chrome.
- (2) The Contractor must create a low-bandwidth version of the Reporting Tool that is compatible with mobile browsers, including those provided on the iOS (iPad & iPhone), Android, Blackberry, and Windows Mobile platforms.
- (3) The Contractor must provide a Reporting Tool that complies with the most current version of Web Content Accessibility Guidelines (<http://www.w3.org/TR/WCAG/>) (currently 2.1), to increase accessibility for people with disabilities, including those with blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these.
- (4) The Contractor must provide a Reporting Tool that meets the standards set in *Freedom of Information and Protection of Privacy Act*, including:
 - (a) servers for the Reporting Tool, including any back-up servers, must be located in Canada and no data will be routed outside of Canada;

- (b) backups of the data must be stored at the primary server location and transmit the data to a server residing at the secondary server location;
 - (c) a backup must occur at 24 hour intervals or at another interval mutually agreed upon by the Province and the Contractor;
 - (d) a privacy breach protocol must be in place, outlining the responsibility of users and custodians of the personal information. A clear and concise management process will be in place in order to respond to privacy/security breaches. Individuals and their responsibilities will be clearly identified to avoid delays in responding.
- (5) The Contractor must maintain the Reporting Tool to ensure that it has the capacity to support province-wide use of the tool.
- (6) The Contractor must notify the Province in advance of regularly scheduled maintenance, which must occur only during periods of expected low usage and, if maintenance requires downtime, a notification of the downtime will be
 - (a) posted on the main website ahead of time, and
 - (b) email messages will be sent to Safe School Coordinators.
- (7) The Contractor must only perform major system updates outside of office hours (8:30 – 4:30, Monday to Friday), or any other time when system load is expected to be low, in order to minimize downtime. In the event that system updates are required to be performed during office hours, the services will be hosted on the secondary servers until the upgrades are complete.

(B) Reporting Tool Business Requirements

- (1) The Contractor must provide and maintain a Reporting Tool that:
 - (a) enables users to confidentially and anonymously submit User Reports via web browser, including eliminating log-in or account requirements;
 - (b) provides the following information or requires the following information from users prior to submission of a User Report:
 - (i) an acknowledgement that the submission of false User Reports may be public mischief which is a criminal offense;
 - (ii) consent for disclosure of personal information submitted as required under the *Freedom of Information and Protection of Privacy Act*.
 - (iii) advises users to call 911 or in emergency situations;
 - (iv) advises users that B.C. law requires Boards of Education to report instances of potential criminal activities, instances of sexual and/or physical abuse to the appropriate authority.
 - (c) has a defined template for submissions, including:
 - (i) auto-populating the date and time the report was submitted;
 - (ii) smart auto-fill feature of BC schools and cities;
 - (iii) drop-down menu for the type(s) of report (e.g., bullying, threats, vandalism);
 - (iv) an open field for the description of what is being reported;
 - (v) optional fields for the User to report:
 - Name of person(s) causing offence;
 - When and where did/will the incident occur;
 - Whether the User would like to be contacted. The Reporting Tool will require the User to provide the following information if they would like to be contacted:

- User's first name,
 - User's last name, and
 - User's contact information;
- (d) informs users after submission that additional information can be found at <http://erase.gov.bc.ca>
- (e) automatically and immediately routes User Reports to the appropriate School Safe School Coordinator;
- (f) must not send User Reports to the Province;
- (g) provides real-time, roles-based and secure access to the aggregated data and to the User Reports, including:
 - (i) allows the Province online access to view, rank, search and sort summary statistics at the provincial and district level (e.g., number of User Reports by school district, types of incidents reported), but not access User Reports, and
- (h) provides regular and on-request reports of aggregate data to School/School District Safe School Coordinators (e.g., number of User Reports by school and district, types of incidents reported);
- (i) allows users to extract data and reports in .pdf or .csv format;
- (j) meets the Province's approval for look-and-feel customizations, such as use of graphics, logos, colours, and font to ensure consistency with the ERASE brand strategy; and
- (k) has a communication section that advises Users about tool availability, planned maintenance or other service closures or disruptions.

(C) Reporting Tool Support Services

- (1) The Contractor must provide user support to the Reporting Tool by providing helpdesk support as follows:
 - (a) a toll-free phone number and e-mail that is regularly monitored and responded to from 8:30 am to 4:30 pm Pacific Standard Time, Monday to Friday, excluding B.C. statutory holidays, and
 - (b) initial response to helpdesk inquiries within 2-hours, during regular helpdesk hours.
- (2) The Contractor must maintain user access and routing rules using up-to-date lists of District Safe School Coordinators and Superintendents (or other contact as designated by district Superintendent), provided by the Province, to ensure User Reports and alerts are sent to the appropriate contacts.
- (3) The Contractor must ensure access and routing rules are updated within 2 working day of receiving an update from the Province.
- (4) The Contractor must provide user guides for the Reporting Tool, which will include online tutorials and electronic resources and guides for various users, including students, parents, school and District staff, and Ministry staff.
- (5) The Contractor must provide user resources specific to the School Safe Coordinator role, including:
 - (a) use, functionality and accessibility of the Reporting Tool;
 - (b) roles and responsibilities and suggested protocols in responding to student submissions; and
 - (c) guidelines on how to promote and integrate the Reporting Tool as part of the school's student safety strategy.
- (6) The Contractor must provide an online user guide in English no later than September 4, 2018, and must keep it up to date throughout the Term of the Agreement.
- (7) The Contractor must provide online user guide in French no later than November 15, 2018, and must keep it up to date throughout the Term of the Agreement.

2.3 Inputs

- (1) The Contractor must provide the necessary resources, including qualified staff, facilities, and equipment, to perform the Services.
- (2) Upon request, the Province will provide to the Contractor up to date lists of all public, independent and First Nations schools, District Safe School Coordinators, and other individuals identified as safe school coordinators.

2.4 Outcomes

Through the delivery of the Services the Province wishes to realize the following outcomes and, without limiting the obligation of the Contractor to comply with other provisions of this Part, the Contractor must use commercially reasonable efforts to achieve them:

- Safe and effective learning environments for all students;
- Increased capacity (knowledge, skills, attitudes, resources) among school district staff (including school administrators and educators), parents and students to prevent and respond to student safety issues;
- Enhanced social/school connectedness for students, families, school staff and community partners;
- Accessible (e.g., online/webinar) and relevant training, resources and services that are responsive and reflective of trends, best practice and school and district needs;
- Increased supports for vulnerable student populations, including First Nations students, lesbian/gay/bisexual/transsexual/queer students, and children in care;
- Increased awareness and use of ERASE resources;
- Strengthened partnerships and coordination between the Province, the Contractor, schools, school districts, families, the health sector, child and youth mental health services, the justice sector, and community organizations that includes
 - effective communication between the Province, the Contractor, schools and school districts that is clear, timely, and consistent;
 - consistent information sharing and coordinated response across sectors regarding student safety issues/incidents that encompasses public, independent and First Nations schools; and
 - improved interventions and follow up

The parties acknowledge that the Contractor does not warrant that these outcomes will be achieved.

2.5 General Reporting requirements

- (1) The Contractor will submit, in a form satisfactory to the Province:
 - (a) A biannual report with the aggregated data and trends of the Reporting Tool, including:
 - Number of reports received – total and by month
 - Number of reports received per report category (bullying/threat of physical abuse/ vandalism/ threat of school attack/ etc.)
 - Number of reports received from public vs. independent vs. First Nations schools
 - Percentage of reports from anonymous user
 - (b) A biannual report with the aggregated data and trends of the Contractor's Critical Incident Advisory and Support Services, including:
 - Number of reports received – total and by month
 - Number of reports received per report category (bullying/threat of physical abuse/ vandalism/ threat of school attack/ etc.)

- Number of reports received from public vs. independent vs. First Nations schools
- (c) A biannual report with summary data and trends of ERASE social media activity managed by the Contractor, including:
- Number of social media posts, by social media platform
 - Audience growth rate indicators (e.g. number of new followers) by social media platform
 - Audience engagement indicators (e.g. number of “likes”, “shares”, “retweets”) by social media platform

PART 3. RELATED DOCUMENTATION:

The following are Appendices to this Schedule A:

Appendix 1 – Subject Matter Expertise/ Critical Incident Advisory and Support Services Qualifications and Responsibilities

Appendix 2 – Instructor Credentials

Appendix 3 - Training Course Descriptions

PART 4. KEY PERSONNEL:

The Key Personnel of the Contractor are as follows:

Subject Matter Expert Professionals:

- Theresa Campbell
- J. Kevin Cameron
- Sam Jingfors

Subject Matter Expert Associate:

- Sherri Mohoruk

APPENDIX 1

Subject Matter Expertise/ Critical Incident Advisory and Support Services Qualifications and Responsibilities

1. Subject Matter Expert Professional - Class 1

- Minimum eight years experience in supporting schools/school districts regarding school safety matters
- Nationally/internationally recognized expert, and skilled trainer and presenter on student safety matters including: school climate/culture and connectedness, mental wellness, violence threat risk assessment including digital threat assessment, social media and online investigations, trauma response and gang associated behaviour
- Board certified Expert in Traumatic Stress, Diplomate, and member of American Academy of Experts in Traumatic Stress
- Develops and delivers multi-level training for the ERASE Strategy
- Provides initial critical incident response, management and assessment plans for violence threat assessment, trauma and gang associated behavioural incidents

2. Subject Matter Expert Professional - Class 2

- Minimum eight years experience in supporting schools/school districts regarding school safety matters
- Social media and online investigations expert
- Trained in violence threat risk assessment
- Demonstrated experience delivering international threat assessment training
- Develops and delivers training sessions and presentations on Basic, Advanced and Specialized Digital Threat Assessment
- Provides critical incident assessment and response

3. Subject Matter Expert Associate

- Extensive background/expertise in providing direct support to schools/school districts regarding school safety matters, critical incidents and trauma response
- Trained in Violence Threat Risk Assessment and Traumatic Events Systems
- Supports policy, protocol and training material development and review
- Provides liaison role between the Ministry of Education and Safer Schools Together
- Lead role in providing ongoing consultation and direct support to schools and school districts in response to critical incidents

4. Threat Analysts

- Exceptional technical computer knowledge and working knowledge of Canadian Criminal Code
- Trained in Violence Threat Risk Assessment and online investigations
- Must pass rigorous performance tests and assignments prior to being hired by the Contractor
- Receives extensive in-house training from the Contractor's social media management response team

APPENDIX 2

Instructor Credentials

Training Course	Qualifications
Ensuring Safe and Caring School Communities	<p>Instructors should have a Bachelor's Degree or better in Education, Psychology, or Counselling and 3 or more year's demonstrated experience working in a field related to youth and youth issues, particularly in the areas of school and student violence and the prevention of bullying, child and youth mental health, and gang violence; instructors without a degree should have 8 or more years of demonstrated working experience in these areas.</p> <p>Additionally, Level 1 instructors should have:</p> <ul style="list-style-type: none"> • Experience presenting on topics relating to children and youth; • Experience facilitating groups; • Experience with youth justice.
Basic Digital Threat Assessment (DTA)	<p>Minimum Bachelor's University degree or 5+ years of demonstrated in a school or school safety environment</p> <ul style="list-style-type: none"> • Trained in Violence Threat Risk Assessment and online information gathering techniques • Exceptional technical computer and social media knowledge • Demonstrated presentation skill set and ability to walk participants through the plethora of technical issues and questions that arise throughout a DTA training day
Advanced Digital Threat Assessment (DTA)	<p>Minimum Bachelor's University degree or 5+ years of demonstrated in a school or school safety environment</p> <ul style="list-style-type: none"> • Trained in Violence Threat Risk Assessment and online information gathering techniques • Exceptional technical computer and social media knowledge • Demonstrated presentation skill set and ability to walk participants through the plethora of technical issues and questions that arise throughout a DTA training day • Experience in delivering Basic Digital Threat Assessment training

Training Course	Qualifications
Basic Violence Threat Risk Assessment	<p>Instructors should have a Bachelor's Degree or higher in Education, Psychology, or Counselling and 3 or more years demonstrated experience working in a field related to youth and youth issues, particularly in the areas of Bullying and the prevention of Bullying, child and youth mental health, violence threat risk assessment and gang violence; instructors without a degree should have 8 or more years demonstrated experience in these areas.</p> <p>Additionally, Level 2 instructors should have:</p> <ul style="list-style-type: none"> • Experience with youth justice; • Experience presenting on topics relating to children and youth • Experience facilitating groups; • Experience working with Cross-Sector Teams, including education sector, mental health sector and policing sector; • Demonstrated ability to facilitate the development of Cross-Sector Teams; • Broad connections with community organizations; • Demonstrated expertise in school based Threat/Risk Assessment.
Advanced Violence Threat Risk Assessment	<p>Instructors should have a Bachelor's Degree or higher in Education, Psychology, or Counselling and 5 or more years demonstrated experience working in a field related to youth and youth issues, particularly in the areas of Bullying and the prevention of Bullying, child and youth mental health, violence threat risk assessment and gang violence; instructors without a degree should have 8 or more year's demonstrated experience in these areas.</p> <p>Additionally instructors should have:</p> <ul style="list-style-type: none"> • Experience presenting on topics relating to children and youth; • Experience facilitating groups; • Experience working with Cross-Sector Teams, including education sector, mental health sector and policing sector; • Demonstrated ability to facilitate the development of Cross-Sector Teams; • Broad connections with community organizations; • Demonstrated expertise in school based Threat / Risk Assessment; • Experience providing on-going consultation and support on high profile cases.
Traumatic Event Systems	<ul style="list-style-type: none"> • Instructors should have a Bachelor's Degree or higher in Education, Psychology or Counselling and : Minimum 10 years demonstrated systems experience working in a field related to Violence Threat Risk Assessment and trauma response Demonstrated experience managing and responding to high profile traumatic events

Training Course	Qualifications
Train the Trainer – Ensuring Safe and Caring School Communities	<p>***In addition to the Ensuring Safe and Caring School Communities training qualifications***</p> <ul style="list-style-type: none"> • 2+ years of demonstrated Ensuring Safe and Caring School Communities session delivery
Train the Trainer – Basic Digital Threat Assessment	<p>***In addition to the Basic Digital Threat Assessment training qualifications***</p> <ul style="list-style-type: none"> • 2+ years of demonstrated Digital Threat Assessment Basic session delivery
Webinar	<p>See qualifications above for relevant training qualifications</p>

APPENDIX 3

Detailed Training Level Requirements

Ensuring Safe and Caring School Communities

This training session will be delivered as one six-hour face-to-face session.

Learning Outcomes

As a result of completing this training Participants should be able to:

- Translate policy into action by:
 - identifying relevant topics in school codes of conduct
 - making recommendations for appropriate updates in school codes of conduct
- Assess and improve school climate and culture through:
 - Ensuring a baseline of data regarding school safety
 - Proper documentation of incidences, interventions and preventative activities
- Identify appropriate actions to promote school connectedness with students, staff, parents and community partners
- Explain the role of school systems and their respective impact on safety
- Explain the importance of the physical school environment to ensure a safe education for students
- Select appropriate programs for prevention, promotion, and intervention utilizing provided criteria
- Explain personal responsibility and role to promote inclusiveness and acknowledge diversity
- Identify and apply appropriate and effective strategies and interventions to address mean behaviour, peer conflict and all forms of bullying
- Perform violence potential assessments in our schools
- Navigate social media and recognize the evolution of sexting behaviors
- Identify and apply strategies to promote positive mental health and well being
- Identify and apply strategies to ensure a trauma informed classroom environment

Modified Ensuring Safe and Caring School Communities Webinar

This training session will be delivered as one three-hour webinar.

Learning Outcomes:

As a result of completing this training Participants should be able to:

- Assess and improve school climate and culture
- Understand the role of school systems and the impact on safety
- Learn strategies to promote positive mental health and well being
- Learn strategies to ensure a trauma informed classroom environment

Basic Digital Threat Assessment

This training session will be delivered as one six-hour face-to-face session.

Learning Outcomes:

As a result of completing this training Participants should be able to:

- Describe the current state of affairs in social media from a safe schools perspective, including the impact of technology on student wellness,
- Identify the use, misuse, and associated risks of social media platforms for students.
- Discuss cyber \issues as they apply to students and schools
- Apply the theoretical foundations of Digital Threat Assessment
- Complete online verification and authentication of images
- Describe the vast data landscape from smartphones, search engines and social media
- Describe the how internet privacy settings work and how to support students in understanding and updating privacy settings.

