
POLICY DEVELOPMENT COMMITTEE MEETING

TUESDAY, NOVEMBER 21, 2017

6:30 – 8:30 P.M.

CATHOLIC EDUCATION CENTRE – BOARDROOM

Chairperson: Linda Ainsworth

Trustees who are unable to attend the meeting are asked to please notify Pam Smith.

A. Call to Order:

1. Opening Prayer, Mrs. Michelle Griepsma.
2. Approval of Agenda.
3. Declarations of Conflicts of Interest.
4. Approval of the Minutes of the Policy Committee Meeting held on October 3, 2017.
5. Business Arising from the Minutes.

B. Presentations/Recommended Actions:

1. RA: Draft Updated Administrative Procedures Occupational Health and Safety #803.
Ms. Joan Carragher, Superintendent of Learning/Leadership and Human Resource Services.
2. RA: New Draft Administrative Procedure #320 Supporting Positive Student Behaviour: Safety for All. *(This will combine Policy/Administrative Procedure #407 Staff Safety with Students with Special Needs AND Policy/Administrative Procedure #804 Physical Intervention with Students).*
Mrs. Anne Marie Duncan, Superintendent of Learning/Special Education Services.

C. Information Items:

D. Next Meeting:

1. Date: Tuesday, January 30, 2018 6:30 p.m. – 8:30 p.m.
2. Selection of Member for Opening Prayer.
3. Selection of Member for Closing Prayer.

E. Conclusion:

1. Closing Prayer, Mrs. Helen McCarthy.
2. Adjournment.



Minutes

THE MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING held on Tuesday, October 3, 2017 at 6:30 p.m. in the Boardroom, 1355 Lansdowne Street West, Peterborough

PRESENT

Trustees: Mmes. Linda Ainsworth (Chairperson), Ruth Ciraulo, Michelle Griepsma, Helen McCarthy.
Messrs.

Administration: Mmes. Joan Carragher, Laurie Corrigan, Anne Marie Duncan, Isabel Grace, Dawn Michie.
Messrs. Michael Nasello, Timothy Moloney.

Regrets: Mmes. Christine Dunn.
Messr. Dave Bernier, Dan Demers.

Recorder: Mrs. Pamela Smith.

1. **Call to Order:**

1. Opening Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, called the meeting to order at 6:30 p.m. and asked Mrs. Helen McCarthy, to lead the Opening Prayer.

2. Approval of the Agenda.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mrs. Helen McCarthy, that the Policy Committee Agenda dated October 3, 2017 be approved with additional item # B6 Removal of Directional Policy Learning and Work Environments #800.

Carried.

3. Declarations of Conflicts of Interest.

There were no declarations of conflicts of interest.

4. Approval of the Minutes of the Policy Development Committee Meeting held on, June 12, 2017.

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mrs. Michelle Griepsma, that the minutes of the June 12, 2017, Policy Development Committee Meeting be approved as presented.

Carried.

5. Business Arising from the Minutes.

There was no business arising from the minutes.

B. Presentations/Recommended Actions:

1. Draft updated Administrative Procedure – Community Use of School Facilities (New #601).

Mrs. Isabel Grace, Superintendent of Business and Finance/Facility Services, and Mr. Kevin Hickey, Purchasing Manager, presented the updated Administrative Procedure #601 – Community Use of School Facilities and answered questions. Trustees were informed of the changes to the updated Administrative Procedure.

Trustees requested the below amendments to the draft document: (red indicates added)

Community Use of School Facilities will fall under Directional Policy #600 Stewardship of Facilities Resources.

Under ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

In alignment with the Ontario Ministry of Education, Community Use of Schools, Ontario Catholic school facilities are an integral part of the community and, as such, add to the spiritual, educational, recreational, and social development of all who share them. The Board is committed to providing all communities access to school facilities when not being used for school activities- **with emphasis on local parish and not-for profit youth groups.** This Administrative Procedure establishes the criteria, procedures, and cost recovery strategies with respect to the use of facilities leased, owned, and operated by the Board.

The Community Use of Board Facilities Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education:

- ~~Learn – Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.~~
- ~~Lead – Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.~~
- ~~Serve – Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.~~

If approved, a picture will link to the most current Strategic Priorities, Vision and Mission.

Under ACTION REQUIRED:

1.1 GENERAL

(b) functions of the Catholic School Council, such as meetings and fund-raising activities that are under the direction of the principal or delegate(s). ~~(Refer to Board Policy 601.)~~

1.2 APPLICATION

(g) The Board will make every effort to accommodate the needs of users groups. For ~~incumbent~~ groups **with current permits**, it cannot guarantee existing time allotments will be available in a succeeding school year. It is the responsibility of ~~the incumbent~~ **all groups** to submit applications for the succeeding school year in accordance with the notifications from the Central Booking Office.

(k) If an application is approved, the specific costs (including applicable taxes), conditions of use, and the payment arrangements, will be established by the Central Booking Office. User groups will be charged a "No Show" fee when groups do not show for their permitted time. Repeated "No Shows" **(three consecutive times)** by a user group will result in cancellation of remaining permits.

1.3 Group Classification

a) GROUP A

Special agreements exist between the Board and the parishes in the following locations:

- Lindsay - St. Mary CES
- Campbellford - St. Mary CES

~~These parishes have varying degrees of investment in the various Board facilities. The parishes' right to utilize the Board facilities as outlined in the specific agreements is recognized, as is the duty of the Board to maintain the high standards of those facilities and assess a fair maintenance cost.~~

1.4 REVIEW AND APPROVAL OF PERMITS

As stated in 1.2(g) above, The Board will make every effort to accommodate the needs of users groups. For ~~incumbent~~ **groups with current permits**, it cannot guarantee existing time allotments will be available in a succeeding school year. It is the responsibility of ~~the incumbent~~ **all groups** to submit applications for the succeeding school year in accordance with the notifications from the Central Booking Office. Applications will be received in three (3) rounds:

1.5 RENTAL RATES

Fees for the use of facilities are based on the type of organization, as listed in 1.3. Fee structures will be maintained by the Central Booking Office and updated annually. The rates will be posted on the Board's web site. ~~and as an appendix to this Policy.~~

Under DEFINITIONS:

~~**Season** – For the purposes of this Policy, "Season" shall be the period between September 1 of the current year and June 30th of the following year.~~

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Helen McCarthy, that the amended #601 Community Use of Board Facilities Administrative Procedure that will fall under Directional Policy Stewardship of Resources #600 be received and posted.

Carried.

2. Request for Yearly Review Dates for Administrative Procedure #509 Workplace Violence Prevention and Administrative Procedure #508 Workplace Harassment Prevention.

- a. Administrative Procedure Workplace Violence Prevention (New #509/Old #413). This Administrative Procedure will need to be reviewed on an annual basis.

