



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>DIRECTIONAL POLICY NUMBER</i>
SAFE AND ACCEPTING SCHOOLS	900

TITLE OF DIRECTIONAL POLICY:

Safe and Accepting Schools

DATE APPROVED:

April 25, 2017

PROJECTED REVIEW DATE:

April, 2022

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board believes that all students need to feel safe and secure to benefit from the advantages of being part of a Catholic education community. To that end, every school shall strive to be a welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environment, rooted in the Gospel values.

PURPOSE:

The purpose of the Safe and Accepting Schools Directional Policy is to create a shared understanding and systematic approach to the implementation of Safe and Accepting School procedures and protocols. The Safe and Accepting Schools Directional Policy responds to legislative requirements for school boards in the areas of equity and inclusive education, bullying prevention, progressive discipline and codes of conduct.

The Board recognizes that creating safe and accepting school environments requires the collective effort and engagement of the entire system: trustees, staff, students, parents, parishes, and the community. As a result, system and school level safe and accepting school strategies will focus on the process of ongoing development and continuous assessment of effectiveness.

Administrative Procedures (indicated in the References section of this directional policy) that specify system-wide practices for Safe and Accepting Schools, operationalize this directional policy.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Safe and Accepting Schools Directional Policy supports our Vision for Achieving excellence in Catholic Education through Learning, Leadership and Service.

This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan.
- setting direction and policy that governs the PVNC Catholic District School Board.
- reviewing, and considering for approval, the Safe and Accepting Schools Directional Policy recommended for consideration by the Policy Development Committee.
- understanding, and communicating with members of the community, the content of the Safe and Accepting Schools Directional Policy.
- assigning responsibility to the Director of Education for operationalizing and managing the Safe and Accepting Schools Directional Policy.
- monitoring and holding the Director of Education accountable respecting the implementation and operational details of the Safe and Accepting Schools Directional Policy.

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Safe and Accepting Schools Directional Policy.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Safe and Accepting Schools Directional Policy.

Superintendent of Safe Schools is responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the Safe and Accepting Schools Directional Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Safe and Accepting Schools Directional Policy.
- working collaboratively with the Director and Superintendents, Managers, Principals and Vice-Principals, Federations, Unions, and non-union groups, to build capacity of all staff in their knowledge and understanding of the Safe and Accepting Schools Directional Policy.
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Safe and Accepting Schools Directional Policy.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and the implementation of the Safe and Accepting Schools Directional Policy.
- working collaboratively with the Superintendent of Safe Schools to develop administrative procedures that align with the Safe and Accepting Schools Directional Policy.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Safe and Accepting Schools Directional Policy.
- working collaboratively with the Superintendent of Safe Schools to develop administrative procedures that align with the Safe and Accepting Schools Directional Policy.

Communications Services is responsible for:

- working collaboratively with the Superintendent of Safe Schools to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Safe and Accepting Schools Directional Policy to support its effective implementation.

Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding, and the implementation of the Safe and Accepting Schools Directional Policy.

Staff are responsible for:

- working collaboratively with colleagues to successfully implement the Safe and Accepting Schools Directional Policy.
- adhering to the administrative procedures that support the Safe and Accepting Schools Directional Policy.
- being proactive and self-directed in building their knowledge and understanding of the Safe and Accepting Schools Directional Policy.

PROGRESS INDICATORS:

- All employees are aware of, and implement, their roles in the Safe and Accepting Schools Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Safe and Accepting Schools responding to system and legislative needs.
- Ongoing review of the progress indicators listed in the administrative procedures that align with the Safe and Accepting Schools Directional Policy.
- Bi-annual School Climate Survey indicates that students feel safe and welcome in their school environments.

DEFINITIONS:**REFERENCES:**

- Gospel Values
- [Bill 13 - Safe and Accepting Schools Act](#) – 2012
- [Bill 157 - Keeping Our Kids Safe at School](#) – 2009
- [Bill 212 - Behaviour, Discipline and Safety](#) – 2007
- Ministry of Education Policy/Program Memoranda:
 - 9, "[Reporting of Children in Need of Protection](#)" - 2001

- 119, “ [Developing and Implementing Equity and Inclusive Education Policies In Ontario Schools](#)” - 2013
- 120, “[Reporting Violent Incidents to the Ministry of Education](#)” - 2011
- 123, “[Safe Arrivals](#)” - 1999
- 128, “[The Provincial Code of Conduct and School Board Codes of Conduct](#)” - 2012
- 141, “[School Board Programs for Students on Long-Term Suspension](#)” - 2012
- 142, “[School Board Programs For Expelled Students](#)” - 2012
- 144, “[Bullying Prevention and Intervention](#)” - 2012
- 145, “[Progressive Discipline and Promoting Positive Student Behaviour](#)” - 2012
- Police Record Checks: [Ontario Regulation 521/01, Collection of Personal information](#)
- [Equity and Inclusive Education in Ontario’s Schools, Guidelines for Policy Development and Implementation, 2014](#)
- [Local Police/School Board Protocol](#) - 2016
- Ontario Education Act/Ontario Regulation
 - 265(1) (m) Exclusion
 - 472/07 - [Behaviour, Discipline and Safety of Pupils](#)
- [Caring and Safe Schools in Ontario](#)
- [PVNC Administrative Procedure for Safe Schools: Code of Conduct](#)
- [PVNC Administrative Procedure for Safe Schools: Suspension, Expulsion, and Appeal](#)
- [PVNC Administrative Procedure for Safe Schools: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PVNC Administrative Procedure for Safe Schools: Bullying Prevention and Intervention](#)
- [PVNC Administrative Procedure for Safe Schools: Delegation of Authority](#)
- [PVNC Administrative Procedure for Safe Schools: Lockdown](#)
- [PVNC Administrative Procedure: Safe Arrivals - Elementary](#)
- [PVNC Directional Policy: Equity and Inclusive Education](#)
- [PVNC Administrative Procedure: Safety and Conduct on School Buses](#)