Basic Digital Threat Assessment Refresher Webinar

This training session will be delivered as a one three-hour webinar.

Learning Outcomes:

As a result of completing this training Participants should be able to:

A refresher of fundamental knowledge concepts covered in Basic Digital Threat Assessment, including:

- A general update on the social media world and any recent important changes
- What we are continuing to see from a provincial and North American lens
- How social media continues to impact school safety, culture, and climate of our schools
- Online verification and authentication of images: utilizing reverse image search
- Best practices for online information gathering, documenting and screen capturing, privacy and staff protection of personal social media information

Advanced Digital Threat Assessment

This training session will be delivered as one six-hour face-to-face session

Learning Outcomes

As a result of completing this training Participants should be able to:

- See learning outcomes from Basic DTA
- Use the internet to complete detailed online searches
- Describe Twitter functionality and its use to support online threat assessment
- Leverage the school network infrastructure locally used devices to complete
- Describe the advanced internet subcultures and the issues associated with each
- Apply advanced online search techniques to identify safety concerns

Basic Violence Threat Risk Assessment

This training session will be a total of 12 hours delivered over 2 six-hour face-to-face sessions. Refresher sessions may be delivered as three-hour webinars.

Learning Outcomes

As a result of completing this training participants should be able to:

- Explain the role of school systems and their respective impact on safety
- Explain the impact of trauma on systems (e.g. family, community, school, school districts)
- Identify the impact of individual student behavior within these systems
- Explain the key hypothesis in threat assessment
- Perform case analysis to identify promotion, prevention, or intervention to appropriately address the needs of students
- Describe the evolutionary process of violence and how they may apply this process to their school environment
- Identify critical periods pertaining to a threat of violence and appropriate interventions for each period
- Identify and address emerging risk factors
- Complete human target & site selection assessment
- Describe behavioral typologies
- Complete a violence threat/risk assessment and apply appropriate interventions to manage the situation
- Complete assessments and interventions of un-authored threats
- Apply appropriate crisis/trauma management “post-vention” to support the needs of students and school community after a crisis has occurred.

Basic Violence Threat Risk Assessment Refresher Webinar

This training session will be delivered as one three-hour webinar. A prerequisite for participation in this course is successful completion of Basic Violence Threat and Risk Assessment.

Learning Outcomes:

As a result of completing this training Participants should be able to:

- Understand and apply the 3 Stage - 6 step VTRA Model
- Apply best practice in data collection for Step 1 Process (PBA)
- Describe the 3 Key Hypotheses
- Apply Threat/Risk Assessment & Intervention Planning
- Complete a case scenario walk-through

Advanced Violence Threat Risk Assessment

This training session will be a total of 12 hours delivered over 2 six-hour face-to-face sessions. A prerequisite for participation in this course is successful completion of Basic Violence Threat and Risk Assessment.

Learning outcomes

As a result of completing this training Participants should be able to:

- Know how to create and maintain a successful Cross-Sector Team, including knowing:
 - who should be on a Cross-Sector Team;

- how to assemble a Cross-Sector Team and how to build relationships within the team;
 - what incidents/situations would cause the Cross-Sector Team to become involved;
 - how and when to gather data on students and how to share that data;
 - how to analyze and use data collected;
 - how to plan, implement, and follow up on student support programs;
 - what and how to report incidents, situations, support programs and results;
 - when to close a case or situation.
- Identify the similarities and difference between Hypothesis Development vs. Assessment and Conclusion
 - Identify the similarities and difference between Threat Assessment vs. Risk Assessment
 - Identify the similarities and difference between Assessing the Threat vs. Assessing the Threat Maker
 - Explain the four typologies of high risk individuals, and apply these to identification of students for prevention, promotion and intervention
 - Describe the functional domains
 - Complete a language analysis
 - General understanding of issues to be considered to make an appropriate referral for external supports
 - Explain the origin of traits
 - Describe emotional maturity and be able to assess the emotional maturity of students
 - Identify when a family assessment is required and refer to external supports
 - Describe the intent and process of a strategic interview and complete strategic interviews when required and appropriate
 - Attendees who successfully complete this training will be eligible for Canadian Centre for Threat Assessment and Trauma Response's VTRA train the trainer course

Train the Trainer (Ensuring Safe and Caring School Communities and Basic Digital Threat Assessment)

Each Train the Trainer training session will be delivered as one six-hour face-to-face session.

In support of, or related to, this level of training, the Contractor will also:

- Ensure all course content and materials are able to accommodate local solutions and/or existing procedures for Ensuring Safe and Caring School Communities and Digital Threat Assessment within school districts.
- Ensure course content and materials are based on industry best practice.
- Develop an assessment tool to evaluate Participants on their knowledge of the course content and course learning materials.

1) Train the Trainer - Ensuring Safe and Caring School Communities Learning Outcomes

A prerequisite for participation in this course is successful completion of Ensuring Safe and Caring School Communities.

As a result of completing this training Participants should be able to:

- Deliver Ensuring Safe and Caring School Communities training sessions to other Participants.

2) Train the Trainer – Basic Digital Threat Assessment Learning Outcomes

A prerequisite for participation in this course is successful completion of Basic and Advanced Digital Threat Assessment.

As a result of completing this training Participants should be able to:

- Deliver Basic Digital Threat Assessment training sessions to other Participants.

Traumatic Event Systems

This training session will be a total of 12 hours delivered over 2 six-hour days face-to-face sessions.

Learning Outcomes:

- As a result of completing this training Participants should be able to:
- Understanding the theoretical foundation of the Traumatic Event Systems (TES) model
- Recommended TES team composition
- Practical application of the TES model
- Understanding trauma in Human Systems
- Understanding the relationship between the TES model and Violence Threat Risk Assessment (VTRA)
- Psychological First Aid
- Communication tools

SCHEDULE B: FEES AND EXPENSES

1. MAXIMUM AMOUNT PAYABLE:

Maximum Amount: Despite sections 2 and 3 of this Schedule, **\$2,550,000** is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement).

2. FEES:

The Province will pay the Contractor for Services, as described in Schedule A of this Agreement, based on the Fee Schedule set out in section 2.1. The Province may, at its discretion, adjust the Annual Maximum for any amount in the Fee Schedule.

2.1 Fee Schedule

Services	Fees	Annual Maximum	Payment Schedule
Subject Matter Expertise, as described in Schedule A, Section 2.2.1	<p>Hourly rate, billed to the nearest 0.25 of an hour, based on the Subject Matter Expert Rate table (Section 2.2 (a) of this Schedule).</p> <p>In the event that Subject Matter Expertise Services exceed \$200,000 per annum, the Contractor will need express written consent of the Province before providing any additional Services. Additional services will be paid at based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.</p>	\$200,000	Billed monthly, as per the Statement of Account
Critical Incident Advisory and Support Services, as described in Schedule A, Section 2.2.2	<p>Base fee of \$100,000 to ensure Contractor is available to provide advisory and support services at all times.</p> <p>The Contractor will track service requests from the Province, School Districts, Independent Schools or First Nations Schools, and draw-down from the \$100,000 based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.</p>	\$100,000	Paid in monthly installments from September to June
	In the event the Critical Incident and Advisory Support Services exceed \$100,000, the Contractor will need the express written consent of the Province before providing any	At the discretion of the Province	Billed monthly, as per the Statement of Account

Services	Fees	Annual Maximum	Payment Schedule
	additional Services. Additional services will be paid based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.		
Training Delivery, as described in Schedule A, Section 2.2.3	Flat fee based on the Training Delivery Rate Table (Section 2.2 (b) of this Schedule), including travel expenses, anywhere in BC	\$425,000	Billed monthly, as per the Statement of Account
Reporting Tool, as described in Schedule A, Section 2.2.5	Flat fee of \$90,000 per year	\$90,000	Paid in monthly installments (\$7,500 per month)
Social Media Posts and Monitoring, as described in Schedule A, Section 2.2.4	Flat fee of \$300 per month, based on the Threat Analyst rate in the Subject Matter Expertise Rate Table (Section 2.2 (a) of this Schedule).	\$3,600	Paid in monthly installments (\$300 per month)
Administration and Reporting Requirements, as described in Schedule A, Section 2.5	Flat fee of \$700 per month	\$8,400	Paid in monthly installments (\$700 per month)

2.2 Fee Rate Tables

a) Subject Matter Expertise (SME) Rate Table

Fees: at a rate as outlined in table below per hour for Subject Matter Expertise hours during the Term when the Contractor provides the Services.

Subject Matter Expert Service Level	Fee per hour
Subject Matter Expert Professional (Class 1 and Class 2)	\$275/hr
Subject Matter Expert Associate	\$170/hr
Threat Analyst	\$75/hr

b) Training Delivery Rate Table

Fees: at a rate outlined in table below per-training-session price to deliver a live, face-to-face training session to participants [those that are signed up by the school/district] throughout B.C. provided by the Contractor. The following fee schedule is inclusive of travel expenses.

Training	Price
Ensuring Safe and Caring School Communities	\$7,500
Modified Ensuring Safe and Caring School Communities Webinar	\$3,750
Basic Digital Threat Assessment	\$7,500
Basic Digital Threat Assessment Refresher Webinar	\$3,750
Advanced Digital Threat Assessment	\$7,500
Basic Violence Threat Risk Assessment	\$13,500
Basic Violence Threat Risk Assessment Refresher Webinar	\$3,750
Advanced Violence Threat Risk Assessment	\$13,500
Traumatic Event Systems	\$13,500
Train the Trainer	\$7,500
Customized Training: Rates for customized training will be determined on a case by case basis and will be based on the subject matter expertise and/or training rates outlined in Schedule B of this Agreement. Rates for these sessions must be preapproved by the Province and will be for delivery only.	

3. EXPENSES:

- a) The Contractor will be eligible travel, accommodation and meal expenses when:
 - i. the Contractor is required to travel greater than 32 kilometers away from Metro Vancouver, British Columbia.
 - ii. the Province provides written pre-approval, and,
 - iii. when the travel is related to delivery of subject matter expertise services as described in Schedule A, section 2.2.1; or for critical incident and advisory services, as described in Schedule A, section 2.2.2;
- b) The Contractor will be eligible for travel, accommodation and meal expenses on the same basis as the Province pays its Group II employees when they are on travel status, excluding goods and services tax ("GST") or other applicable tax paid or payable by the Contractor on expenses to the extent that the Contractor is entitled to claim credits (including GST input tax credits), rebates, refunds or remissions of the tax from the relevant taxation authorities.
- c) The Contractor is not eligible for expenses for delivery of Services relating to the following:
 - (i) Training Services, as described in Schedule A, section 2.2.3;
 - (ii) Branding Services, as described in Schedule A, section 2.2.4;
 - (iii) Reporting Tool, as described in Schedule A, section 2.2.5; and
 - (iv) Reporting, as described in Schedule A, section 2.5.

4. STATEMENTS OF ACCOUNT:

Statements of Account: In order to obtain payment of any fees and expenses under this Agreement for a period from and including the 1st day of a month to and including the last day of that month (each a "Billing

Period"), the Contractor must deliver to the Province on a date after the Billing Period (each a "Billing Date"), a written statement of account in a form satisfactory to the Province containing:

- (a) the Contractor's legal name and address;
- (b) the date of the statement, and the Billing Period to which the statement pertains;
- (c) the Contractor's calculation of all fees claimed for that Billing Period, including a declaration by the Contractor of all subject matter hours worked during the Billing Period and all training provided during the Billing Period for which the Contractor claims fees and a description of the applicable fee rates;
- (d) a chronological listing, in reasonable detail, of any expenses claimed by the Contractor for the Billing Period with receipts attached, if applicable, and, if the Contractor is claiming reimbursement of any GST or other applicable taxes paid or payable by the Contractor in relation to those expenses, a description of any credits, rebates, refunds or remissions the Contractor is entitled to from the relevant taxation authorities in relation to those taxes;
- (e) the Contractor's calculation of any applicable taxes payable by the Province in relation to the Services for the Billing Period;
- (f) a description of this Agreement;
- (g) a statement number for identification; and
- (h) any other billing information reasonably requested by the Province.

5. PAYMENTS DUE:

Payments Due: Within 30 days of the Province's receipt of the Contractor's written statement of account delivered in accordance with this Schedule, the Province must pay the Contractor the fees and expenses (plus all applicable taxes) claimed in the statement if they are in accordance with this Schedule. Statements of account or contract invoices offering an early payment discount may be paid by the Province as required to obtain the discount.

Schedule C – Approved Subcontractor(s)

Schedule D – Insurance

1. The Contractor must, without limiting the Contractor's obligations or liabilities and at the Contractor's own expense, purchase and maintain throughout the Term the following insurances with insurers licensed in Canada in forms and amounts acceptable to the Province:
 - (a) Commercial General Liability in an amount not less than \$2,000,000.00 inclusive per occurrence against bodily injury, personal injury and property damage and including liability assumed under this Agreement and this insurance must
 - (i) include the Province as an additional insured,
 - (ii) be endorsed to provide the Province with 30 days advance written notice of cancellation or material change, and
 - (iii) include a cross liability clause.
2. All insurance described in section 1 of this Schedule must:
 - (a) be primary; and
 - (b) not require the sharing of any loss by any insurer of the Province.
3. The Contractor must provide the Province with evidence of all required insurance as follows:
 - (a) within 10 Business Days of commencement of the Services, the Contractor must provide to the Province evidence of all required insurance in the form of a completed Province of British Columbia Certificate of Insurance;
 - (b) if any required insurance policy expires before the end of the Term, the Contractor must provide to the Province within 10 Business Days of the policy's expiration, evidence of a new or renewal policy meeting the requirements of the expired insurance in the form of a completed Province of British Columbia Certificate of Insurance; and
 - (c) despite paragraph (a) or (b) above, if requested by the Province at any time, the Contractor must provide to the Province certified copies of the required insurance policies.
4. The Contractor must obtain, maintain and pay for any additional insurance which the Contractor is required by law to carry, or which the Contractor considers necessary to cover risks not otherwise covered by insurance specified in this Schedule in the Contractor's sole discretion.

Schedule E – Privacy Protection Schedule

Definitions

1. In this Schedule,
 - (a) “**access**” means disclosure by the provision of access;
 - (b) “**Act**” means the *Freedom of Information and Protection of Privacy Act*;
 - (c) “**contact information**” means information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual;
 - (d) “**personal information**” means recorded information about an identifiable individual, other than contact information, collected or created by the Contractor as a result of the Agreement or any previous agreement between the Province and the Contractor dealing with the same subject matter as the Agreement but excluding any such information that, if this Schedule did not apply to it, would not be under the “control of a public body” within the meaning of the Act; and
 - (e) “**privacy course**” means the Province’s online privacy and information sharing training course.

Purpose

2. The purpose of this Schedule is to:
 - (a) enable the Province to comply with the Province's statutory obligations under the Act with respect to personal information; and
 - (b) ensure that, as a service provider, the Contractor is aware of and complies with the Contractor's statutory obligations under the Act with respect to personal information.

Collection of personal information

3. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor may only collect or create personal information that is necessary for the performance of the Contractor’s obligations, or the exercise of the Contractor’s rights, under the Agreement.
4. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must collect personal information directly from the individual the information is about.
5. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must tell an individual from whom the Contractor collects personal information:
 - (a) the purpose for collecting it;
 - (b) the legal authority for collecting it; and
 - (c) the title, business address and business telephone number of the person designated by the Province to answer questions about the Contractor’s collection of personal information.

Privacy Training

6. The Contractor must ensure that each person who will provide services under the Agreement that involve the collection or creation of personal information will complete, at the Contractor’s expense, the privacy course prior to that person providing those services.

7. The requirement in section 6 will only apply to persons who have not previously completed the privacy course.

Accuracy of personal information

8. The Contractor must make every reasonable effort to ensure the accuracy and completeness of any personal information to be used by the Contractor or the Province to make a decision that directly affects the individual the information is about.

Requests for access to personal information

9. If the Contractor receives a request for access to personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province unless the Agreement expressly requires the Contractor to provide such access and, if the Province has advised the Contractor of the name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

Correction of personal information

10. Within 5 Business Days of receiving a written direction from the Province to correct or annotate any personal information, the Contractor must annotate or correct the information in accordance with the direction.
11. When issuing a written direction under section 10, the Province must advise the Contractor of the date the correction request to which the direction relates was received by the Province in order that the Contractor may comply with section 12.
12. Within 5 Business Days of correcting or annotating any personal information under section 10, the Contractor must provide the corrected or annotated information to any party to whom, within one year prior to the date the correction request was made to the Province, the Contractor disclosed the information being corrected or annotated.
13. If the Contractor receives a request for correction of personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province and, if the Province has advised the Contractor of the name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

Protection of personal information

14. The Contractor must protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal, including any expressly set out in the Agreement.