Trustees requested the below amendments to the Administrative Procedure:

- That all references in the document to Workplace Violence Policy be changed to Workplace Violence **Administrative Procedure**.
- **Under Section 4.4**
Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support. Individuals who are named as respondents in a complaint, as well as witnesses, also have a right to assistance and support throughout the complaint process. The following people may provide support:
 - parent/guardian/family member
 - professional support staff
 - **employee or colleague**
 - trained resource person
 - union/federation/association representative
 - **religious advisor**
 - translator/interpreter (if necessary)
- **Under RESPONSIBILITIES:**
The Board of Trustees is responsible for:
 - Ensuring alignment with the Employee Relations Directional Policy.
 - Reviewing risk assessment reports **periodically**.**Joint Health and Safety Committee is responsible for:**
 - Completing periodic risk assessments, reviewing the results and provide input to administration to support mitigation of risks.
 - Submitting a summary report of risk assessments **periodically** to the Board of Trustees.
- b. Administrative Procedure Workplace Harassment Prevention (New #508/Old #402). This Administrative Procedure will need to be reviewed on an annual basis.

Trustees requested the below amendments to the Administrative Procedure:

- That all references in the document to Workplace Harassment Policy be changed to Workplace Harassment **Administrative Procedure**.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Helen McCarthy, that the Policy Development Committee recommend to the Board, that the amended Administrative Procedure, # 509, *Workplace Violence Prevention and Administrative Procedure #508 Workplace Harassment Prevention* be updated to reflect a yearly review date.

Carried.

3. Request to link all Directional Policies and Administrative Procedures to the Board Strategic Priorities, Vision and Mission.

Mr. Michael Nasello, Director of Education, requested to have all Directional Policies and Administrative Procedures have a picture that will link to the current Strategic Priorities, Vision and Mission and shared a sample.

MOTION: Moved by Mrs. Ruth Ciraulo, seconded by Mrs. Michelle Griepsma, that all Directional Policies and Administrative Procedures will have a link that connects to the Board Strategic Priorities, Vision and Mission.

Carried.

4. Draft Directional Policy #1300 Transportation.

Mrs. Isabel Grace, Superintendent of Business and Finance/Facility Services, shared the Draft Directional Policy #1300 Transportation with Trustees and answered questions.

MOTION: Mrs. Helen McCarthy, seconded by Mrs. Ruth Ciraulo, that the policy Development Committee recommend to the Board, that the DRAFT Directional Policy #1300 be renamed Student Transportation and that the Policy Register and Policy Framework Document be updated to reflect this change.

Carried.

Trustees requested the below amendments to Draft Directional Policy #1300 Student Transportation:

Under POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to the safe, efficient and effective transportation of eligible students to and from school. ~~and places the highest priority on the transportation of students in a safe and courteous manner.~~

Under PURPOSE:

~~The Education Act states that a Board may provide transportation services for students to and from the school the student attends; therefore such service is not the right of every student, but rather a privilege to be accorded to those students who qualify based on the parameters of this Policy. The Board of Trustees is responsible for setting the parameters for eligibility of transportation and other transportation related matters.~~ **Parents are responsible for ensuring their children attend school, and transportation to school is ultimately the responsibility of parents. Under the Education Act, transportation services may be provided by a school board and in those circumstances, the Board of Trustees is responsible for setting the parameters for providing transportation services, including determining the eligibility criteria and establishing other transportation related parameters.** The

reflect responsive and responsible allocation of transportation services that adhere to relevant legislation and regulations, and ensures the safe, efficient and effective transportation of eligible students.

Under RESPONSIBILITIES:

Director of Education is responsible for:

Add new bullet

- **Adhering to the transportation consortium joint agreement outlining Director of Education responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO).**

Superintendent of Business and Finance is responsible for:

Add new bullet

- **Adhering to the transportation consortium joint agreement outlining responsibilities and membership on the Governance Committee of Student Transportation Services of Central Ontario (STSCO)**
- **Working collaboratively with co-terminous school boards, the Transportation Authority, and parents with respect to resolving issues and concerns related to transportation services and agreements, and implementation of associated transportation procedures.**

Principals and Vice-Principals are responsible for:

Add new bullet

- **Working collaboratively with parents, the Transportation Authority and Board administration in implementing the administrative procedures.**

Staff are responsible for:

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

Under PROGRESS INDICATORS:

Add new bullet

- **regular monitoring of service provider performance, including safety data.**

Under DEFINITIONS:

Transportation Authority: for the jurisdictions of the Board in Peterborough, Northumberland and Clarington, the transportation authority is Student Transportation Services of Central Ontario, through its Chief Administrative Office. **Additional information is available at www.stsco.ca**

For City of Kawartha Lakes, the transportation authority is Trillium Lakelands District School Board through its Transportation Supervisor. **Additional information is available at www.tldsb.on.ca**

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Helen McCarthy, that the Policy Development Committee recommend to the Board, that the DRAFT Directional Policy #1300 – Student Transportation, be distributed to the system for feedback.

AND

that the final DRAFT Directional Policy #1300– Student Transportation, reflecting changes if made from the feedback process be brought back to the Board for approval.

Carried.

5. Draft Administrative Procedures Student Eligibility and Route Operation.

- a. Student Eligibility Draft Administrative Procedure (New 1301/Old #1001).
This item will be deferred to the next meeting.
- b. Route Operation Draft Administrative Procedure (New 1303/Old #1003).
This item will be deferred to the next meeting.

6. Removal of Directional Policy Learning and Work Environments #800.

Mr. Michael Nasello, Director of Education, requested the removal of Directional Policy Learning and Work Environments #800. All current administrative procedures under this Directional Policy will be realigned to other Directional Policies and the Framework for Policy Development and the Policy Register will need to be updated.

MOTION: Moved by Mrs. Michelle Griepsma, seconded by Mrs. Helen McCarthy, that the Policy Development Committee recommend to the Board that the listed Directional Policy #800 – Learning and Work Environments be removed from the Policy Register and Framework for Policy Development and all Administrative Procedures (801-816) be reallocated to fall under other Directional Policies as per the proposed Policy Register.

Carried.

C. Information Items:

1. Tentative 2017-2018 Policy Schedule.

Mr. Michael Nasello, Director of Education, shared the tentative 2017-2018 Policy Schedule with Trustees.

D. Next Meeting:

1. Tuesday, November 21, 2017 6:30-8:30 p.m.
2. Selection of Member for Opening Prayer – Mrs. Michelle Griepsma.
3. Selection of Member for Closing Prayer – Mrs. Helen McCarthy.

E. Conclusion:

1. Closing Prayer.

The Committee Chairperson, Mrs. Linda Ainsworth, asked Mrs. Ruth Ciraulo to lead the Closing Prayer.

2. Adjournment.

MOTION: Moved by Mrs. Helen McCarthy, seconded by Mrs. Ruth Ciraulo, that the meeting adjourn at 8:46 p.m.

Carried.

Linda Ainsworth
Committee Chairperson
pls

Michael Nasello
Director of Education

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

**Occupational Health
and Safety**

ADMINISTRATIVE PROCEDURE
NUMBER

AP- 512 (NEW)

AP- 405 (OLD)

Directional Policy

Employee Relations - 500

TITLE OF ADMINISTRATIVE PROCEDURE:

Occupational Health and Safety

DATE APPROVED: November, 2017

PROJECTED REVIEW DATE: November, 2018

DIRECTIONAL POLICY ALIGNMENT: Employee Relations

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

The Board is committed to providing a safe and healthy working environment for all employees and shall comply with the responsibilities placed upon employers by the Occupational Health and Safety Act.

ACTION REQUIRED:

The Board will take every precaution reasonable to protect the health and safety of workers. This shall be accomplished by ensuring the development of health and safety policies, procedures and programs to support this objective.

As workplace health and safety is a joint responsibility, the board and all of its employees are to act in compliance with the requirements of the Occupational Health and Safety Act.

The Board recognizes and endorses the Internal Responsibility System philosophy, whereby all workplace parties share the responsibility for health and safety. The Occupational Health and Safety Act defines responsibilities for the employer, the supervisor, workers, and the Multi-workplace Joint Health and Safety Committee.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- Ensuring alignment with the Employee Relations Directional Policy

The Director of Education is responsible for:

- Designating resources for the implementation of and compliance with this Administrative Procedure;
- Reviewing this Administrative Procedure annually;
- Providing a semi-annual report on health and safety issues at a regular meeting of the Board.

Superintendent of Human Resource Services is responsible for:

- Implementing and operationalizing this Administrative Procedure;
- Ensuring the provision of health and safety orientation sessions for newly appointed principals, managers, and supervisors;
- Maintaining and supporting the Multi-Workplace Joint Health and Safety Committee (herein after referred to as the JHSC);
- Ensuring the JHSC establishes a Terms of Reference and maintains Ministry of Labour approval of such.

Superintendents, Principals, Managers and Supervisors are responsible for:

- Ensuring compliance with health and safety training, legislation, policy, procedures and programs;
- Receiving health and safety concerns, investigating the concerns, and responding with appropriate corrective actions;
- Advising staff of potential hazards in their place of employment;
- Investigating accidents and taking steps to prevent recurrence.

Workers are responsible for:

- Protecting personal health and safety by working in compliance with legislation and with safe work practices and procedures established by the board;
- Immediately reporting to their supervisor any safety hazards of which they become aware.

Joint Health and Safety Committee is responsible for:

- Adhering to the responsibilities delegated under the Occupational Health and Safety Act and contained within the Multi-Site JHSC Terms of Reference approved by the Ministry of Labour.

PROGRESS INDICATORS:

- Ensuring the JHSC reports periodically to Director as defined in the Terms of Reference;
- Addressing and resolving Occupational Health and Safety concerns in a timely fashion.

DEFINITIONS:

WORKER - as defined under the Occupational Health and Safety Act

RELATED DOCUMENTS:

[Terms of Reference – Joint Health and Safety Committee](#)

REFERENCES:

[Ontario Occupational Health and Safety Act, R.S.O. 1990, c.O.1](#)
[PVNC Catholic District School Board Vision and Strategic Priorities 2017-2020](#)
[Terms of Reference – Joint Health and Safety Committee](#)

BOARD ADMINISTRATIVE PROCEDURE	
ADMINISTRATIVE PROCEDURE 320	ADMINISTRATIVE PROCEDURE NUMBER 320 (NEW) 804 & 907 (OLD)
Directional Policy 300	

DRAFT



TITLE OF ADMINISTRATIVE PROCEDURE:
Supporting Positive Student Behaviour: Safety for All

DATE APPROVED:
2017

PROJECTED REVIEW DATE:
2022

DIRECTIONAL POLICY ALIGNMENT: Student Achievement and Well-being



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that students are best served in classrooms that have caring and safe climates, with supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs. Some students require instruction and support to develop self-regulation and strategies to manage their behaviour and maintain safety. It can be anticipated that some students may present a safety risk to themselves and/or others.

This administrative procedure replaces the previous policies and administrative procedures entitled 407 - Staff Safety and Special Needs Students, as well as 804 - Physical Intervention with Students. This outlines a process to follow when a student demonstrates unsafe behaviours (existing or likely, as demonstrated through available behaviour data tracking) to staff or others, including self. The administrative procedures in this document assist school principals with meeting the safety and behavioural needs of all students, while ensuring the safety of staff and students. Meeting these needs involves awareness, assessment, consultation, communication, training, intervention and planning in collaboration with parents/guardians, school staff, central services staff, and professional agencies.

The information outlined in this administrative procedure applies to all students, including those with special education needs. There are some students who have a current pattern of unsafe and possibly injurious behaviour, and who present a risk of injury to themselves, other students, and/or those who support them. For most of these students, well-planned prevention and safety intervention strategies, and an ongoing review of programs, will significantly reduce or eliminate unsafe behaviours and the risk of injury.

Principals are expected to ensure a caring and safe school environment for all while responding to the student's right to an appropriate education. The management process for unsafe behaviours is first and foremost an ongoing process, rather than a single event or meeting. It is a principal-led process that is initiated (and continues on an ongoing basis) when a risk of safety for self and/or others exists or is highly probable. The level of risk must be reviewed on an ongoing basis to determine appropriate prevention and intervention strategies; information is gathered, reviewed and evaluated.

Guidelines:

1. Staff and Student Safety: Positive Behaviour Supports

Progressive discipline requires that positive behaviour supports be used as an approach to working with challenging behaviours. Positive behaviour supports require that staff:

- Understand and support students in their behaviour change process by utilizing specific teaching strategies (e.g. positive behaviour support plans (see Form 32c in Appendix A), collaborative behaviour change plans (see Form 32 in Appendix B), personalized self-regulation plans, Restorative Practices, etc.);

AP- 320

- Apply a methodical approach of observation and data collection;
- Analyze the relationship between the behaviour and the context to determine the motivation behind (i.e. function of) the behaviour;
- analyze the stressors impacting on the student across the 5 domains of regulation (biological, emotional, cognitive, social and pro-social);
- Reduce potential triggers and overall stress load on the the student in the environment in certain settings and during certain events; and,
- Model, teach and scaffold the student to adopt alternative behaviours that are more socially acceptable.