Storage and access to personal information

15. Unless the Province otherwise directs in writing, the Contractor must not store personal information outside Canada or permit access to personal information from outside Canada.

Retention of personal information

16. Unless the Agreement otherwise specifies, the Contractor must retain personal information until directed by the Province in writing to dispose of it or deliver it as specified in the direction.

Use of personal information

17. Unless the Province otherwise directs in writing, the Contractor may only use personal information if that use is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.

Disclosure of personal information

18. Unless the Province otherwise directs in writing, the Contractor may only disclose personal information inside Canada to any person other than the Province if the disclosure is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.
19. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must not disclose personal information outside Canada.

Notice of foreign demands for disclosure

20. In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.2 of the Act, if in relation to personal information in the custody or under the control of the Contractor, the Contractor:
 - (a) receives a foreign demand for disclosure;
 - (b) receives a request to disclose, produce or provide access that the Contractor knows or has reason to suspect is for the purpose of responding to a foreign demand for disclosure; or
 - (c) has reason to suspect that an unauthorized disclosure of personal information has occurred in response to a foreign demand for disclosure

the Contractor must immediately notify the Province and, in so doing, provide the information described in section 30.2(3) of the Act. In this section, the phrases "foreign demand for disclosure" and "unauthorized disclosure of personal information" will bear the same meanings as in section 30.2 of the Act.

Notice of unauthorized disclosure

21. In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.5 of the Act, if the Contractor knows that there has been an unauthorized disclosure of personal information in the custody or under the control of the Contractor, the Contractor must immediately notify the Province. In this section, the phrase "unauthorized disclosure of personal information" will bear the same meaning as in section 30.5 of the Act.

Inspection of personal information

22. In addition to any other rights of inspection the Province may have under the Agreement or under statute, the Province may, at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect any personal information in the possession of the Contractor or any of the Contractor's information management policies or practices relevant to the Contractor's management of personal information or the Contractor's compliance with this Schedule and the Contractor must permit, and provide reasonable assistance to, any such inspection.

Compliance with the Act and directions

23. The Contractor must in relation to personal information comply with:

- (a) the requirements of the Act applicable to the Contractor as a service provider, including any applicable order of the commissioner under the Act; and
 - (b) any direction given by the Province under this Schedule.
24. The Contractor acknowledges that it is familiar with the requirements of the Act governing personal information that are applicable to it as a service provider.

Notice of non-compliance

25. If for any reason the Contractor does not comply, or anticipates that it will be unable to comply, with a provision in this Schedule in any respect, the Contractor must promptly notify the Province of the particulars of the non-compliance or anticipated non-compliance and what steps it proposes to take to address, or prevent recurrence of, the non-compliance or anticipated non-compliance.

Termination of Agreement

26. In addition to any other rights of termination which the Province may have under the Agreement or otherwise at law, the Province may, subject to any provisions in the Agreement establishing mandatory cure periods for defaults by the Contractor, terminate the Agreement by giving written notice of such termination to the Contractor, upon any failure of the Contractor to comply with this Schedule in a material respect.

Interpretation

27. In this Schedule, references to sections by number are to sections of this Schedule unless otherwise specified in this Schedule.
28. Any reference to the “Contractor” in this Schedule includes any subcontractor or agent retained by the Contractor to perform obligations under the Agreement and the Contractor must ensure that any such subcontractors and agents comply with this Schedule.
29. The obligations of the Contractor in this Schedule will survive the termination of the Agreement.
30. If a provision of the Agreement (including any direction given by the Province under this Schedule) conflicts with a requirement of the Act or an applicable order of the commissioner under the Act, the conflicting provision of the Agreement (or direction) will be inoperative to the extent of the conflict.
31. The Contractor must comply with the provisions of this Schedule despite any conflicting provision of this Agreement or, subject to section 32, the law of any jurisdiction outside Canada.
32. Nothing in this Schedule requires the Contractor to contravene the law of any jurisdiction outside Canada unless such contravention is required to comply with the Act.

Schedule F – Additional Terms

1. Commencing upon the first to occur of the delivery of (i) a written notice pursuant to section 11.2(c) or section 11.4, and (ii) six (6) months before the expiry of the Term, and ending upon the earlier of the completion of the Termination Services or up to six (6) months after the effective date of termination of the Term (the “**Termination Assistance Period**”), the Service Provider will provide the Province with the following additional services to facilitate the Province’s repatriation of the Services or the orderly transition and migration of the Services to an alternative service provider (the “**Alternate Service Provider**”), as the case may be, in an orderly, effective and efficient manner, and with minimal disruptions or adverse effect to the delivery of the Services (collectively, the “**Termination Services**”):
 - (a) cooperation with and assistance to the Province or the Alternative Service Provider in order to facilitate the transfer of the Services to the Province or the Alternative Service Provider, as the case may be, in an orderly, effective and efficient manner and without any material interruptions or adverse effects to the Services so transferred; and
 - (b) answers to all reasonable questions from the Province or the Alternative Service Provider regarding the Services;

and the Service Provider will otherwise provide assistance and information requested by the Province in order to enable the smooth transition of the management of the applicable Services from the Service Provider to the Province or the Alternative Service Provider.

Schedule G – Security Schedule

Definitions

1. In this Schedule,
 - (a) “Equipment” means any equipment, including interconnected systems or subsystems of equipment, software and networks, used or to be used by the Contractor to provide the Services;
 - (b) “Facilities” means any facilities at which the Contractor provides or is to provide the Services;
 - (c) “Information” means information
 - (i) in the Material, or
 - (ii) accessed, produced or obtained by the Contractor (whether verbally, electronically or otherwise) as a result of the Agreement;
 - (d) “Record” means a “record” as defined in the *Interpretation Act*;
 - (e) “Sensitive Information” means
 - (i) Information that is “personal information” as defined in the *Freedom of Information and Protection of Privacy Act*, or
 - (ii) any other Information specified as “Sensitive Information” in Appendix G6, if attached; and
 - (f) “Services Worker” means an individual involved in providing the Services for or on behalf of the Contractor and, for greater certainty, may include
 - (i) the Contractor or a subcontractor if an individual, or
 - (ii) an employee or volunteer of the Contractor or of a subcontractor.

Schedule contains additional obligations

2. The obligations of the Contractor in this Schedule are in addition to any other obligations in the Agreement or the schedules attached to it relating to security including, without limitation, the obligations of the Contractor in the Privacy Protection Schedule, if attached.

Services Worker confidentiality agreements

3. The Contractor must not permit a Services Worker who is an employee or volunteer of the Contractor to have access to Sensitive Information unless the Services Worker has first entered into a confidentiality agreement with the Contractor to keep Sensitive Information confidential on substantially similar terms as those that apply to the Contractor under the Agreement.

Services Worker security screening

4. The Contractor may only permit a Services Worker who is an employee or a volunteer of the Contractor to have access to Sensitive Information or otherwise be involved in providing the Services if, after having subjected the Services Worker to the personnel security screening requirements set out in Appendix G1 and any additional requirements the Contractor may consider appropriate, the Contractor is satisfied that the Services Worker does not constitute an unreasonable security risk. The Contractor must create, obtain and retain Records documenting the Contractor’s compliance with the security screening requirements set out in Appendix G1 in accordance with the provisions of that appendix.

Services Worker activity logging

5. Subject to section 6, the Contractor must create and maintain detailed Records logging the activities of all Service Workers in relation to:
 - (a) their access to Sensitive Information; and
 - (b) other matters specified by the Province in writing for the purposes of this section.
6. The Records described in section 5 must be made and maintained in a manner, and contain information, specified in Appendix G2, if attached.

Facilities and Equipment protection and access control

7. The Contractor must create, maintain and follow a documented process to:
 - (a) protect Facilities and Equipment of the Contractor required by the Contractor to provide the Services from loss, damage or any other occurrence that may result in any of those Facilities and Equipment being unavailable when required to provide the Services; and
 - (b) limit access to Facilities and Equipment of the Contractor
 - (i) being used by the Contractor to provide the Services, or
 - (ii) that may be used by someone to access Informationto those persons who are authorized to have that access and for the purposes for which they are authorized, which process must include measures to verify the identity of those persons.
8. If the Province makes available to the Contractor any Facilities or Equipment of the Province for the use of the Contractor in providing the Services, the Contractor must comply with any policies and procedures provided to it by the Province on acceptable use, protection of, and access to, such Facilities or Equipment.

Sensitive Information access control

9. The Contractor must:
 - (a) create, maintain and follow a documented process for limiting access to Sensitive Information to those persons who are authorized to have that access and for the purposes for which they are authorized, which process must include measures to verify the identity of those persons; and
 - (b) comply with the information access control requirements set out in Appendix G3, if attached.

Integrity of Information

10. The Contractor must:
 - (a) create, maintain and follow a documented process for maintaining the integrity of Information while possessed or accessed by the Contractor; and
 - (b) comply with the information integrity requirements set out in Appendix G4, if attached.
11. For the purposes of section 10, maintaining the integrity of Information means that, except to the extent expressly authorized by the Agreement or approved in writing by the Province, the Information has:
 - (a) remained as complete as when it was acquired or accessed by the Contractor; and

- (b) not been altered in any material respect.

Documentation of changes to processes

- 12. The Contractor must create and maintain detailed Records logging any changes it makes to the processes described in sections 7, 9 and 10.

Notice of security breaches

- 13. If Contractor becomes aware that:

- (a) unauthorized access, collection, use, disclosure, alteration or disposal of Information or Records containing Information; or
- (b) unauthorized access to Facilities or Equipment

has occurred or is likely to occur (whether or not related to a failure by the Contractor to comply with this Schedule or the Agreement), the Contractor must immediately notify the Province of the particulars of that occurrence or likely occurrence. If the Contractor provides a notification under this section other than in writing, that notification must be confirmed in writing to the Province as soon as it is reasonably practicable for the Contractor to do so.

Review of security breaches

- 14. If the Province decides to conduct a review of a matter described in section 13 (whether or not the matter came to the attention of the Province as a result of a notification under section 13), the Contractor must, on the request of the Province, participate in the review to the extent that it is reasonably practicable for the Contractor to do so.

Retention of Records

- 15. Unless the Agreement otherwise specifies, the Contractor must retain all Records in the Contractor's possession that contain Information until directed by the Province in writing to dispose of them or deliver them as specified in the direction.

Storage of Records

- 16. Until disposed of or delivered in accordance with section 15, the Contractor must store any Records in the Contractor's possession that contain Information in accordance with the provisions of Appendix G5, if attached.

Audit

- 17. In addition to any other rights of inspection the Province may have under the Agreement or under statute, the Province may, at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect and, at the Province's discretion, copy:
 - (a) any Records in the possession of the Contractor containing Information; or
 - (b) any of the Contractor's Information management policies or processes (including the processes described in sections 7, 9 and 10 and the logs described in sections 5 and 12) relevant to the Contractor's compliance with this Schedule

and the Contractor must permit, and provide reasonable assistance to the exercise by the Province of the Province's rights under this section.

Termination of Agreement

18. In addition to any other rights of termination which the Province may have under the Agreement or otherwise at law, the Province may, subject to any provisions in the Agreement establishing mandatory cure periods for defaults by the Contractor, terminate the Agreement by giving written notice of such termination to the Contractor, upon any failure of the Contractor to comply with this Schedule in a material respect.

Interpretation

19. In this Schedule, unless otherwise specified:
 - (a) references to sections are to sections of this Schedule; and
 - (b) references to appendices are to the appendices attached to this Schedule.
20. Any reference to the "Contractor" in this Schedule includes any subcontractor retained by the Contractor to perform obligations under the Agreement and the Contractor must ensure that any such subcontractors comply with this Schedule.
21. The appendices attached to this Schedule are part of this Schedule.
22. If there is a conflict between a provision in an appendix attached to this Schedule and any other provision of this Schedule, the provision in the appendix is inoperative to the extent of the conflict unless the appendix states that it operates despite a conflicting provision of this Schedule.
23. If there is a conflict between:
 - (a) a provision of the Agreement, this Schedule or an appendix attached to this Schedule; and
 - (b) a documented process required by this Schedule to be created or maintained by the Contractorthe provision of the Agreement, Schedule or appendix will prevail to the extent of the conflict.
24. The obligations of the Contractor in this Schedule will survive the termination of the Agreement.

SCHEDULE G – Appendix G1 – Security screening requirements

The personnel security screening requirements set out in this Appendix G1 are for the purpose of assisting the Contractor to determine whether or not a Services Worker constitutes an unreasonable security risk.

Verification of name, date of birth and address

1. The Contractor must verify the name, date of birth and current address of a Services Worker by viewing at least one piece of “primary identification” of the Services Worker and at least one piece of “secondary identification” of the Services Worker,* as described in the table following this section. The Contractor must obtain or create, as applicable, Records of all such verifications and retain a copy of those Records. For a Services Worker from another province or jurisdiction, reasonably equivalent identification documents are acceptable.

Primary Identification	Secondary Identification
<p>Issued by ICBC:</p> <ul style="list-style-type: none"> • B.C. driver’s licence or learner’s licence (must have photo) • B.C. Identification (BCID) card <p>Issued by provincial or territorial government:</p> <ul style="list-style-type: none"> • Canadian birth certificate <p>Issued by Government of Canada:</p> <ul style="list-style-type: none"> • Canadian Citizenship Card • Permanent Resident Card • Canadian Record of Landing/Canadian Immigration Identification Record 	<ul style="list-style-type: none"> • School ID card (student card) • Bank card (only if holder’s name is on card) • Credit card (only if holder’s name is on card) • Passport • Foreign birth certificate (a baptismal certificate is not acceptable) • Canadian or U.S. driver’s licence • Naturalization certificate • Canadian Forces identification • Police identification • Foreign Affairs Canada or consular identification • Vehicle registration (only if owner’s signature is shown) • Picture employee ID card • Firearms Acquisition Certificate • Social Insurance Card (only if has signature strip) • B.C. CareCard • Native Status Card • Parole Certificate ID • Correctional Service Conditional Release Card

*It is not necessary that each piece of identification viewed by the Contractor contains the name, date of birth and current address of the Services Worker. It is sufficient that, in combination, the identification viewed contains that information.

Verification of education and professional qualifications

2. The Contractor must verify, by reasonable means, any relevant education and professional qualifications of a Services Worker, obtain or create, as applicable, Records of all such verifications, and retain a copy of those Records.

Verification of employment history and reference checks

3. The Contractor must verify, by reasonable means, any relevant employment history of a Services Worker, which will generally consist of the Contractor requesting that a Services Worker provide employment references and the Contractor contacting those references. If a Services Worker has no relevant employment history, the Contractor must seek to verify the character or other relevant personal characteristics of the Services Worker by requesting the Services Worker to provide one or more personal references and contacting those references. The Contractor must obtain or create, as applicable, Records of all such verifications and retain a copy of those Records.

Security interview

4. The Contractor must allow the Province to conduct a security-focused interview with a Services Worker if the Province identifies a reasonable security concern and notifies the Contractor it wishes to do so.

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Withheld pursuant to/removed as

s.13

What is the erase|Report It tool and how does it work?

The erase|Report It tool is an online, anonymous reporting tool where students can report anything they find worrisome or concerning directly to their school/school district's safe school coordinators. The reporting tool can be accessed at erase.gov.bc.ca or directly at erasereportit.gov.bc.ca.

Using the tool is easy and can be done from a mobile device, computer or tablet.

When a student submits a report, they will be guided through a set of questions where they will share the information they have about the worrisome behavior or incident.