The following are integral components of a positive behaviour support approach:

a) Functional Behaviour Assessment (FBA)

Effective behaviour support to support learning and self-regulation is an ongoing process with definable steps. Functional Behaviour Assessment is an approach that examines the student's behaviour in context and focuses on identifying its function or purpose. Teachers are encouraged to initiate the use of functional behaviour approaches, but if a formal FBA is required, teachers should consult with centrally based special education support staff. Based on the FBA, effective alternative behaviours and strategies for reducing or replacing maladaptive behaviours are identified. Finally, ongoing monitoring is used to review progress and identify any changes that need to be made.

b) Behaviour Data Tracking

A behaviour data tracking tool is one in which entries can be made quickly, yet one that provides enough information for evaluation and improvement of the student's program. Tracking tools should contain basic information, such as the date and time of the incident, an analysis of the student's overall stress load, the antecedent (what occurred immediately before the behaviour), a brief description of the behaviour, the duration of the behaviour, the intervention used, who was involved, and the consequence(s) of the behaviour (what occurred immediately after the behaviour).

The principal must ensure that accurate and up-to-date behaviour data tracking is maintained and analyzed. Behaviour data tracking is to be considered during a review after a reported incident on the Violent Incident Form 17 (see Appendix C) or Safe Schools Reporting Form 20 (see Appendix D) by the principal, during each reporting cycle and whenever the Individual Education Plan (IEP), if applicable, is updated. Behaviour data tracking is essential in determining appropriate student programming (including IEPs, behaviour support plans and safety plans) and staff safety planning.

c) Safety Plan

The safety plan is a response plan developed for students whose unsafe behaviour presents a risk of injury to self and/or others. Principals are responsible for ensuring that safety plans are developed collaboratively with school staff members, and that

consultation with parents/guardians/caregivers occurs as part of the process. Consultation can also include outside agencies, where appropriate and consent has been obtained. However, final decisions on IEPs, safety plans, and school procedures remain the responsibility of the school principal.

When a safety plan is first developed for a student, the school personnel should ensure that the safety plan information is updated in SEOS on Form 32b (see Appendix E). Safety plans should be used in conjunction with the Positive Behaviour Support Plan. While safety plans are unique for each student, they generally include the following information:

- a description of the observable behaviour concern(s);
- a description of the student's unique stressors, triggers or antecedents (what happens immediately prior to the challenging behaviour);
- prevention and intervention strategies;
- management of behaviour/staff safety responses;
- necessary Personal Protective Equipment (PPE)

Existing safety plans are to be reviewed at a minimum once in each term/semester, and concurrently with a student's IEP, if applicable. Safety plans are working documents, to be revised as necessary. Parent(s)/guardian(s) must be consulted during the creation and/or review of the safety plan and/or if updates are considered during the school year. All staff members who work regularly with the student should be involved in the development and/or review of the safety plan. If a staff member working with the student, or the parent/guardian feels that the student's safety plan needs to be reviewed, he/she may bring that request to their principal/vice-principal's attention at anytime. It is the principal's responsibility to address safety concerns in the workplace.

Safety plans are no longer required where the school team has evidence that the unsafe behaviours no longer exist. The evidence would show a period of time without any incident of unsafe behaviour with the potential to cause a risk of injury to self and/or others. This decision is supported by the behaviour data tracking. Parents/Guardians must be consulted regarding the removal of a safety plan. When a safety plan is no longer required, school personnel should update the information in SEOS on Form 32b.

2. *Assessment of Risk*

When a staff member at a school identifies unsafe student behaviours that are likely to cause a risk of injury, the following process must be followed:

- The staff member communicates the details of the behaviours to the school principal or vice principal;
- The principal arranges for an elementary School Resource Team (SRT) or secondary Student Success Team (SST) meeting to discuss these behaviours. The meeting should include a review of any OSR documentation, including the IEP, if applicable, and relevant assessments that may support understanding of the nature and causes of the behaviour. The action items resulting from this meeting must include procedures for staff members to summon assistance as well as other measures that may reduce the incidents of unsafe behaviours.

Some form of behaviour tracking must also be put in place after this meeting. When an SRT/SST meeting cannot be scheduled promptly, the principal should organize and communicate procedures for staff members to summon assistance as well as other measures that may reduce the behaviours;

- The SRT/SST meeting should also identify positive behaviour supports, including strategies to promote self-regulation skills, which may be outlined in the Collaborative Behaviour Change Plan Form 32, or in the Positive Behaviour Support Plan Form 32c;
- Where the behaviour causing a risk-of-injury is of significant frequency or intensity, the principal may determine that a formal safety plan needs to be put in place immediately. The procedures for communication to staff will also need to be put into place following completion of the safety plan;
- A safety audit of the classroom and school environment may be conducted as part of, or after, this meeting;
- A referral for central special education support may also be sought after the SRT/SST meeting, as per the Intervention Checklist;
- A follow-up SRT/SST meeting should be scheduled. This meeting will review the behaviour tracking data as well as any Functional Behavioural Assessment (FBA) and/or personal self-regulation planning that may have occurred. The impact of any positive behaviour supports must also be reviewed;
- The principal, in consultation with other members of the SRT/SST, may determine that a safety plan is not required at that time, but that the staff supports, positive behaviour supports and continued behaviour tracking are sufficient. Alternatively, the principal may determine that a safety plan is required. The SRT/SST meeting should then outline how this will be created and communicated, including the process by which staff who work directly with the student will be consulted.

Where a safety plan is in place, the level of risk must be reviewed on an ongoing basis by appropriate staff to determine prevention and intervention strategies.

During the assessment of risk and as part of the ongoing review, the school team will consider the following:

- A review of existing and medical/neurological/developmental professional assessment information by appropriate Board professional staff (e.g. psychology, social work, speech-language pathology);
- Whether the unsafe behaviour(s) is/are a manifestation of an identified exceptionality or diagnosed medical condition;
- A review of the current IEP, if applicable, with respect to appropriate programming and accommodations;
- A review of the safety plan as needed with respect to appropriate intervention and emergency response procedures;
- A review of current in-school staffing needs to ensure a caring and safe school environment for students and staff (this includes the staff training required, along with an analysis whether available staff can safely carry out the necessary interventions);

- A safety audit of the classroom and school environment, which also considers self-regulation supports;
- A review of the protective and/or safety equipment required to ensure a safe working environment for the students and staff;
- A review of community agency support for the student and family, or the need for parent/guardian referral assistance in obtaining support.

3. Confidentiality and Safety

Education programs and services are subject to the provisions of privacy legislation including, but not limited to, the Education Act, Municipal Freedom of Information and Privacy Protection Act (MFIPPA), the Child and Family Services Act (CFSA) and the Personal Health and Information Protection Act (PHIPA). Staff are reminded that student information, including programs, services, and supports is private and confidential. That may include, but not limited to, discussions, correspondence, case conferences, and safety plans for students whose unsafe behaviours may present a risk of injury. Staff are required to obtain appropriate informed consent prior to sharing information.