Examples of behaviours or incidents to report include:

- Bullying/Cyberbullying
- Harassment
- Social Media
- Sexting
- Inappropriate Sexual Behaviour
- Concerns about Adults
- Concerns about a school
- Racism/Discrimination
- Drugs or Alcohol
- Weapons or Gang Activity
- Threats
- Violence or Fighting
- Mental Health Concern
- Suicide
- Vandalism or Property Damage
- School Attack/Shooting
- Or anything else that is worrisome or concerning

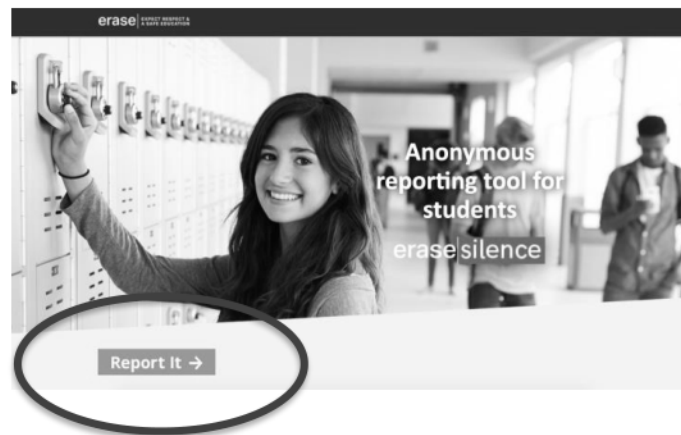
The tool is designed to be completely anonymous. However, if the student wishes to be contacted by the safe school coordinator or other designates, they do have the option to submit their name.

When submitting a report, students will be asked to acknowledge that the report entered is truthful. This significantly minimizes false reports.

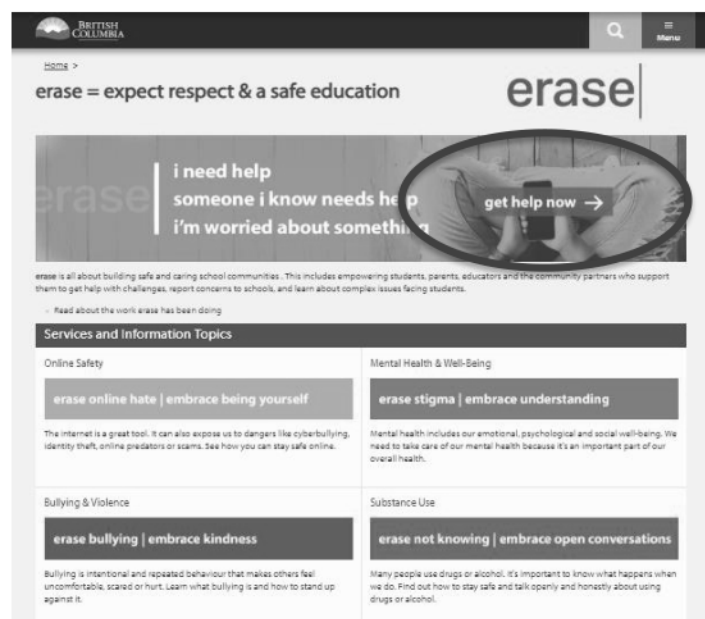
The erase|Report It tool is powerful, effective and gives students the opportunity to have their voice heard. The erase|Report It tool will help reinforce the idea that we want students who see something, to say something, and we'll do something!

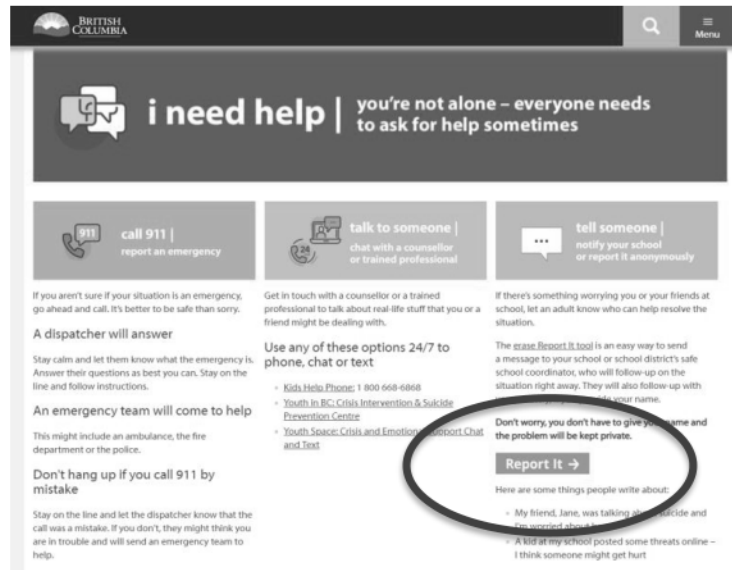
Submitting a Report

When accessing the tool via erasereportit.gov.bc.ca, students will click the "Report It" button



When accessing the tool via erase.gov.bc.ca, students will click the "get help now" button on the home page, and then the "Report It" button on the get help page.





Students will then be guided through the following questions:

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

Students are then asked to acknowledge that they are not submitting a false report.

For the final step, students are able to review the details they provided in the report and then click "Submit".

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

Receiving a Report

Below is an example of a completed report, which will come from the email **info@psstworld.com**. Please add this email address to your list of "safe senders" to ensure it does not get marked as spam/junk mail.

***Attention All BC School Safe Coordinators:**
You must confirm below that you have received this report
***Yes - Report Received Successfully**

Report It - Sun, 10/21/2018 - 12:44pm PDT

* I understand
Which school is your report about?:
Robertson Elementary -- Chilliwack
What is your report about?:
Threats
When did or will this happen?:
yesterday
What is/are the name's of the person's involved?:
Jimmy John
Describe what happened or will happen?:
Threatened to beat me up
Did anyone else witness this?:
Bobby Tone
Have you reported this to anyone else?:
No
Do you want to leave your name?:
Terry Zachary, terry@abc.com

Click on the "[Yes- Report Received Successfully](#)" link in the email upon receipt of the report. This informs the system that the report has been received by the safe school coordinator and is being followed up on.

Note: Individual emailed reports that come through the erase|Report It tool should be saved in a secure location at the school/district level; individual reports are not stored in a central database that schools/school districts can access. Aggregate report data will be made available to schools and districts at each calendar year-end and school year-end. Requests for interim aggregate data may be made by emailing: educ.safeschool.division@gov.bc.ca.

Changing Designated Contacts Who Receive Reports

If there is a change within your safe school team, please email educ.safeschool.division@gov.bc.ca with new contact information, which will be loaded into the tool. Schools/school districts can have a maximum of three contacts who will receive reports submitted via the erase|Report It tool.

If you have any questions regarding the erase|Report It tool, please contact educ.safeschool.division@gov.bc.ca

Guidelines for Tips Received

Note: In the case of criminal code offences, notification to police agencies is required before any interviews take place with parties identified in the tip or any associated students.

Note: Please document all steps and actions taken.

ADDRESSING ALLEGED TARGET/VICTIM(S)

- Interview target/victim(s) before talking to the person(s) of concern (threat-maker).
- Ensure the immediate safety of the identified target/victim(s).

Share and discuss the reported information with staff associated to the alleged target/victim in a confidential manner. There should be thoughtful consideration given to which staff member would be most appropriate to review the information with any student (i.e. who has the best relationship with the student).

Depending on the nature of the information (e.g. severity and specificity of report) you need to consider whether parent(s) should be notified and/or present when information is shared with the student.

In addition, with all reports you should inquire with the target/victim if there is any digital data (e.g. uploaded videos, images, etc., on any social media platforms) and begin taking initial steps to preserve and remove digital content from any identified social media platforms.

ADDRESSING ALLEGED PERSON(S) OF CONCERN (THREAT-MAKER)

When initially discussing a report with the alleged person of concern, indicate that you have received information on an incident by way of a REPORT IT tip – this will help to alleviate repercussions on the reporter who may wish to remain anonymous. It is important to inquire with the person of concern if there is any digital data (e.g. uploaded videos, images, etc., on any social media platforms) and begin taking initial steps to preserve and remove digital content from any identified social media platforms. (If required, contact Safer Schools Together for assistance.).

ADDRESSING INDIVIDUALS WHO SUBMIT A REPORT

If the identity of the individual making the report is included, thoughtful consideration should be used as to where and when the interview takes place.

Always remember to thank the reporter for using the tip line and reinforce that the tool is there to help keep students out of trouble and not to get them into trouble.

REPORT OF: **SUICIDAL THOUGHTS**

If both suicidal/ homicidal thoughts are reported or known, activate Violence Threat Risk Assessment (VTRA) protocol immediately

If only suicidal thoughts are reported or known, follow your district Suicide Risk Assessment protocol

Received during school hours:

Requires immediate intervention & response

- Collect the student from class - choose an appropriate time/place to talk. Be clear about limits of confidentiality. (If a counsellor is not available, choose an adult that has a connection with the student and experience working with vulnerable youth.)
- Be direct, honest, caring and specific about your concerns and ask the student:
 1. Have you been under any stresses or had any difficulties lately?
 2. Have you been feeling hopeless or helpless in your situation?
 3. Have you ever tried to seriously harm yourself or attempt suicide?
 4. If so, what was your plan? (how, when, where, access to means) (*This question is worded to serve as an intervention.*)
 5. Have you ever attempted suicide before?
 6. Ask the student if they currently have a therapist or some other support.
- Listen, encourage them to talk about how they are feeling and explore their current stressors.
- Do not leave the student alone. Have the school-based counsellor or principal (in counsellor's absence) notify parent(s) immediately to advise of risk and to take student to Emergency if it is believed that the student is in imminent risk for suicide. Otherwise, encourage parent(s) to take the student to their family doctor or Child and Youth Mental Health intake clinic.
- If you are concerned about student's immediate safety and cannot contact parent(s), call for an ambulance. If the student is uncooperative/aggressive, call your local police agency for support. Call your local youth suicide prevention team, Child & Youth Mental Health (CYMH), and/or the local crisis line.
- If time permits, outline your concerns in a letter to accompany the student/parent(s) to the hospital. You can also include signed consent to release information to allow follow up with appropriate medical professionals.
- Follow through – contact the family next day – ensure that there is a safety plan in place.
- Initiate your Violence Threat Risk Assessment or Suicide Risk Assessment protocol.

<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <p><u>Call the family immediately to ensure student is safe.</u></p> <ul style="list-style-type: none"> – Ask the family to directly ask their child the following questions: <ol style="list-style-type: none"> 1. Have you been under any stresses or had any difficulties lately? 2. Have you been feeling hopeless or helpless in your situation? 3. Have you ever tried to seriously harm yourself or attempt suicide? 4. If so, what was your plan? (how, when, where, access to means) <i>(This question is worded to serve as an intervention.)</i> 5. Have you ever attempted suicide before? – If there is concern regarding the student’s imminent safety, instruct the family to stay with the student and to call an ambulance or immediately take them to Emergency. – If there is not an acute safety concern, encourage the family to visit their family doctor and/or the local Child and Youth Mental Health Intake Clinic and connect with the school counsellor relaying concerns regarding suicide. – If you are concerned about the student’s immediate safety and cannot contact their parent(s), call your local police agency for support. Call your local youth suicide prevention team, CYMH, and/or local crisis line. – Follow through – contact the family next day – ensure that there is a safety plan in place. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment or Suicide Risk Assessment protocol.
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REPORT OF: **NON-SUICIDAL SELF HARM**

<p>Received during school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – Collect the student from class - choose an appropriate time/place to talk. Be clear about limits of confidentiality. – Do they have a counsellor they are seeing currently and is/are their parent(s) aware? – If they are not connected to a counsellor the main discussion goals are: <ol style="list-style-type: none"> 1. People use self injury for a variety of reasons. Can you share what makes it work for you or what it does? 2. What do they do when they can't self-injure? 3. What are the emotions that trigger situation? – Until an external counselling referral can be made, the recommendation is to only focus on coping techniques, not current stressors. – Do not leave the student alone. Unless the student acknowledges thoughts of suicide or self harm or the wounds need immediate medical attention, the student does not need to leave school. Arrange follow up counselling support in both school and community. – Follow through – contact the family next day – ensure that there is a plan in place. – Debrief with your staff at the earliest opportunity.
<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <p><u>Call the family immediately to ensure the student is safe.</u></p> <ul style="list-style-type: none"> – Explain to the family that typically self harm is an attempt to cope rather than an attempt to die. Advise that self injury is relatively common amongst youth, and that the student will not be excluded or required to miss time because of it and is encouraged to attend when the stressors are lessened and can meet with school staff, or the community/support resources have been engaged. – Advise them they only need to attend the Emergency if there is imminent medical concern. Encourage them to access their family doctor, CYMH or a private counsellor (be specific about your concerns). – If you are unable to contact the family, call your local police agency if there is concern regarding imminent suicide risk. – Follow through – contact the family the next day – ensure that there is a plan in place. – Arrange to meet with the student when the student returns to school. – Debrief with your staff the at earliest opportunity.
<p>Additional Information:</p>	<ul style="list-style-type: none"> – Self harm is not a criminal offence.

REPORT OF: **BULLYING BEHAVIOUR (all types)**

Received during school hours:	<ul style="list-style-type: none"> – Confidentially gather data from all parties involved to assess the nature of the activity (determine if the incident is peer conflict, mean behaviour or bullying behaviour). – Refer to the Bullying Behaviour Flowchart - this resource can be obtained on the <i>erase</i> website. – Cyberbullying can include sextortion and distribution of intimate images - in these cases refer to the 'Dealing with a Report of Sexting' Flowchart - this resource can be obtained on the <i>erase</i> website. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Confidentially gather information from all parties involved at the earliest opportunity. Investigate and assess the nature of the activity (determine if the incident is peer conflict, mean behaviour or bullying behaviour). – Refer to the Bullying Behaviour Flowchart - this resource can be obtained on the <i>erase</i> website. – Cyberbullying can include sextortion and distribution of intimate images - in these cases refer to the 'Dealing with a Report of Sexting' Flowchart - this resource can be obtained on the <i>erase</i> website. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Bullying is not an offence under the Criminal Code of Canada, however when the bullying behaviour reaches the level of criminal conduct, the current criminal code contains several offences that capture this criminal behaviour (e.g. harassment, mischief and uttering threats).

REPORT OF: **RACISM OR HATE SPECIFIC BEHAVIOUR**

Received during/outside school hours:	<ul style="list-style-type: none"> – Confidentially gather data from all parties involved to assess the seriousness, nature and intent of the behaviour. – If hate crime is suspected, contact your local police agency. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

<div> <div> <div>erase</div> <div>EXPECT RESPECT & A SAFE EDUCATION</div> </div> <div>Guidelines for Tips</div> </div>	
REPORT OF: ILLEGAL SUBSTANCES	
Possession/Trafficking/Substance Use	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Collect initial data to determine nature and severity of use. – Refer to a counsellor to ensure it is dealt with confidentially. – Conduct a locker search. If illegal substances are found, secure the locker and contact your local police agency. – Contact your local police agency if possession/trafficking is suspected. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Contact your local police agency if possession/trafficking is suspected. – Refer student to counsellor as soon as possible. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

<div> <div> <div>erase</div> <div>EXPECT RESPECT & A SAFE EDUCATION</div> </div> <div>Guidelines for Tips</div> </div>	
REPORT OF: WEAPONS (possession/use) & GANG ACTIVITY	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Your own safety is the first priority. – Contact your local police agency. – Do not attempt to take weapons away from anyone. – Conduct a locker search, if weapons are found, secure the locker and wait for your local police agency to arrive. – Ensure the safety of any identified targets. – Initiate your Violence Threat Risk Assessment protocol.

Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Conduct a locker search as soon as possible. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

<div> <div> erase </div> <div> EXPECT RESPECT & A SAFE EDUCATION </div> </div> <div style="text-align: right;"> <h2>Guidelines for Tips</h2> </div>	
REPORT OF: SUSPECTED ABUSE, NEGLECT OR HARM	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – If you think a child or youth under 19 years of age has been or is likely to be abused or neglected by a parent you have a legal duty to report your concern promptly to a child welfare worker at 1-800-663-9122. – If further information is required to decide whether to make a child protection report (for example, clarifying a child's statement or enquiring about a child's provisions such as lunch or clothes in suspected neglect situations) collect the student from class; choose an appropriate time/place to talk; and be clear about limits of confidentiality. Do not conduct a child protection interview; this is the job of the child protection worker. – If the student may be in immediate danger call police (9-1-1 or local non-emergency line). – Discuss with a child welfare worker which next steps you should take (eg. Whether to contact parents or police). – If the report is alleged harm by a staff member, contact the Superintendent of Schools who will notify law enforcement and a child welfare worker, if necessary. – Consider debriefing involved staff, attending to <u>confidentiality</u> requirements.