Disclosure of information may be necessary to assist in preventing incidents where there is potential for injury. The Ontario Health and Safety Act (OHSA), Section 25(2)(A), states that, “an employer shall provide information, instruction and supervision to a worker to protect the health and safety of the worker” and shall, “advise a worker of the existence of any potential or actual danger to the health and safety of a worker of which a supervisor is aware”. Further to that, in compliance with OHSA (Section 32.0.5 (4), the supervisor shall not disclose more personal information than is reasonably necessary to protect the worker from injury.

All workers and/or volunteers in a school setting who do not have access to the student’s Ontario Student Record (OSR), including safety plans, shall only be provided with the necessary information to protect them from potential injury in the workplace. The amount of information shall be contingent upon the likelihood of encountering a student in the workplace with a history of unsafe behaviour, and on the likelihood that an encounter may result in an injury.

a) Work Experience

Students benefit from various forms of experiential learning opportunities, including work experience, cooperative education, and school-work transitions. Experiential learning programs provide all students, including those with special education needs, a valuable opportunity to complement academic programming and are a valuable component of a student’s comprehensive education and career/life planning program regardless of their post-secondary destination. With regard to potential safety concerns, the employer and/or supervisor must be made aware of the student’s behaviour needs prior to the start of the placement. In all cases, disclosure of a student’s personal information shall be limited and narrow to fulfill the stated purpose. In cases where there is a concern of sharing personal information with a student’s employer and/or

supervisor, school staff should consult with their principal and/or Family of Schools superintendent, as well as obtain parent/guardian consent permitting the sharing of personal information, prior to the start of the placement.

b) Transportation

Students, including those that are likely to present a risk of injury to self and/or others, may be provided with transportation to and from school and/or as part of their academic program. With regard to potential safety concerns while being transported, the transportation provider, such as the Student Transportation Services of Central Ontario (STSCO) or the Trillium Lakelands District School Board in the City of Kawartha Lakes, must be made aware of the student's behaviour needs and/or safety requirements to reduce the risk of injury to self and/or others prior to the service being provided. In all cases, disclosure of a student's personal information shall be limited and narrow to fulfill the stated purpose. In cases where there is a concern of sharing personal information with transportation providers, school staff should consult with their principal, who can then consult with the Family of Schools superintendent if required. The school staff must obtain parent/guardian consent permitting the sharing of personal information, prior to the service being provided.

4. Admission of Students with a Current Pattern of Unsafe Behaviour

a) From Another School within PVNCCDSB

Ongoing comprehensive unsafe behaviour and risk of injury management is part of the student transition process, and involves collaboration among school and board professionals, along with parents/guardians and community professionals. It is essential that information about students whose unsafe behaviours pose a safety risk, be responsibly shared between administrators of sending and receiving schools/programs. When the sending principal is aware that a student with a history of unsafe behaviour is moving to another school, it is imperative that the principal of the sending school alert the principal of the receiving school before the student arrives at the new school. When a student arrives to be registered from another school in the board, schools should contact the previous school to discern if the student had any unsafe behaviours that posed a risk of injury.

b) From Outside of the Board

When a student is registering to attend a PVNCCDSB school (whether from another board, a section program, or beginning school for the first time), the principal has the right to request to communicate with the previous school's administration and/or external agencies involved with the student. Permission is granted for this communication with the previous school through the parent signature on the [PVNCCDSB registration form](#). Successful and timely entry into the school is dependent upon the receipt of all relevant information to plan the student's program. Once the principal is aware of any behaviour needs which could impact safety, entry procedures include, but are not limited to, the following:

- The principal or designate shall register the student;

- The student cannot begin in the classroom until the principal or designate initiates an intake meeting, which involves parents and relevant PVNCCDSB central staff, such as the Special Education Consultant, and possibly external agency personnel;
- Every effort should be made by the principal to obtain the student's OSR (if from another board) and/or any other related records prior to the student's entry to school;
- Information gathered should include, where available:
 - Current/existing health information, including diagnoses and medications;
 - Current behaviour tracking, safety plan, IEP, personal self-regulation plan if applicable;
 - Current support staff allocation, if applicable;
 - Current/existing assessment information from professional staff (e.g., psychology, social work, speech/language, attendance, physiotherapy, occupational therapy, Intensive Behavioural Intervention (IBI)/Applied Behaviour Analysis (ABA) provider);
 - Current/existing assessment information from involved community agencies/services;
 - An FBA;
 - Identification Placement and Review Committee (IPRC) decision information, including a history of the student's strengths and needs, if applicable;
 - Parent/guardian interventions and prevention strategies;
 - A current safety audit of the new board classroom and school environment which also includes self-regulation supports;
 - Information regarding involvement with Safe and Caring schools or probation/police, as appropriate.
- Actions may include, but are not limited to:
 - Developing a School Entry Form 37 (see Appendix F);
 - Communicating the entry timeline to staff and parents/guardians. Entry may be reasonably delayed until a safety plan is completed and staff is made aware of the contents of the safety plan;
 - Informing all relevant staff of the level of risk;
 - Identifying staff needs (qualifications, training, and equipment requirements) to ensure a safe school environment;
 - Identifying alternative measures to be implemented in case of staff absence;
 - Designating the staff who are to be involved in revising/preparing the safety plan (must include the classroom teacher and support staff, if applicable);
 - Involving community agencies/services during the entry process (pre-observation, consultation, transition supports, and follow-up);
 - Identifying which additional Board services, if any, could be provided or recommended to the family;

- Identifying needed community agency/service supports (if not already present) for the student/family during the referral process.

5. Notification of Risk of Injury

The Occupational Health and Safety Act requires that employers inform workers of any hazard in the workplace (OHSA 1990, 25(2) (d), 32.0.5). The Ministry of Labour, Occupational Health and Safety, in its interpretation of this clause, has included risk of injury from students with a history of unsafe behaviour. Accordingly, school principals must ensure that all employees who have regular contact with students with a current history of unsafe behaviour in school are informed of any risk of injury when interacting with these students prior to working with the student. The duty to inform employees is limited and applies only when: (a) the employee can be expected to encounter the person in the course of his or her work; and (b) the risk is likely to expose the employee to injury.

Accordingly, principals must ensure that appropriate safety plans are in place and implemented. The principal must also ensure that staff is informed of any student whose unsafe behaviours present a risk of injury to staff or other students, and that staff are informed of all safety strategies and interventions that are in place or are to be implemented. Staff must be informed that they must report concerns of unsafe student behaviour to the principal.

Principals must assess the level of information and instruction required by different staff members, based upon the duty to inform. Some staff members, including secretarial and custodial staff, may only need to know that certain students' unsafe behaviours pose a risk of injury, and the preventative strategies to minimize the risk.

Other staff who are likely to encounter a student whose unsafe behaviour is likely to present a risk of injury, such as central PVNCCDSB staff, regular parent volunteers, etc., should also be provided with the necessary information and instruction, as appropriate.

Situations may arise during the year where students whose behaviours had not previously presented a risk of injury, now present such a risk. Staff must notify the principal of such a risk immediately so that the principal can assess the situation, and react according to these procedures.

6. When an Employee is Threatened, Put At Risk of Injury, or Injured

When an employee is threatened, put at risk of injury, or injured, the following procedures must occur:

- The employee must report the circumstances to his or her supervisor and notify the principal immediately;
- An Employee Incident/Injury Report Form 5 (see Appendix G) will be used to document the circumstances of any harm caused by a student. It must be signed by the employee and sent to Human Resource Services within 24 hours;

- If the incident is violent in nature, the employee will also complete a PVNC Workplace Violence Incident Form 31 (see Appendix H) , and submit to the principal;
- The principal will assist the employee who has been subject to aggressive or violent behaviour in seeking medical intervention and will report to the area;
- The principal will investigate the circumstances, mitigating and otherwise, surrounding the incident and inform Human Resource Services if any injury occurs. Based on the findings of the investigation, the principal will determine the appropriate response, including actions to prevent a recurrence;
- The principal will hold a post-incident debrief (see Appendix I) with all staff involved as soon as possible after the incident;
- If there has been a violent incident, the principal will ensure that Violent Incident Form 17, is completed, copied appropriately, and stored in the student's OSR;
- If a physical intervention has been used, school staff will, within 24 hours, attempt to contact the parent/guardian, and will complete the Emergency Physical Intervention Report Form 33 (see Appendix J), in collaboration with the principal;
- The school's Health and Safety Committee will be informed and could be involved to support staff as required;
- A safety plan will be developed (if not already in place) if behaviours need more extensive interventions. Central staff will be consulted, as appropriate;
- Any staff member or parent/guardian who feels that an aggressive or violent incident has not been addressed effectively may request a review by the Family of Schools Superintendent;
- The principal will make staff aware of resources for support including the Employee Family Assistance Plan (EFAP) and services that can be provided by PVNCCDSB's Staff Wellness Coordinator.

7. Staff Absences

Prior planning for staff absences with the regular school staff is essential, particularly when it has implications for staff working with students who have behaviour needs. Occasional teachers, Special Education Support Staff (SESS), Designated Early Childhood Educators (DECEs) and other staff will receive plans for their assignment as written and left by the permanent employee(s). These documents **must** contain, where applicable, copies of IEPs, positive behaviour support plans, safety plans including self-regulation supports, and a list of students who have safety plans that the occasional staff member may work with.

Principals must develop contingency plans with staff for those situations in which occasional employees are not available. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporarily placing the student in another classroom or safe location in the school. Contingency plans should be communicated to parents.

8. Personal Protective Equipment (PPE)

The Occupational Health and Safety Act (OHSA) and Education Act requires that the PVNCCDSB, as an employer, assess risk to personal safety regularly and respond to reduce the risk for all students and staff. The OHSA requires that, where safety risks can be eliminated or reduced through the use or wearing of PPE, this equipment must be provided to, and used by, staff. PPE is used in conjunction with, not in place of, the implementation and teaching of social-emotional and self regulation skills and/or behaviour management strategies, as part of a safety plan and possibly an IEP.

The need for PPE will be determined collaboratively by the school team and central staff. When the school principal, through discussion with the staff who support a student and through examination of the behaviour tracking data, believes that the student's behaviours present a risk of injury that could be mitigated through the use of PPE, a request should be made to the Supervisor of Special Education Support Staff. If the student is special needs, then the Special Education Consultant for the school should be made aware of the request, as part of the Intervention Checklist.

As part of the ongoing consultation process, parents/guardians must be informed when PPE is going to be accessed as a safety measure. Parents/Guardians must be shown the equipment and understand the purpose and circumstances in which it is being accessed.

The use of PPE will be documented on Personal Protective Equipment and Staff Safety Plan Form 60 (see Appendix K), and attached to the student safety plan. The form indicates when the equipment needs to be worn or accessed. In some cases, the expectation will be that the equipment must be worn at all times. While it is preferable that PPE is only accessed when necessary, considerations such as the potential for injury and the ability to access equipment during an escalated situation are also important.

When PPE is accessed to lessen the potential risk-of-injury, its ongoing use must be monitored. This monitoring will include frequency of use of the equipment, its effectiveness and the continued need for equipment based on behaviour data tracking. The potential for escalation due to the use of PPE should be considered.

9. Physical Intervention with Students

a) Training

The use of physical intervention on the part of appropriately trained staff may be required to protect students or themselves from acting-out behaviours which could cause injury. The principal must ensure that staff members assigned to work with students who present an ongoing risk of injury to self and/or others are adequately prepared for the assignment. Adequate preparation includes awareness of the unique behavioural needs of specific exceptionalities, understanding and awareness of mental

illness, training in prevention and intervention, and professional knowledge regarding the preparation of safety plans and IEPs.

Central Special Education Services staff provide additional support and training for school staff . This support includes Behaviour Management Systems (BMS) Training on professional activity days and as required, ongoing professional learning on trauma and student mental health concerns, as well as assistance in the preparation of safety plans and IEPs, where necessary.

Staff members who work on a regular basis with students whose unsafe behaviours present a risk of injury to themselves or others are required by PVNCCDSB to have up-to-date training in managing behaviours that present the risk of injury; BMS Training is the current PVNCCDSB-approved safety training. It focuses on the identification and prevention of behaviours that can escalate into crisis and the teaching of non-verbal, verbal, and physical intervention techniques that will enable staff to effectively defuse escalating behaviours. Staff who have received BMS Training shall respond to escalating or violent student behaviour by using the safest and least intrusive interventions before proceeding to more intrusive and physical interventions as the situation requires.

Where the above referenced staff members do not have qualifications in the current board-approved safety training (i.e. BMS), the principal is to arrange for training on the next available training session. The Superintendent of Learning - Special Education should be contacted if ongoing risk of injury management strategies identify that further student-specific training is required or when training must occur prior to the next available training date.

b) Planning

Details involved in the use of planned physical intervention with a student must be identified in the student's safety plan. A safety plan that includes planned physical intervention will outline the following details/ procedures:

- indicators that the student's unsafe behaviour presents an imminent safety risk and that physical intervention is required;
- who will assist in containing the student;
- a contingency plan for staff absences;
- containment techniques to be used, following BMS protocols;
- safety/protective equipment needed;
- how the student's condition will be monitored;
- how it will be determined when to discontinue the physical intervention;
- communication with school administration.