<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – If you think a child or youth under 19 years of age has been or is likely to be abused or neglected by a parent you have a legal duty to report your concern to a child welfare worker at 1-800-663-9122. The intake line is monitored 24/7. – If the student may be in immediate danger call police (9-1-1 or local non-emergency line). – Discuss with a child welfare worker which next steps you should take (eg. Whether to contact parents or police). – If the report is alleged harm by a staff member, contact the Superintendent of Schools who will then notify the local police agency and child welfare worker. – Consider debriefing involved staff, attending to <u>confidentiality</u> requirements. – If the student is in immediate danger call police (9-1-1 or local non-emergency line) to intervene, and the child welfare worker should be contacted to determine whether the child needs protection. – If the report is alleged abuse by a staff member, contact the Superintendent of Schools who will notify law enforcement and a child welfare worker, if necessary. – Consider debriefing involved staff, attending to confidentiality requirements.
<p>Additional Information:</p>	<ul style="list-style-type: none"> – Criminal charges could apply.

<div> <div>erase</div> <div>EXPECT RESPECT & A SAFE EDUCATION</div> </div>		Guidelines for Tips
REPORT OF: UTTERING THREATS, PHYSICAL ASSAULT, OR PLANNED ATTACK ON SCHOOL.		
<p>Received during school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – Contact your local police agency. – Initiate your Violence Threat Risk Assessment Protocol. 	
<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – Contact your local police agency. – Conduct a locker search as soon as possible. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol. 	

Additional Information:	– Criminal charges could apply.
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<div> <div> erase </div> <div> EXPECT RESPECT & A SAFE EDUCATION </div> </div> <div>Guidelines for Tips</div>	
REPORT OF: VANDALISM	
Received during school hours:	<ul style="list-style-type: none"> – Investigate, and depending on the severity and nature of the behaviour, it may be necessary to notify your local police agency. – Call maintenance to remove or repair as soon as possible. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Investigate, and depending on the severity and nature of the behaviour, it may be necessary to notify your local police agency. – If vandalism will affect the climate and culture of the school, consider taking photos and call maintenance to remove or repair as soon as possible. – Debrief with your staff at the earliest opportunity.
Additional Information:	– Criminal charges could apply.

<div> <div> erase </div> <div> EXPECT RESPECT & A SAFE EDUCATION </div> </div> <div>Guidelines for Tips</div>	
REPORT OF: ARSON/EXPLOSIVES	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency and Fire Department. – Initiate your Violence Threat Risk Assessment Protocol.
Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency and Fire Department. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	– Criminal charges could apply.

REPORT OF: **BOMB THREAT**

Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Follow your School Bomb Threat Procedure. – Initiate your Violence Threat Risk Assessment protocol.
Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

For more information about the BC *erase* strategy, visit <http://erase.gov.bc.ca>
For more information regarding the *erase* Report It tool, please contact Safer Schools Together
by email at info@saferschoolstogether.com or call (604) 560 2285.



SAFER SCHOOLS TOGETHER

Safer Schools Together has developed a service to complement the evolving needs of school and community safety. This includes a personalized report on open-source social media content that relates to your school district's student and staff safety, as well as your community.

The mining and assessment of open-source social media plays a critical role in mitigating and preventing potential school violence. The real-time social media content localized from your community will identify potential gang activity, guns, weapons, threat-related content, as well as individuals who may pose a risk to self or others. This report will not only focus on those who are in your district but may at times highlight various other community members. These community members could affect your school safety and have been flagged by our threat analysts as being on the pathway to gang violence.

Safer Schools Together has a proven track record of securing open-source social media information that has led to successful school and community interventions as well as full scale police investigations and prosecution. Along with the gathering of concerning social media information, Safer Schools Together will be involved in the assessment of this information through a Behavioural Baseline Violence Threat Risk Assessment lens and will provide consultation as needed.

FAQ'S:

1. Why am I receiving this report?

The WOB Reports are meant to complement the current erase Reporting Tool in BC and were created to address the evolving need for staff/student safety and wellness. This prevention-oriented report includes the collection of publicly available open-source social media content and helps to identify potential risks or threats that have been identified online. Its purpose is to ensure that the school district is equipped to discharge its obligations to ensure safety in schools by supporting the early identification of risks.

WOB Reports are being made available to all 60 school districts for the 2019/20 school year, through funding from the provincial K-12 Gang and Gun Violence Prevention Action Plan. Once provincial funding for this service ends, school districts can choose to continue to receive this service by purchasing it directly from Safer Schools Together.

2. What about privacy?

The collection of personal information by Safer Schools Together on behalf of the school district attracts privacy obligations, including to provide notices about the collection, use and disclosure of personal information. For more information about our privacy practice please contact Safer Schools Together at info@saferschoolstogether.com.

Safer Schools Together recommends that your school provide notice about these services to your school communities in your fair notice, student conduct policy or privacy collection notice. A copy of our sample fair notice can be obtained by contacting Safer Schools Together. In any notice that you provide to your school communities, you should include the following statement:

“The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online source is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.”

3. How is this information obtained?

Only open-source publicly available information is collected. Safer Schools Together does not attempt to seek or bypass privacy settings so as to access protected information. Any information collected can also be seen by every other internet and social media users in the world. Information is collected only if it is deemed to affect the culture and climate of the school and/or safety of the school, staff, or students. Further details about privacy implications can be obtained by contacting Safer Schools Together.

4. How is the information shared?

Only relevant content is collected and disseminated to school safety designates. Safer Schools Together is at arm’s-length from the school district and as such ensures the impartiality of only collecting pertinent safety related information. Further details are noted in the “Commitment to Privacy” document which can be obtained by contacting Safer Schools Together.

5. What if parents ask to see the information contained in the WOB Report?

The decision about whether or not to share the WOB Report with affected parents or students is a decision for the school district to make. Appropriate sharing of such information may facilitate better and more meaningful outcomes or dialogues with affected parents and students. However, content in the WOB reports may attract privacy obligations, and the school district may have an obligation to redact any third party information from the WOB report before it is shared with a parent or student. It is recommended that images that contain any other individuals within the photo should be blocked out completely.

6. What type of content should I expect?

The real-time social media content localized from your community will identify potential gang activity, guns, weapons, threat-related behaviour, as well as individuals who may pose a risk to self or others. Reports will include relevant excerpts from online social media content, and may include some analysis of findings.

Where there is content that may be criminal in nature, you are strongly recommended to consult with local law enforcement. Some sensitive images may have been excluded from this report so that those images are not given another life in the digital world. Where this is the case, notation will be made within the report and followed up with a phone call from SST.

7. How does Safer Schools Together respond to an immediate risk?

If our analysts have determined content to be an immediate risk to self and/or others, we will reach out to law enforcement immediately, then forward the information over to the SSC with our actions.

8. What should I do once I receive a WOB Report?

Districts are reminded to proceed with the information contained within this document through the lens of Worrisome Behaviour and a potential threat to self or others. Your first priority is to ensure the safety of the students named within this report and those who might be affected.

9. When should I expect the report?

Our analysts work around the clock to get these reports sent out to districts on a monthly basis. Due to some of the content in the reports, the specific day may vary.

10. What if I am already receiving a WOB Report?

Your service remains the same and you will not be receiving an invoice from us.

11. What happens if I do not receive anything for the month?

If you do not receive anything for the month, our analysts have not identified any publicly viewable worrisome content coming from your specific school or area. You will receive notification from the Safer Schools Together team if there has not been any worrisome content identified.

12. How long should I retain the WOB Report?

Under provincial privacy laws, if the information in a WOB Report is used to make a decision affecting an individual, it must be kept for at least one year. However, WOB Reports should be kept longer if needed for legal or operational purposes. The school district should review its record retention policy to determine internal retention controls.

WOB Reports may contain sensitive personal information and, consistent with applicable privacy obligations, must be kept in a secure location (ie. on a separate encrypted USB under lock and key).



erase|Report It

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

What is the erase|Report It tool and how does it work?

The erase|Report It tool is an online, anonymous reporting tool where students can report anything they find worrisome or concerning directly to their school/school district's safe school coordinators. The reporting tool can be accessed at erase.gov.bc.ca or directly at erasereportit.gov.bc.ca.

Using the tool is easy and can be done from a mobile device, computer or tablet.

When a student submits a report, they will be guided through a set of questions where they will share the information they have about the worrisome behavior or incident.

Examples of behaviours or incidents to report include:

- Bullying/Cyberbullying
- Harassment
- Social Media
- Sexting
- Inappropriate Sexual Behaviour
- Concerns about Adults
- Concerns about a school
- Racism/Discrimination
- Drugs or Alcohol
- Weapons or Gang Activity
- Threats
- Violence or Fighting
- Mental Health Concern
- Suicide
- Vandalism or Property Damage
- School Attack/Shooting
- Or anything else that is worrisome or concerning

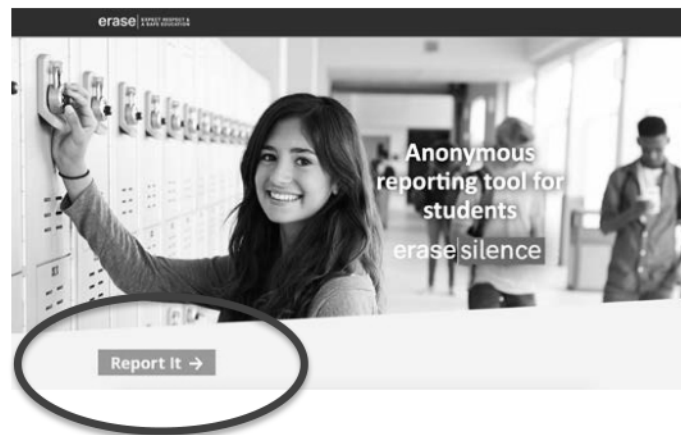
The tool is designed to be completely anonymous. However, if the student wishes to be contacted by the safe school coordinator or other designates, they do have the option to submit their name.

When submitting a report, students will be asked to acknowledge that the report entered is truthful. This significantly minimizes false reports.

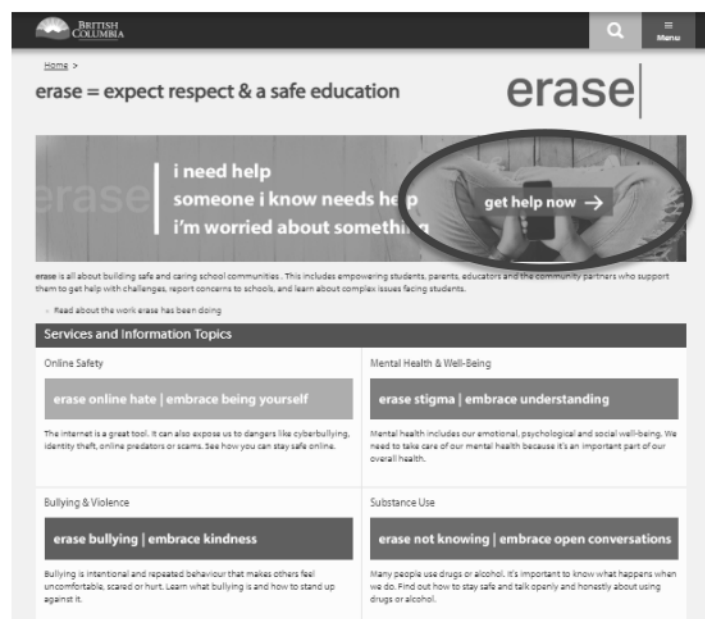
The erase|Report It tool is powerful, effective and gives students the opportunity to have their voice heard. The erase|Report It tool will help reinforce the idea that we want students who see something, to say something, and we'll do something!

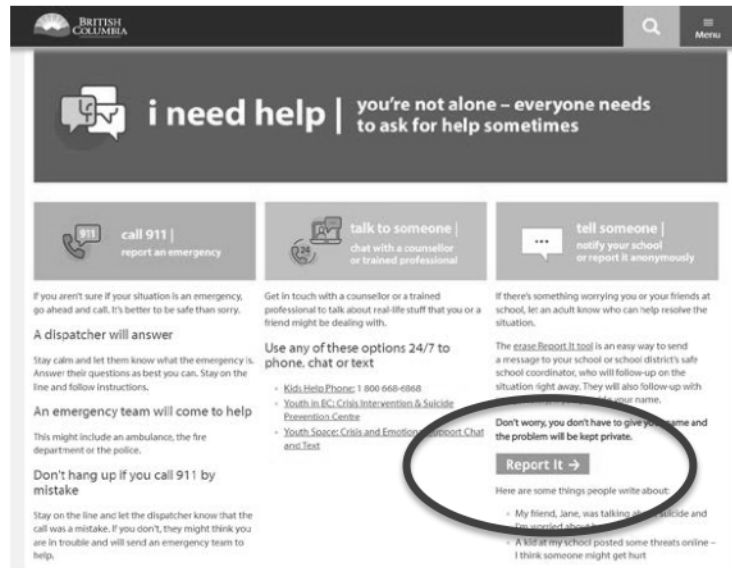
Submitting a Report

When accessing the tool via erasereportit.gov.bc.ca, students will click the "Report It" button



When accessing the tool via erase.gov.bc.ca, students will click the "get help now" button on the home page, and then the "Report It" button on the get help page.





Students will then be guided through the following questions:

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

Students are then asked to acknowledge that they are not submitting a false report.

For the final step, students are able to review the details they provided in the report and then click "Submit".

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

Receiving a Report

Below is an example of a completed report, which will come from the email **info@psstworld.com**. Please add this email address to your list of "safe senders" to ensure it does not get marked as spam/junk mail.

***Attention All BC School Safe Coordinators:**
You must confirm below that you have received this report
***Yes - Report Received Successfully**

Report It - Sun, 10/21/2018 - 12:44pm PDT

* I understand
Which school is your report about?:
Robertson Elementary -- Chilliwack
What is your report about?:
Threats
When did or will this happen?:
yesterday
What is/are the name's of the person's involved?:
Jimmy John
Describe what happened or will happen?:
Threatened to beat me up
Did anyone else witness this?:
Bobby Tone
Have you reported this to anyone else?:
No
Do you want to leave your name?:
Terry Zachary, terry@abc.com

Click on the "[Yes- Report Received Successfully](#)" link in the email upon receipt of the report. This informs the system that the report has been received by the safe school coordinator and is being followed up on.

Note: Individual emailed reports that come through the erase|Report It tool should be saved in a secure location at the school/district level; individual reports are not stored in a central database that schools/school districts can access. Aggregate report data will be made available to schools and districts at each calendar year-end and school year-end. Requests for interim aggregate data may be made by emailing: educ.safeschool.division@gov.bc.ca.

Changing Designated Contacts Who Receive Reports

If there is a change within your safe school team, please email erase@gov.bc.ca with new contact information, which will be loaded into the tool. Schools/school districts can have a maximum of three contacts who will receive reports submitted via the erase|Report It tool.

If you have any questions regarding the erase|Report It tool, please contact erase@gov.bc.ca

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Withheld pursuant to/removed as

s.3

FW: Proposal re Trauma Informed Response to Racism & Targeted Hate

From: Wilkerson, Stacey L EDUC:EX <Stacey.Wilkerson@gov.bc.ca>
To: Jensen, Catherine EDUC:EX <Catherine.Jensen@gov.bc.ca>
Sent: December 3, 2020 8:21:28 AM PST
Attachments: Project Proposal Racism Development.docx

In case the attachment didn't come through in the approval email

From: Sherri <Sherri@saferschoolstogether.com>

Sent: December 1, 2020 10:16 AM

To: Wilkerson, Stacey L EDUC:EX <Stacey.Wilkerson@gov.bc.ca>

Cc: Kelly LePrieur <kelly@saferschoolstogether.com>; Theresa Campbell <theresa@saferschoolstogether.com>

Subject: Proposal re Trauma Informed Response to Racism & Targeted Hate

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Stacey,

As discussed, we are seeing an increase in racism and targeted hated behaviour exhibited by youth and adults especially online.

Attached is SST's Project Proposal for the development of a Trauma Informed Response Resource to respond to issues such as Racism and Targeted Hate. If approved, we would aim to have this resource available in January.

Warm regards,

Sherri

Sherri Mohoruk

Consultant, Safety & Wellness / Ministry Liaison

sherri@saferschoolstogether.com

Office 604 560- 2285

Sherri.Mohoruk@gov.bc.ca

Cell: 604 868-3949

November 25th, 2020

Attn: Stacey Wilkerson
Executive Director

Dear Stacey,

We are pleased to see Government's commitment to address racism and other forms of discrimination. We have seen a significant increase in racism and targeted hated behaviour exhibited by youth and adults especially online.

Here is our Project Proposal for the development of a Trauma Informed Response Resource to respond to issues such as Racism and Targeted Hate.

This resource will provide School Administrators and their teams with a guided walk-through of a step-by-step process to respond to issues such as Racism and Targeted Hate. The resource will provide a data-driven approach to ensuring safe and inclusive school communities.

Estimated Cost: \$17

Sincerely,



Theresa Campbell,
CEO, Safer Schools Together

January 14th, 2021

Attn: Stacey Wilkerson
Executive Director

Dear Stacey,

Here is our Project Proposal for the development and delivery of a 60-minute module titled
“Ensuring Digital Privacy for Educators.”

This resource will provide Educators and their teams with the tools and knowledge necessary to ensuring their digital privacy.

Topics to be covered:

- How publicly available information can be shared and negatively impact educators
- How to identify your personal publicly available information
- Public sources of private information, including social media platforms;
 - Instagram
 - Facebook
 - Snapchat
 - Twitter
- Understanding what steps to take to ensure a safe and private digital footprint

Estimated Cost: **\$12,500**

Sincerely,



Theresa Campbell,
CEO, Safer Schools Together

FW: Project Proposal Digital Privacy

From: Wilkerson, Stacey L EDUC:EX <Stacey.Wilkerson@gov.bc.ca>
To: Walker, Kim EDUC:EX <Kim.Walker@gov.bc.ca>, Jensen, Catherine EDUC:EX <Catherine.Jensen@gov.bc.ca>
Sent: February 8, 2021 11:20:47 AM PST
Attachments: Project Proposal Digital Privacy.pdf

Proposal from SST for \$12.5K, if we have money

From: Sherri <Sherri@saferschoolstogether.com>

Sent: January 25, 2021 1:56 PM

To: Wilkerson, Stacey L EDUC:EX <Stacey.Wilkerson@gov.bc.ca>

Cc: Theresa Campbell <theresa@saferschoolstogether.com>; Kelly LePrieur <kelly@saferschoolstogether.com>; Sherri <Sherri@saferschoolstogether.com>

Subject: FW: Project Proposal Digital Privacy

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Stacey,

Just checking in on the approval status regarding the Project Proposal for *Ensuring Digital Privacy for Educators*.

Thanks,

Sherri

From: Sherri <Sherri@saferschoolstogether.com>

Date: Thursday, January 14, 2021 at 5:39 PM

To: Stacey Wilkerson <stacey.wilkerson@gov.bc.ca>

Cc: Theresa Campbell <theresa@saferschoolstogether.com>, Kelly LePrieur <kelly@saferschoolstogether.com>, Sherri <Sherri@saferschoolstogether.com>

Subject: Project Proposal Digital Privacy

Hi Stacey,

Attached is the Project Proposal for *Ensuring Digital Privacy for Educators*.

Warm regards,

Sherri

Sherri Mohoruk

Consultant, Safety & Wellness / Ministry Liaison

sherri@saferschoolstogether.com

Office 604 560- 2285

Sherri.Mohoruk@gov.bc.ca

Cell: 604 868-3949

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- Public sources of private information, including social media platforms;
 - Instagram
 - Facebook
 - Snapchat
 - Twitter
- Understanding what steps to take to ensure a safe and private digital footprint

Estimated Cost: **\$12,500**

Sincerely,



Theresa Campbell,
CEO, Safer Schools Together

Bi-Annual Report – March 2021

1) Aggregated data and trends of SST's Critical Incident Advisory and Support Services:

- Number of Incidents Received – Total and by Month.

2020

September: 23

October: 55

November: 55

December: 53

Total for 2019: 186

2021

January: 77

February: 70

Total for 2020: 147

TOTAL INCIDENTS FOR 2020/2021: 333

- Number of Incidents Per Report Category

Assault: s.22

Erase Tips: 18

Community: s.22

Harassment: 14

Sexual Assault: s.22

Sexting/Sextortion: 14

Risk of Sextortion: 11

Social Media Incident: 22

Staff: s.22

Suicide/Suicide Attempt: 18

Threats: 19

Threats with Weapons: 11

Uncategorized: s.2

VTRA Follow Ups: 22

Weapons: 16

Worrisome Behaviour: 19

Substance Use Concerns: s.2

Gang Associated Behaviour: 11

Hat/Racism or Radicalization: 20

Illegal Activity Misc: s.22

Mental Health: 16

School Community Concerns: s.2

Physical Violence: 11

Negative Digital Climate/Culture: 12

Threat Related Behaviour: 42

Bullying/Cyberbullying: s.22

Firearms: s.22

Non-Suicidal Self-Harm: s.22

Sexual Assault: s.22

Assault/Fight: s.22

- Number of Incidents by Public vs. Independent vs. First Nations Schools
Independent Schools: 33
Public Schools: 300
First Nations Schools: 22

2) Aggregated Data and Trends of the Reporting Tool

- **Number of Reports Received – Total and by Month/Year**

September: 27

October: 36

November: 43

December: 41

Total Reports for 2020: 147

January: 61

February: 56

March: 12 (First week only)

Total Reports for 2021: 129

TOTAL REPORTS FOR 2020/2021: 276

- **Number of Reports Received per Report Category**

Bullying/Cyberbullying: 65

Drugs or Alcohol: 16

Concerns about Adult(s): 14

Harassment: 33

Mental Health Concern: 12

Inappropriate Sexual Behaviour: 17

Racism/Discrimination: 22

Suicide: 13

Violence or Fighting: 2

Threats: 22

Social Media: 22

Concerns about a school: 22

Test: 22

COVID: 22

School Attack/Shooting: 22

Substance use: 4

Vandalism or Property Damage: 4

Rumors: 4

Friend's mental health: 4

Depressed: 4

Inappropriate language (swearing, slurs, etc): 4

Cutting - self harm: 22

she said she wants to die: 22

he cheated in the game and made us leave an hour later and i got in trouble with my parents for getting home very late: 22

Teacher isn't wearing a mask and is very biased to students: 22

Teacher: 22

Crude Language: 2

Inappropriate use of language/explicit use of language: 22

Weapons or Gang Activity: s.22
 Uses class technology to look at porn: s.2
 Staff disrespecting students: s.2
 Student learning survey: s.2
 test - I am teaching a gr 4-5 class to use the tool: s.
 Body shaming-homophobic-racist-untrustworthy: s.2
 No one bully's me: s.2
 Just testing to see if this works! -MH: s.2
 Harassment, Bullying and False Imprisonment (Charge): s.
 Test (This is the s.22 testing who this info will be sent to in our school organization): s.2
 Sextortion: s.2
 covid policy: s.22
 COVID-19 Safety related: s.2
 Health and Safety: s.22
 Depression, stress and mental health: s.2
 Moldy Milk: s.22
 s.22

My friend is dating and man 10 years older than her, she is only 15 while he is 25 and manipulating and grooming her: s.2

s.22

s.

f

I saw kids coming back from the winks store: s.2

Number of reports that were anonymous (no name given): 311

Reports for Public School: 230

Reports for Independent School: 46

Number of reports where someone else was told: 90

- Number of Reports Received per District**

Kamloops-Thompson SD73 - 34

Langley SD35 - 23

Nanaimo SD68 - 19

Okanagan Shuswap SD83 - 18

Rocky Mountain SD6 - 12

Vancouver SD39 - 11

Coast Mountains SD82 - 8

Haida Gwaii SD50 - 8

Burnaby SD41 - 8

Mission SD75 - 8

Abbotsford SD34 - 8

Maple Ridge-Pitt Meadows SD42 - 8

York House School - 8

Coquitlam SD43 - s.22

Peace River North SD60 - 8

St Michaels University School - s.22

Senior s.2

Sea to Sky SD48 - s.2

Southridge School - s.2

West Vancouver SD45 -
 Chilliwack SD33 -
 Saanich SD63 -
 Studio 9 Independent School of the Arts -
 Unisus Junior School -
 Prince George SD57 -
 Conseil Scolaire Francophone de C.B. SD93 -
 Central Okanagan SD23 -
 Vernon SD22 -
 Victoria SD61 -
 Surrey SD36 -
 Pacific Academy -
 Maria Montessori Academy -
 Okanagan Similkameen SD53 -
 Khalsa Secondary School (Surrey) -
 Alberni SD70 -
 Shawnigan Lake -
 Comox Valley SD71 -
 Delta SD37 -
 Sooke SD62 -
 Vancouver Island North SD85 -s.2
 Campbell River SD72 -s.2
 St Anthony's (West Vancouver) - s.2
 Langley Christian -s.2
 Gold Trail SD74 -s.22
 Khalsa School Old Yale Road - s.
 Island Pacific School -s.2
 Maple Ridge Christian School -s.
 Aberdeen Hall Preparatory School -s.2
 Qualicum SD69 s.22
 Quesnel SD28 -
 Unity Christian School s.22
 St Anthony of Padua -
 The International High School @ VIU s.22
 Eaton Arrowsmith School White Rock
 Prince Rupert SD52 -s.22
 Our Lady of Lourdes
 Richmond SD38 -s.22
 Aatse Davie School -
 Columbia Academy -
 Aberdeen Hall Senior
 St Mary's Catholic Independent - s.
 Cariboo-Chilcotin SD27 -s.22
 Gulf Islands SD64 -s.22
 South East Kootenay SD5 -s.22

3) Summary Data and Trends of erase Social Media Activity Managed by SST on Behalf of the Province

	Tweets	Tweet Impressions	Profile Visits	Mentions	New Followers	Likes	Retweets	Link Clicks	Replies
August 2020	s.22	400	59	11	s.22	s.22			s.22
September 2020		128	16	s.22					-
October 2020		181	59						-
November 2020		90	23						-
December 2020		8329	914			21	12	13	-
January 2021		9817	1383	14		33	27	34	
February 2021		10.9K	1412	84	11	40	17	s.22	

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s.13

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Withheld pursuant to/removed as

s.13 ; s.17

Page 176 of 538 to/à Page 326 of 538

Withheld pursuant to/removed as

s.13

Page 327 of 538 to/à Page 329 of 538

Withheld pursuant to/removed as

s.13 ; s.17

Page 330 of 538 to/à Page 410 of 538

Withheld pursuant to/removed as

s.3

CONTRACT AMENDMENT # 4

Contract Number: C19/4309

This AGREEMENT dated for reference the 13th day of July, 2021

**BETWEEN: HER MAJESTY THE QUEEN IN RIGHT OF THE
PROVINCE OF BRITISH COLUMBIA represented by the
Minister of Education
(herein called the "Province")**

OF THE FIRST PART

AND: TC Safer Schools Together Ltd.
(herein called the "Contractor" or "Recipient")

OF THE SECOND PART

WITNESS THAT WHEREAS:

- A. The parties hereto entered in an Agreement dated for reference the 1st day of September, 2018, and subsequently amended on the 6th day of September, 2019, 9th day of April, 2020 and 27th day of October, 2020 a copy of which is attached hereto as Appendix "1" (hereinafter called the "Agreement"),
- B. **AND WHEREAS** the parties have agreed to amend the Agreement.

NOW THEREFORE in consideration of the covenants and agreements herein contained, the parties agree as follows:

- (1) Schedule A – Services Part 1. Term shall be amended to read as follows:
- 1.1 Subject to section 2 of this Part 1, the term of this Agreement commences on September 1, 2018 and ends on August 31, 2022.
- 1.2 At the sole discretion of the Province, the term of this Agreement may be extended for up to one additional one-year term.

(2) Schedule B Fees: Part 1 Maximum Amount Payable shall be amended to read as follows: Maximum Amount: Despite sections 2 and 3 of this Schedule, \$3,350,000 is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement).

(3) That, in all other respects, the terms and conditions of the Agreement remain unchanged.

The parties hereto have executed this Agreement on the day and year as set out above.

SIGNED AND DELIVERED by the _____) **SIGNED AND DELIVERED** on _____

Contractor or Recipient or by an Authorized Representative:

Theresa Campbell
(Print Name of Contractor, Recipient or Authorized Representative)


(Signature)

) behalf of the Province by an authorized representative of the Province.

)
)
)
) Stacey Wilkerson
(Print Name of Authorized Representative)

)
)
)
) 
(Signature)

SAFER SCHOOLS TOGETHER

ANNUAL REPORT

ON THE ERASE STRATEGY

AUGUST 2021



SAFER
SCHOOLS
TOGETHER

erase

EXPECT RESPECT &
A SAFE EDUCATION



Ministry of
Education

ANNUAL REPORT ON THE ERASE STRATEGY

SAFERSCHOOLSTOGETHER.COM

Safer Schools Together (SST) is pleased to provide the Ministry of Education (MOE) with this Annual Report. As per the terms of the erase contract, SST provided five essential services to help improve school climate/culture and student safety and wellbeing.

The services provided included: training, critical incident support, subject matter expertise, erase Report It tips, and social media monitoring. The Report summarizes and analyzes the key outcomes achieved over the 2020/21 school year. Included are erase Twitter Analytics for the 2020/21 school year.

SUBJECT MATTER EXPERTISE

SST provided subject matter expertise (SME) in the following areas:

- Participation in Safe School Coordinator and other MOE meetings
- Development of reports and other resources:
 - › **Comparative Behavioural Trends Data Analysis Report** - This report provided comprehensive data analysis on Worrisome Online Behaviour Reports (WOBs), Digital Baseline Reports (DBRs) and erase Report It tips – including themes and trends over two years - Mar 1, 2019, to Mar 1, 2021.
 - › **Companion Guide for a Violence Threat Risk Assessment (VTRA) Response to Racism and Targeted Hate** – This resource is intended for trained VTRA teams to respond to incidents of racism and targeted hate in their school communities.
 - › **Supporting Mental Health While Responding to Reports of Sexual Assaults** - This resource is intended to guide trained VTRA Teams in their response and ensure mental health supports for victims of sexual assaults.
 - › **Student-Led Peer Mentoring Program – Promoting Safety & Wellbeing** - This resource is designed for secondary students to deliver lessons on Healthy Relationships, Online Safety, Digital Citizenship and Well-Being and Stress, Anxiety and Depression to students in Grades 6/7.
 - › **Ensuring Digital Privacy for Educators** - This resource will provide educators with the tools and knowledge necessary to ensure their digital privacy.
 - › **Mental Health and Substance Use trainings** – see details in the training section of the report.
 - › **Mission Public Schools - School District No. 75 Report** - Comprehensive review of board policies, administrative procedures, and protocols to ensure a trauma informed response in addressing worrisome and threat-related behaviour in Mission Public Schools - School District No. 75.

Note: The *Indigenizing Community VTRA Protocols/Training Project* was put on hold shortly after the project was initiated.

OBSERVATIONS

What worked well:

- Development of a comprehensive data analysis report to support future directions and companion resources to support trained VTRA teams.
- Development and implementation of online mental health sessions for educators, students, and parents.

Challenge:

- Suspension of the Indigenizing Community VTRA Protocols/Training Project. This project would be well received by VTRA teams.

Key Consideration:

- SST engage in a revised consultation process with the MOE and the First Nations Education Steering Committee (FNESC) to Indigenize aspects of the Provincial VTRA Community Protocol.

CRITICAL INCIDENT SUPPORT (INTAKES)

Critical incident support was provided to independent schools, public schools/school districts in the following ways:

- Consult on specific concerning incidents or traumatic events
- Provide DBRs
- Provide high risk and vulnerable youth (HRVY) reports upon request
- Meet with school districts and their community partners upon request
- Review incidents on behalf of the province, boards of education, independent schools, or First Nations schools

SST manages a secure database to track and manage critical incidents. MOE staff have access to critical incident cases in their SharePoint. Cases are often reviewed during MOE/SST conference calls. The total number of critical incidents reported to SST for the 2020/2021 school year was 609. Public schools reported 552 incidents and independent schools reported 57 incidents.

MONTH	NUMBER OF CRITICAL INCIDENTS
September	23
October	57
November	56
December	53
January	78
February	68
March	61
April	79
May	76
June	58

The top categories with the highest number of incident reports were:

- **Threat-Related Behaviour: 124**
 - › Direct or indirect threats towards another individual, establishment or group; 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 or killers.
- **Hate/Racism or Radicalization: 57**
 - › Targeting specific groups/individuals, use of hate speech, symbolism, promoting and producing propaganda, discrimination, shared ideologies, connected to violent extremist and supremacist groups, grooming by radicalized groups.
- **Negative Digital Climate/Culture: 54**
 - › 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 climate and culture of the school community.
- **Risk of Sextortion: 53**
 - › Posting sexually suggestive/explicit images, significant inappropriate sexual interactions/correspondence with other youth and adults.
- **Physical Violence: 43**
 - › Non-consensual fights, physical assault.
- **Mental Health Concerns: 42**
 - › Broad category that encapsulates any signs of depression, anxiety, eating disorders and body dysmorphia.