Employees of the Board are not required to respond to any situation if responding would, in the employee's opinion, cause immediate physical harm to himself or herself or to a student or another person.

10. School and Classroom Safety Audit

As part of ongoing safety management in the school, the principal should conduct a classroom and school safety audit, including a review of self-regulation supports, specific to the needs of students with unsafe behaviours. Potential threats to the student's own safety or to others in the general school environment and school yard need to be identified and precautionary procedures established.

Safety checklists specific to students with high behaviour and self-regulation needs should be used to ensure that:

- Safety plan emergency procedures have been established and communicated with relevant staff;
- Access to the school emergency communication system is available;
- A two-way communication system for staff in direct contact with the student is in place, such as walkie-talkies;
- Emergency procedures for moving the class away from student/situation of risk (or removal of the student from class, when possible) have been established;
- Transitions to and from the classroom have been established and practiced;
- In-class movement procedures have been established;
- Movement between staff and student (e.g., furniture placement) has been established;
- Self-regulation zones have been established within the classroom, i.e. micro-environments that support both up-regulating and down-regulating needs;
- A designated self-regulation space(s) has been established outside of the classroom if appropriate ;
- Clear routines for material/equipment use have been established;
- Equipment has been secured (e.g., computer hardware);
- Alternative learning materials (e.g., safety scissors) are being used;
- Washroom access and supervision has been established;
- A safety audit of the classroom and other rooms frequented by the student and the school yard has been conducted and supervision has been arranged for all activities and transition times;
- School arrival and departure procedures (e.g., busing) have been established.

11) Use of designated self-regulation spaces outside of the classroom

Self-regulation strategies and micro-environments in the classroom that support a variety of regulation needs, that assist students to remain in their regular classroom, should be the first priority. These strategies are best employed as part of a systematic and comprehensive program to support a safe and caring classroom environment. Where these in-class strategies are not entirely successful or where they need to be supplemented, the focus moves to providing the student with opportunities to self-regulate through activities such as walking in the school or school yard, connecting with a preferred adult, performing physical tasks or moving to a different classroom or other learning space. The student should be supervised during these activities. Only after these strategies have been attempted and the behaviour tracking demonstrates

that they are not entirely successful should a designated self-regulation space outside of the classroom be considered as a part of a self-regulation strategy.

The use of a designated self-regulation space outside of the classroom is based on the concept of reducing environmental and body triggers and stressors as a coping strategy for students in elevated and/or depressed emotional states of arousal. The main purpose of the area is to support the student in the implementation of self-regulation strategies, resulting in the reduction of challenging behaviours. The space may contain materials to assist the student in regulating methods (e.g. deep breaths/breathing, squishy balls, visual supports that provide options/instructions, lying down on a mat, listening to quiet music, etc.). A student in a designated self-regulation space outside of the classroom must be supervised by a staff member at all times. Students need to access these spaces voluntarily; further, these spaces are not to be used as a perceived punitive measure for dysregulated behaviour or as an incentive or reward for good behaviour or work completion.

The safety plan should explicitly state when and for what purpose the designated self-regulation space outside of the classroom will be used by the student. The safety plan should document how and when a student will access and leave the self-regulation space, including clear and consistent language to be used by all staff who are instructing and supporting the student. The parent/guardian should be informed and agree to the use of the designated self-regulation space for the student; further, they should be given the opportunity to see the space if requested.

The use of a designated self-regulation space outside of the classroom is not necessarily a long-term strategy and needs to be re-evaluated when the safety plan is reviewed at a minimum. If the student has an IEP, it should be re-evaluated as a strategy each time that the IEP is reviewed, which is minimally once in each term/semester. The school team, in consultation with the parents, should consider the amount of time the student uses the space, the impact on other learning goals, the impact on social interaction and, where a student is transitioning to a different placement, possible lack of access to these spaces in other environments.

12. Calling 9-1-1

Calling 9-1-1 for professional assistance by police and/or emergency medical services is always a viable option in an emergency situation, and must be given first consideration where the unsafe behaviour(s) and/or physical attributes of the student present a significant risk of injury to self and/or others, such that BMS techniques cannot alleviate the risk of injury.

The principal may choose to share information with the school's Community Police Liaison Officer to reduce the potential risk-of-injury, in order to proactively identify and outline additional supports the police are prepared and able to offer, with respect to implementing violence-prevention strategies in the school. In all cases, disclosure of information shall be limited and narrow to fulfill the stated purpose. Principals shall

consult with the Joint Police School Board Protocol, and possibly with their respective Family of Schools superintendents, when considering what personal information should be released to law enforcement officials.

13. Debriefing Incidents

BMS protocol states that debriefing incidents where safety was at risk serves both as an immediate response and as a component in developing new prevention/intervention strategies.

All unsafe behaviour incidents involving students place considerable stress on staff and students. A debrief allows those involved to express their reactions, become aware of school & board-based supports, what worked well, what could be improved, and the subsequent next steps as a school team.

Post-incident staff debriefing is most effective when:

- It is scheduled as soon as possible following the incident;
- There is a facilitator who can remain objective;
- Confidentiality is respected;
- Everyone is allowed to talk about what happened and how they felt during and after the incident;
- Everyone is informed about what is happening with the student involved (consequences/follow-up actions);
- Feelings are validated (each person's experience is unique and normal);
- There is no judgement/no criticism of actions or emotions (not a sign of weakness or incompetence);
- There are no platitudes (cliché statements such as "it's not worth worrying about", "you'll feel better tomorrow", etc.);
- Counselling is left to the professionals;
- Additional help is discussed (Board professionals, Employee Family Assistance Program (EFAP));
- Individual strengths are recognized.

Principals should ensure that a Post-incident Staff Debrief Form X is completed at the time of the debrief. Information includes who was involved, the nature of the interventions, a description of the incident, an analysis of what worked well, and suggestions for next steps.

14. Special Needs Students

Principals are responsible for ensuring that IEPs, behaviour data tracking tools, and safety plans are developed collaboratively by all school staff involved with the special needs student, and that consultation with centrally-based special education staff and outside agencies are included in the process where appropriate. Parents/guardians **must** be consulted in these processes under the Education Act. If a diagnosis exists for a student, it is important that the principal obtain informed consent from the

parental/guardian/caregiver regarding the use of all relevant information, including details of any manifestation behaviours with respect to the creation of the safety plan.