Support services provided to public and independent schools included: VTRA follow-ups to school and district VTRA teams and law enforcement regarding specific cases, monitoring social media activity, worrisome behaviour consultations, DBRs, media messaging, sample scripts/written communications and assistance with traumatic events.

OBSERVATIONS

What worked well:

- The alignment of categories for WOB and Critical Incident (Intake) reports improved data collection and analysis.
- There were a significant number of requests for DBRs by both public and independent schools and their local police agencies.
- SST continues to provide expertise/support regarding digital threat-related behaviour as a critical component of VTRA.
- More independent schools are seeking out the services and supports offered by SST.

CHALLENGE

- The need to build greater capacity for responding to and managing other school safety concerns in addition to VTRA related cases as noted in the categories of concern listed above.

ERASE TRAINING

To date, over 23,000 people have been trained, including public, independent and First Nations educators, as well as community partners such as police, probation, youth mental health and child protection agencies.

Evaluations of the trainings have been very positive. High numbers of attendees reported they gained substantial knowledge about the importance of positive school climate/culture, digital behaviour as an essential component of VTRA, trauma-informed practice and the need for improved information sharing with key community agencies. Attendees found the information to be valuable and applicable to their current roles.

SST provided the following remote training sessions during the 2020/21 school year:

- VTRA and Digital Threat Assessment (DTA) Hybrid - 10
- Overview of the Provincial VTRA Protocol and DTA - 4
- Trauma Informed School Practices for Ensuring Mental Wellness - 3
- Advanced Digital Threat Assessment - 1
- DTA Train the Trainer - 1
- Student Social Media Awareness, Digital Footprints and Cyberbullying – 10
- Mental Wellness and Substance Use/Addiction Trainings
 - › For Educators
 - Anxiety in Youth - 2
 - Depression in Youth - 1
 - Self-Harm and Suicide – 2
 - Substance Use in Youth - 1
 - Educator Wellness – 1
 - › For Students
 - Stress and Anxiety – 3
 - › For Parents
 - Mental Wellness – 1
 - Substance Use/Addiction – 1

GRIP Training:

GRIP DTA- 4

GRIP Advanced DTA -1

GRIP Train the Trainer - 1

OBSERVATIONS

What worked well:

- Remote trainings worked well in terms of accessibility, especially for rural and remote communities.
- Break-out discussions provided participants with the opportunity to engage in dialogue that enhanced knowledge transfer and the sharing of promising practices.
- Schools and districts are embracing the importance of nurturing a positive school environment that focuses on connectedness, climate, and culture.
- The trainings are helping to build greater consistency of practice by schools and districts in responding to worrisome and threat-related behaviour.
- DTA training continues to be well received and is helping build knowledge and capacity regarding concerning digital behaviour.
- Updating the VTRA / DTA Hybrid training in the spring. The updated training title - Overview of the Provincial VTRA Protocol and DTA.
- Teachers appreciated having student sessions scheduled during class time, which allowed more students to access the information and provide follow-up learning opportunities.

Challenges:

- Participants miss having in-person conversations with the trainers to address specific student or school-related safety concerns during scheduled breaks.
- Remote trainings require having a co-host, complicating scheduling and the availability of trainers and co-hosts.

Key Consideration:

- Use a data-driven approach to determine types and numbers of training sessions to ensure current and emerging issues and concerns are addressed.

VTRA AND DTA HYBRID

"I found all parts of the training useful. The sections were equally valuable as they depend on each other and all are important parts to doing a thorough job and being aware of potential threats."

OVERVIEW OF THE PROVINCIAL VTRA PROTOCOL AND DTA

"The session was informative, even for those that have taken training in the past. Appreciate all the work Safer Schools is doing."

TRAUMA INFORMED SCHOOL PRACTICES FOR ENSURING MENTAL WELLNESS

"I thought the training was fantastic! I really appreciated the practical strategies that were offered throughout the day and the time to discuss what TIP might look like in different schools."

MENTAL WELLNESS AND SUBSTANCE USE TRAININGS

STAFF SESSIONS

Anxiety

"This information is essential for every classroom teacher, EA and specialist staff who work directly with students."

Depression

"I will use the information in my classroom and school."

Self-Harm and Suicide

"It was a fantastic presentation."

Youth Substance Use

"A wealth of information that can be used as a preventative resource to help mitigate these issues for children I see in elementary school."

Educator Wellness

"The presenter was a very good presenter and facilitator. I am very grateful that the province is supporting the prevention and promotion side of health and staff wellness in particular."

PARENT SESSIONS

Youth Substance Use

"I appreciated the conversation around what substances do to adolescent brains. I also appreciated Dr. McEwan's balanced approach to youth substance use."

Anxiety in Youth

"Lots of signs and symptoms of anxiety, techniques and tips to help manage acute bouts of anxiety. I am a university professor, so I give and see a lot of presentations, and this was honestly one of the best presentations I've watched in a long time. The delivery was close to perfection in terms of substance and pace. Well Done!"

ADVANCED DIGITAL THREAT ASSESSMENT (DTA)

"All the information was very useful."

GRIP DTA

"This was truly incredible and very inspiring and motivating for me to want to take more trainings in this area. It was a very worthwhile training session."

ADVANCED GRIP DTA

"So many useful tools. I appreciated the suggestion of finding a way to keep notes that work for you and to bookmark sites. Very helpful!"

GRIP TRAINER THE TRAINER

"Like with every training, the knowledge and the skills I have continued to gain through all of your GRIP/DTA trainings have been very useful and so important to know. I am excited and motivated to get out here and start teaching this information to members of my community to build stronger connections in keeping schools and people in our community safer."

ERASE REPORTING TOOL

The total number of erase Report It tips received in the 2020/21 school year was 584. Public schools submitted 490 reports and independent schools submitted 94 reports. 422 reports were from anonymous users. 162 reports were submitted by someone else.

Total number of reports per month:

- September: 27
- October: 36
- November: 43
- December: 41
- January: 61
- February: 56
- March: 63
- April: 88
- May: 104
- June: 65

The categories that generated the most tips were:

CATEGORY OF CONCERN	REPORTS SUBMITTED
Bullying/Cyberbullying	229
School/Community Concerns	72
Risk of Sextortion	48
Hate/Racism and or Radicalization	43
Substance Use Concerns	41
Threat Related Behaviour	26

OBSERVATIONS

What worked well:

- The number of reports increased significantly in the months student training sessions took place.
- erase student sessions were well received by students and staff.
- Sessions were tailored for elementary, middle, and secondary students.
- Sessions were customized to address unique contextual and diversity factors apparent in school communities.

Note: There was an increase of 52 Bullying and Cyberbullying reports and an increase of 15 Hate/Racism from the previous school year.

Challenge:

- Ensure all schools and school districts list the erase Report It tool on their websites as many students and staff are still unaware of the reporting tool.

Key Consideration:

- Increase the number of student sessions as they are cost-effective and enhance student awareness of their role in ensuring safe, caring, and respectful digital communities.

SOCIAL MEDIA MONITORING

ERASE TWITTER NUMBERS – SEPT 2020 – JULY 2021

	TWEETS	TWEET IMPRESSIONS	PROFILE VISITS	MENTIONS	NEW FOLLOWERS	LIKES	RETWEETS	LINK CLICKS	REPLIES
SEPT 2020	0	128	16	7	-3	0	0	0	0
OCT 2020	0	181	59	7	-3	0	0	1	0
NOV 2020	0	90	23	3	-8	0	0	0	0
DEC 2020	7	8329	914	3	-5	21	12	13	2
JAN 2021	7	9817	1383	14	3	33	27	34	1
FEB 2021	7	10.9K	1412	84	11	40	17	8	1
MAR 2021	7	18.2K	1920	11	1	93	37	32	0
APR 2021	6	13.8K	1772	8	1	25	14	68	2
MAY 2021	5	23.5K	1148	8	-2	56	37	131	1
JUNE 2021	5	6300	521	12	-5	15	11	6	0
JULY 2021	4	15K	1033	11	6	28	13	29	0

OBSERVATIONS

What worked well:

- The most engagement occurred when the new Gang and Gun resources were made available for educators, parents, and students. On May 13, 2021, a single tweet earned a total of 17 retweets, 32 likes, and 15.5K impressions.
- Promoting new content and resources on the erase website through the erase Twitter account is an excellent way to keep engagement high.

Challenge:

- Because tweets are planned and approved two months in advance, it is difficult to use Twitter to do what it does best, which is, respond to events in real time. Although we try to anticipate trends based on calendar dates, there will inevitably be missed opportunities for tweets.

Key Considerations:

- Establish an approval process for quick turnaround of tweets. For example, if registration numbers are low for a certain training, we can create a series of targeted tweets to promote that particular training—thus adapting our communication to meet strategic goals.
- Have the MOE provide a list of accounts that the erase Twitter account is approved to retweet. Engage with followers by retweeting and replying.
- Maintain brand awareness and engagement by continually creating new and helpful resources for the erase site that can be shared on the erase Twitter account for parents and educators.
- Boost engagement and interaction with MOE approved polling questions.

CONCLUSION

SST values Government's commitment to ensuring safe and compassionate school communities. We remain committed to providing high-quality training, services and supports for schools and districts in our province. SST will continue to monitor emerging issues and new student safety trends and update training to reflect identified needs.

Edited documents

From: Sherri <Sherri@saferschoolstogether.com>
To: Jensen, Catherine EDUC:EX <Catherine.Jensen@gov.bc.ca>, Stacey Wilkerson <stacey.wilkerson@gov.bc.ca>, Wilkerson, Stacey L EDUC:EX <Stacey.Wilkerson@gov.bc.ca>
Cc: Kelly LePrieur <kelly@saferschoolstogether.com>, Theresa Campbell <theresa@saferschoolstogether.com>
Sent: October 18, 2021 4:40:41 PM PDT
Attachments: Supporting MH When Responding to Sexual Assault 2021-final[25].docx, Companion Guide for a VTRA Response.pdf, Supporting Mental Health When Responding to Sexual Assaults.pdf, Companion Guide for a VTRA Response to Racism and Targeted Hate 2021[39].docx

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Cat and Stacey,

Here are the edited documents for trained VTRA teams.

- Companion Guide for a VTRA Response to Racism and Targeted Hate
- Supporting Mental Health When Responding to Sexual Assaults.

Best regards,

Sherri

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s.3

erase Training 2021/22

Please note, all erase training will be offered in a virtual format unless otherwise specified.

Questions regarding general *erase* training may be emailed to: erase@gov.bc.ca

Questions about Independent School trainings may be emailed to: EDUC.IndependentSchoolsOffice@gov.bc.ca

***Spring training schedule (April-June) will be posted by March 2022.**

Training Offering	Dates	Registration Link
Overview of the Provincial Violence Threat Risk Assessment (VTRA) Protocol and Digital Threat Assessment (DTA) training This one-day training session is an introduction to the Provincial VTRA protocol and key elements from DTA training.	September 23, 2021 9:00am to 3:30pm	This training is now completed.
	October 19, 2021 9:00am to 3:30pm	This training is now completed.
	December 1, 2021 9:00am to 3:30pm	This training is now completed.
	January 13, 2022 9:00am to 3:30pm	Registration is now full.
	March 2, 2022 9:00am to 3:30pm	s.15
	March 8, 2022 9:00am to 3:30pm	
Independent School Overview of the Provincial Violence Threat Risk Assessment (VTRA) Protocol and Digital Threat Assessment (DTA) training Priority registration is being provided to schools that are being inspected in 2021/22. This one-day training session for Independent Schools only, is an introduction to the Provincial VTRA protocol and key elements from DTA training.	November 9, 2021 9:00am to 3:30pm	This training is now completed.
	January 24, 2022 9:00am to 3:30pm	The Independent School trainings are now full. Please register for one of the Overview courses listed above.

<p>Application of the Provincial Violence Threat Risk Assessment (VTRA) Protocol through Case Studies This in person training will incorporate key threat assessment concepts and procedures outlined in the BC VTRA Protocol and provide a practical application to case studies.</p> <p>Note: This one-day training is an in-person training session to maximize the active engagement of VTRA team members as they work together to apply the VTRA Protocol to different situations.</p>	<p>December 10th, 2021</p>	<p>This training is now completed.</p>
<p>Fundamentals of Digital Threat Assessment Fundamentals of Digital Threat Assessment introduces participants to the concept of Digital Threat Assessment (DTA) and its place within the practice of Threat Assessment. Participants will have the opportunity to apply DTA Fundamentals to related case scenarios.</p>	<p>November 30, 2021 9:00am to 3:30pm</p>	<p>This training is now completed.</p>
	<p>February 17, 2022 9:00am to 3:30pm</p>	<p>s.15</p>
<p>Digital Threat Assessment This training is designed to keep pace with the evolving technology challenges that affect school and public safety today and to help communities recognize and identify individuals on the pathway to</p>		<p>https://www.saferschoolstogether.com/grip-training/</p>

violence. Knowing where, how, and when to look for this critical information will be as part of this training.		
Advanced Digital Threat Assessment This is an enhanced one-day training which takes a deeper look into the internet and online search techniques that will support schools and their community agencies navigate the vast world of adolescent online behaviour. <i>Prerequisite: one-day Digital Threat Assessment</i>		https://www.saferschoolstogether.com/grip-training/
Digital Threat Assessment (DTA): Train the Trainer Participants will leave with the ability and materials to deliver full day and/or two-hour module-based educational sessions to their district staff and teams. Participants will receive a complete DTA Toolkit / Resource Package to facilitate these informative sessions. This is a one-day training session and is limited to a maximum of 50 participants. <i>*Prerequisite: SST DTA and Advanced DTA (Each are one-day training sessions). These sessions must have been taken since January 2020.</i>		https://www.saferschoolstogether.com/grip-training/

<p>Trauma Informed Safe and Caring School Communities</p> <p>Trauma-informed practices help to create environments where the brain is able to learn rather than exist in a state of hyperarousal. By understanding trauma and its effects, school staff can respond to challenging behaviour in a way that supports the students, families, and staff alike.</p> <p>This online session will also address the impact that COVID-19 has had on school communities, what trauma may look like, and best practices.</p>	<p>October 25, 2021 9:00am to 3:30pm</p>	<p>This training is now completed.</p>
	<p>November 26, 2021 9:00am to 3:30pm</p>	<p>This training is now completed.</p>
	<p>January 10, 2022 9:00am to 3:30pm</p>	<p>s.15</p>
	<p>January 21, 2022 9:00am to 3:30pm</p>	<p>s.15</p>
	<p>February 7, 2022 9:00am to 3:30pm</p>	<p>s.15</p>
	<p>March 4, 2022 9:00am to 3:30pm</p>	<p>s.15</p>

Student Online Safety Sessions: Establishing Safe, Caring and Respectful Digital Communities This session for students in Grade 8-12 covers all things digital, from how to be a good digital citizen to the criminal consequences of cyberbullying. Some of the most prominent concerns currently surrounding students' use of social media platforms and smartphones will be discussed. <i>*TEACHERS - For sessions which are during school hours, you may register on behalf of your class.</i>	October 5th, 2021 9am to 10am	This training is now completed.
	October 5th, 2021 1pm to 2pm	This training is now completed.
	November 22nd, 2021 10:30am to 11:30am	This training is now completed.
	November 22, 2021 1:30pm to 2:30pm	This training is now completed.
	February 3rd, 2022 11am-12pm	s.15
	February 3rd, 2022 6:30pm-7:30pm	s.15

**SST providing 12 Mental Health Sessions
Offered to Educators, Parents and Youth
in April, 2021**

Educator sessions

- **Anxiety in Youth (2 sessions April 19 and 26)** \$2K per session; 69/67 attendees
This **online** session for education professionals will provide an overview of anxiety in our students, the impact on behaviours of our students, strategies for teachers, with a Q&A period for further dialogue.
- **Self Harm and Suicide in Youth (2 sessions April 19 & 26)** \$2K per session; 76/71 attendees
This online session for education professionals will provide an overview of self-harm and suicide in our youth, what are the warning signs and how to respond.
- **Educator Wellness – A Connected Conversation (1 session April 27)** \$2K session; 35 attendees
A facilitated discussion to connect educators with an opportunity to share the impact the pandemic has had on our lives, and the importance of being heard and seen as a part of our overall wellness. This hour will provide an opportunity to share wisdom or weariness on the road to wellness.
- **Depression in Youth (1 session April 27)** \$2K session; 39 attendees
This session for education professionals will provide an overview of depression in our students, the impact on everyday life, and strategies, tips, and resources for our teachers.
- **Substance Use (1 session April 13)** \$3K session; 72 attendees
This session for education professionals will address mental wellness and substance use in our youth.

Parent sessions

- **Mental Wellness (1 session April 29)** \$2K session; 112 attendees
This session for parents will address mental health and anxiety in our children, how stress and anxiety show up and how to support your child or youth.
- **Substance Use (1 session – April 23)** \$3K session; 38 attendees
This parent presentation will address mental wellness and substance use in our youth.

Student sessions

- **Stress and Anxiety (3 sessions April 20 & 21 x 2)** \$2K per session; 578/799/14 attendees
For students in grades 8-12. This student session will address mental health and stress and anxiety in students, pathways, how stress and anxiety show up, changing thoughts, behaviours, or physical symptoms.

Overall cost for 12 sessions = \$26K

Guidelines for Tips Received

Note: In the case of criminal code offences, notification to police agencies is required before any interviews take place with parties identified in the tip or any associated students.

Note: Please document all steps and actions taken.

ADDRESSING ALLEGED TARGET/VICTIM(S)

- Interview target/victim(s) before talking to the person(s) of concern (threat-maker).
- Ensure the immediate safety of the identified target/victim(s).

Share and discuss the reported information with staff associated to the alleged target/victim in a confidential manner. There should be thoughtful consideration given to which staff member would be most appropriate to review the information with any student (i.e. who has the best relationship with the student).

Depending on the nature of the information (e.g. severity and specificity of report) you need to consider whether parent(s) should be notified and/or present when information is shared with the student.

In addition, with all reports you should inquire with the target/victim if there is any digital data (e.g. uploaded videos, images, etc., on any social media platforms) and begin taking initial steps to preserve and remove digital content from any identified social media platforms.

ADDRESSING ALLEGED PERSON(S) OF CONCERN (THREAT-MAKER)

When initially discussing a report with the alleged person of concern, indicate that you have received information on an incident by way of a REPORT IT tip – this will help to alleviate repercussions on the reporter who may wish to remain anonymous. It is important to inquire with the person of concern if there is any digital data (e.g. uploaded videos, images, etc., on any social media platforms) and begin taking initial steps to preserve and remove digital content from any identified social media platforms. (If required, contact Safer Schools Together for assistance.).

ADDRESSING INDIVIDUALS WHO SUBMIT A REPORT

If the identity of the individual making the report is included, thoughtful consideration should be used as to where and when the interview takes place.

Always remember to thank the reporter for using the tip line and reinforce that the tool is there to help keep students out of trouble and not to get them into trouble.

REPORT OF: **SUICIDAL THOUGHTS**

If both suicidal/ homicidal thoughts are reported or known, activate Violence Threat Risk Assessment (VTRA) protocol immediately

If only suicidal thoughts are reported or known, follow your district Suicide Risk Assessment protocol

Received during school hours:

Requires immediate intervention & response

- Collect the student from class - choose an appropriate time/place to talk. Be clear about limits of confidentiality. (If a counsellor is not available, choose an adult that has a connection with the student and experience working with vulnerable youth.)
- Be direct, honest, caring and specific about your concerns and ask the student:
 1. Have you been under any stresses or had any difficulties lately?
 2. Have you been feeling hopeless or helpless in your situation?
 3. Have you ever tried to seriously harm yourself or attempt suicide?
 4. If so, what was your plan? (how, when, where, access to means) (*This question is worded to serve as an intervention.*)
 5. Have you ever attempted suicide before?
 6. Ask the student if they currently have a therapist or some other support.
- Listen, encourage them to talk about how they are feeling and explore their current stressors.
- Do not leave the student alone. Have the school-based counsellor or principal (in counsellor's absence) notify parent(s) immediately to advise of risk and to take student to Emergency if it is believed that the student is in imminent risk for suicide. Otherwise, encourage parent(s) to take the student to their family doctor or Child and Youth Mental Health intake clinic.
- If you are concerned about student's immediate safety and cannot contact parent(s), call for an ambulance. If the student is uncooperative/aggressive, call your local police agency for support. Call your local youth suicide prevention team, Child & Youth Mental Health (CYMH), and/or the local crisis line.
- If time permits, outline your concerns in a letter to accompany the student/parent(s) to the hospital. You can also include signed consent to release information to allow follow up with appropriate medical professionals.
- Follow through – contact the family next day – ensure that there is a safety plan in place.
- Initiate your Violence Threat Risk Assessment or Suicide Risk Assessment protocol.

<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <p><u>Call the family immediately to ensure student is safe.</u></p> <ul style="list-style-type: none"> – Ask the family to directly ask their child the following questions: <ol style="list-style-type: none"> 1. Have you been under any stresses or had any difficulties lately? 2. Have you been feeling hopeless or helpless in your situation? 3. Have you ever tried to seriously harm yourself or attempt suicide? 4. If so, what was your plan? (how, when, where, access to means) <i>(This question is worded to serve as an intervention.)</i> 5. Have you ever attempted suicide before? – If there is concern regarding the student’s imminent safety, instruct the family to stay with the student and to call an ambulance or immediately take them to Emergency. – If there is not an acute safety concern, encourage the family to visit their family doctor and/or the local Child and Youth Mental Health Intake Clinic and connect with the school counsellor relaying concerns regarding suicide. – If you are concerned about the student’s immediate safety and cannot contact their parent(s), call your local police agency for support. Call your local youth suicide prevention team, CYMH, and/or local crisis line. – Follow through – contact the family next day – ensure that there is a safety plan in place. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment or Suicide Risk Assessment protocol.
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REPORT OF: **NON-SUICIDAL SELF HARM**

<p>Received during school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – Collect the student from class - choose an appropriate time/place to talk. Be clear about limits of confidentiality. – Do they have a counsellor they are seeing currently and is/are their parent(s) aware? – If they are not connected to a counsellor the main discussion goals are: <ol style="list-style-type: none"> 1. People use self injury for a variety of reasons. Can you share what makes it work for you or what it does? 2. What do they do when they can't self-injure? 3. What are the emotions that trigger situation? – Until an external counselling referral can be made, the recommendation is to only focus on coping techniques, not current stressors. – Do not leave the student alone. Unless the student acknowledges thoughts of suicide or self harm or the wounds need immediate medical attention, the student does not need to leave school. Arrange follow up counselling support in both school and community. – Follow through – contact the family next day – ensure that there is a plan in place. – Debrief with your staff at the earliest opportunity.
<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <p><u>Call the family immediately to ensure the student is safe.</u></p> <ul style="list-style-type: none"> – Explain to the family that typically self harm is an attempt to cope rather than an attempt to die. Advise that self injury is relatively common amongst youth, and that the student will not be excluded or required to miss time because of it and is encouraged to attend when the stressors are lessened and can meet with school staff, or the community/support resources have been engaged. – Advise them they only need to attend the Emergency if there is imminent medical concern. Encourage them to access their family doctor, CYMH or a private counsellor (be specific about your concerns). – If you are unable to contact the family, call your local police agency if there is concern regarding imminent suicide risk. – Follow through – contact the family the next day – ensure that there is a plan in place. – Arrange to meet with the student when the student returns to school. – Debrief with your staff the at earliest opportunity.
<p>Additional Information:</p>	<ul style="list-style-type: none"> – Self harm is not a criminal offence.

REPORT OF: **BULLYING BEHAVIOUR (all types)**

Received during school hours:	<ul style="list-style-type: none"> – Confidentially gather data from all parties involved to assess the nature of the activity (determine if the incident is peer conflict, mean behaviour or bullying behaviour). – Refer to the Bullying Behaviour Flowchart - this resource can be obtained on the <i>erase</i> website. – Cyberbullying can include sextortion and distribution of intimate images - in these cases refer to the 'Dealing with a Report of Sexting' Flowchart - this resource can be obtained on the <i>erase</i> website. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Confidentially gather information from all parties involved at the earliest opportunity. Investigate and assess the nature of the activity (determine if the incident is peer conflict, mean behaviour or bullying behaviour). – Refer to the Bullying Behaviour Flowchart - this resource can be obtained on the <i>erase</i> website. – Cyberbullying can include sextortion and distribution of intimate images - in these cases refer to the 'Dealing with a Report of Sexting' Flowchart - this resource can be obtained on the <i>erase</i> website. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Bullying is not an offence under the Criminal Code of Canada, however when the bullying behaviour reaches the level of criminal conduct, the current criminal code contains several offences that capture this criminal behaviour (e.g. harassment, mischief and uttering threats).

REPORT OF: **RACISM OR HATE SPECIFIC BEHAVIOUR**

Received during/outside school hours:	<ul style="list-style-type: none"> – Confidentially gather data from all parties involved to assess the seriousness, nature and intent of the behaviour. – If hate crime is suspected, contact your local police agency. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

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REPORT OF: ILLEGAL SUBSTANCES Possession/Trafficking/Substance Use	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Collect initial data to determine nature and severity of use. – Refer to a counsellor to ensure it is dealt with confidentially. – Conduct a locker search. If illegal substances are found, secure the locker and contact your local police agency. – Contact your local police agency if possession/trafficking is suspected. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Contact your local police agency if possession/trafficking is suspected. – Refer student to counsellor as soon as possible. – Debrief with your staff at the earliest opportunity.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

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REPORT OF: WEAPONS (possession/use) & GANG ACTIVITY	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Your own safety is the first priority. – Contact your local police agency. – Do not attempt to take weapons away from anyone. – Conduct a locker search, if weapons are found, secure the locker and wait for your local police agency to arrive. – Ensure the safety of any identified targets. – Initiate your Violence Threat Risk Assessment protocol.

Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Conduct a locker search as soon as possible. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

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REPORT OF: SUSPECTED ABUSE, NEGLECT OR HARM	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – If you think a child or youth under 19 years of age has been or is likely to be abused or neglected by a parent you have a legal duty to report your concern promptly to a child welfare worker at 1-800-663-9122. – If further information is required to decide whether to make a child protection report (for example, clarifying a child's statement or enquiring about a child's provisions such as lunch or clothes in suspected neglect situations) collect the student from class; choose an appropriate time/place to talk; and be clear about limits of confidentiality. Do not conduct a child protection interview; this is the job of the child protection worker. – If the student may be in immediate danger call police (9-1-1 or local non-emergency line). – Discuss with a child welfare worker which next steps you should take (eg. Whether to contact parents or police). – If the report is alleged harm by a staff member, contact the Superintendent of Schools who will notify law enforcement and a child welfare worker, if necessary. – Consider debriefing involved staff, attending to <u>confidentiality</u> requirements.

<p>Received outside school hours:</p>	<p>Requires immediate intervention & response</p> <ul style="list-style-type: none"> – If you think a child or youth under 19 years of age has been or is likely to be abused or neglected by a parent you have a legal duty to report your concern to a child welfare worker at 1-800-663-9122. The intake line is monitored 24/7. – If the student may be in immediate danger call police (9-1-1 or local non-emergency line). – Discuss with a child welfare worker which next steps you should take (eg. Whether to contact parents or police). – If the report is alleged harm by a staff member, contact the Superintendent of Schools who will then notify the local police agency and child welfare worker. – Consider debriefing involved staff, attending to confidentiality requirements. – If the student is in immediate danger call police (9-1-1 or local non-emergency line) to intervene, and the child welfare worker should be contacted to determine whether the child needs protection. – If the report is alleged abuse by a staff member, contact the Superintendent of Schools who will notify law enforcement and a child welfare worker, if necessary. – Consider debriefing involved staff, attending to confidentiality requirements.
<p>Additional Information:</p>	<ul style="list-style-type: none"> – Criminal charges could apply.

<div>erase</div> <div>EXPECT RESPECT & A SAFE EDUCATION</div>		Guidelines for Tips
REPORT OF: UTTERING THREATS, PHYSICAL ASSAULT, OR PLANNED ATTACK ON SCHOOL.		
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none">– Contact your local police agency.– Initiate your Violence Threat Risk Assessment Protocol.	
Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none">– Contact your local police agency.– Conduct a locker search as soon as possible.– Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.	

Additional Information:	– Criminal charges could apply.
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REPORT OF: VANDALISM	
Received during school hours:	<ul style="list-style-type: none"> – Investigate, and depending on the severity and nature of the behaviour, it may be necessary to notify your local police agency. – Call maintenance to remove or repair as soon as possible. – Debrief with your staff at the earliest opportunity.
Received outside school hours:	<ul style="list-style-type: none"> – Investigate, and depending on the severity and nature of the behaviour, it may be necessary to notify your local police agency. – If vandalism will affect the climate and culture of the school, consider taking photos and call maintenance to remove or repair as soon as possible. – Debrief with your staff at the earliest opportunity.
Additional Information:	– Criminal charges could apply.

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REPORT OF: ARSON/EXPLOSIVES	
Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency and Fire Department. – Initiate your Violence Threat Risk Assessment Protocol.
Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency and Fire Department. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	– Criminal charges could apply.

REPORT OF: **BOMB THREAT**

Received during school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Follow your School Bomb Threat Procedure. – Initiate your Violence Threat Risk Assessment protocol.
Received outside school hours:	Requires immediate intervention & response <ul style="list-style-type: none"> – Contact your local police agency. – Debrief with your team at the earliest opportunity; and initiate your Violence Threat Risk Assessment protocol.
Additional Information:	<ul style="list-style-type: none"> – Criminal charges could apply.

For more information about the BC *erase* strategy, visit <http://erase.gov.bc.ca>
 For more information regarding the *erase* Report It tool, please contact Safer Schools Together
 by email at info@saferschoolstogether.com or call (604) 560 2285.

Vimeo Video Link

[Safe Schools Learning Event \(vimeo.com\)](#)

Sample Search Warrant Language for Reverse Image Search

Below is a sample of a search warrant produced as a result of a reverse image search (see *Appendix on p.2 for more information on reverse image searches*).

Highlighted areas are examples only - please insert correct information relevant to current case:

In this investigation, police/school officials received information that a concerning post was located on <SOCIAL MEDIA SITE>. I received a copy of the post from <X> and extracted from that post the image of <the firearm> shown below. I used that image to perform a reverse image search via images.google.com and tineye.com. As a result of my search, the program(s) were unable to locate an image across all of Google's indexed sites or those searched by Tineye. This means that it is reasonable to believe that the poster created the below image versus downloading or saving an image of <this firearm> from somewhere on the internet. Because neither site returned a result for the image, I assert that it is reasonable to believe that the poster created the image by having <access to the weapon> depicted in the picture.

<INSERT PICTURE OF CONCERN>

As a result of our exigent request to <SOCIAL MEDIA SITE>, we learned that the concerning post was created by someone using IP address <123.456.789.012>. Our request to <Comcast> revealed that the address of the subscriber whose internet connection was used to upload the concerning post is <1234 Main Street, Anytown, Canada>. Police drove by that house and it looks like:

<INSERT PICTURE>.

This warrant is to enter the home and search for:

- (a) internet-enabled devices capable of accessing <SOCIAL MEDIA>;
 - (b) all digital devices that could contain the image uploaded by account X on <SOCIAL MEDIA SITE>; and
 - (c) the <weapon and any ammunition> shown in the photograph attached to concerning post.
-



Appendix – Reverse Image Searches

Google Images (images.google.com) allows a user to search the internet for images (versus searching for words). A google image search allows Google to look for images that appear identical or similar in nature to the searched-for image. Conversely, a “reverse image search” can be done by starting with an image and cross-referencing it against every image in its massive Google database. The current combined database of images between Google and TinEye.com is well over 30+ Billion Images.

This reverse image search technique essentially allows a verification to be completed on whether an image in question is unique (i.e. **original, possibly just taken**) or whether it was downloaded or sourced from the internet (i.e. **a stock image**).

Reverse image searches are not dependent on something as exacting as hash values or resolution of the image; if a low-resolution image of object X is entered as the query, it will result in all versions of the image found by Google across the internet.

[TinEye.com](https://tineye.com) is another website that allows for reverse image searches.