The Ministry of Education's *Safe and Caring Schools*, 2010 document outlines specific conditions and other factors affecting behaviour in order to help educators better understand their students' needs. From a progressive discipline perspective, this information is important in promoting positive behaviour and in addressing inappropriate behaviour. "Where the nature and severity of student behaviour point to the need for suspension, consideration of mitigating circumstances and other factors is mandatory. If a decision in favour of suspension is ultimately made, mitigating circumstances and other factors must also be taken into account in determining the duration of the suspension." (p.50)

Mitigating circumstances applicable to the student when considering progressive discipline are:

- The student does not have the ability to control his or her behaviour.
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

In the case of a student for whom an Individual Education Plan (IEP) has been developed, other factors to consider are:

- whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
- whether appropriate individual accommodation has been provided;
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

For a special needs student who is demonstrating unsafe behaviours, the IEP should identify alternative curriculum expectations in one or more of the areas of social skills, self regulation and social communication, along with appropriate teaching strategies and evaluation methods. The IEP must include:

- Articulated needs in the areas of self regulation, social-emotional skills, and/or social communication that are linked to assessment;
- Accommodations and/or modifications appropriate to the needs identified that support proactive strategies;
- The student's current level of achievement, including recurring behaviours that interfere with school achievement or success as sourced from assessment data (e.g. report cards, professional reports, etc.) and/or behaviour data tracking;
- Alternative learning expectations to address the areas of need identified;
- Positive behaviour support strategies geared to meeting the alternative goals and expectations;
- Assessment tools, appropriate for measuring improvement, e.g., behaviour data tracking tools, Functional Behaviour Assessment data, self-regulation plan.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- reviewing this administrative procedure to ensure its alignment with the Student Achievement and Well-being Directional Policy.

The Director of Education is responsible for:

- ensuring that the Student Achievement and Well-Being Directional Policy and all Administrative Procedures falling under it are in line with and expressive of the PVNC Multi-year Strategic Plan: Vision, Mission and Strategic Priorities;
- overseeing implementation of the Addressing Unsafe Student Behaviours Administrative Procedure.

The Superintendent of Learning - Safe Schools is responsible for:

- reviewing and revising this administrative procedure as necessary.

The Superintendent of Learning - Special Education is responsible for:

- overseeing delivery of Special Education Services;
- overseeing program adjustments and staff/resource needs that may be required to balance the safety and learning needs of students with special education needs.

The Superintendent of Learning - Human Resource Services is responsible for:

- acting as a resource for, and ensuring compliance with, the *Occupational Health and Safety Act* and to communicate with the Ministry of Labour, and/or the Joint Occupational Health and Safety Committee where appropriate;
- assisting with procedures for employee support, deployment, and communication to union affiliates and response to concerns.

Family of Schools Superintendents are responsible for:

- supporting principals in the implementation of this administrative procedure.

Principals are responsible for:

- Ensuring the safety of staff and students at the school through the facilitation of supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs;
- Conducting an investigation into all potential and reported incidents of unsafe conditions and establish a school plan to alleviate the safety concern;
- Ensuring that all those who work regularly with students demonstrating unsafe behaviours are notified of any risk-of-injury, the nature of the behaviour that could

present a risk-of-injury, the intervention strategies in place to prevent injury, the expected staff response should the behaviour occur and the specific incident reporting procedures;

- Establishing and communicating clear processes for the development, review and communication of safety plans;
- Ensuring that preventative programming and instructional interventions are implemented to respond to unsafe student behaviours.
- Ensuring that staff, permanent and occasional, are provided with the required information and instruction related to a safety plan to work with students who are likely to demonstrate unsafe behaviour;
- Ensuring that personal protective equipment (PPE) if required is provided, monitored and used in accordance with this administrative procedure;
- Promoting staff awareness and acceptance of Behaviour Management Systems (BMS) principles;
- Promoting staff awareness and understanding of practices that promote positive mental health;
- Encouraging all staff to approach student behaviour in the same cyclical method as improvement in academic skills – gather information, plan, implement, review progress, modify plans, establish long term goals;
- Being familiar with relevant documentation, legislation and issues of confidentiality;
- Facilitating a school and classroom safety audit specific to student needs including available self-regulation supports;
- Ensuring that tracking of behaviour has been initiated as part of an ongoing Functional Behaviour Assessment and personal self-regulation planning;
- Ensuring that an IEP, including alternative program page(s) in one or more areas of social-emotional skills, self-regulation and social communication which includes goals, learning expectations, teaching and behaviour management strategies and assessment methods that have been developed and implemented for special needs students;
- Ensuring that post-incident debriefs occur, as per this administrative procedure.

School Staff are responsible for:

- facilitating preventative, supportive and planned responses to address students' academic, social/emotional, and developmental behavioural and safety needs
- deliberate planning of the classroom and school environment to support students' social-emotional and self-regulation needs, as appropriate;
- bringing safety concerns to the attention of the principal;
- following procedures laid out in the student's safety plan;
- co-creating the safety plan if the staff member works directly with the student;
- providing copies of student's safety plan for occasional staff when absent;
- contributing to a post-incident debrief when necessary.

Parents are responsible for:

- providing school staff with all relevant information in order to program appropriately for the student;
- being knowledgeable about, and/or contributing to, a student's safety plan;
- being knowledgeable about, and/or contributing to, a student's IEP;
- supporting the school staff in implementing the safety plan and/or IEP.

PROGRESS INDICATORS:

- students are served in classrooms that have caring and safe climates with preventative, supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs
- incidents of unsafe behaviour decrease;
- staff feel a sense of self-efficacy in addressing unsafe behaviours;
- school climate surveys indicate that staff and students feel safe, included and supported in their learning and work environments respectively.

DEFINITIONS:**Behaviour Data Tracking**

This is ongoing daily tracking of behaviours, including self-regulation needs, and an integral part of the Functional Behavioural Analysis process. It is an important component in identifying patterns in the student's behaviour, modifying or adjusting intervention strategies, and evaluating the success of the safety plan and possibly the IEP. Since it details ongoing behaviour and self-regulation needs, it is also an important tool when communicating with parents/guardians/ caregivers, community agency support services, school administration, and special education services involved in the management of unsafe behaviours.

Functional Behaviour Assessment (FBA)

An FBA is a valuable problem solving tool. It supports an approach to addressing behaviour problems that looks at both the likely causes and at the characteristics or symptoms of behaviour. An FBA is used to determine the purpose of the behaviour (i.e. the function it serves), identifying contextual factors that may be triggering the behaviour, and evaluate the effectiveness of intervention strategies. Once completed it can be used as a planning tool to design behaviour management and support strategies that address behaviour, social-emotional learning and self-regulation needs, not previously receiving programming in a safety plan or perhaps in an Individual Education Plan.

Intervention Checklist

The PVNCCDSB Intervention Checklist is a tiered intervention approach for supporting students. Tier 1 outlines classroom-level supports which are good for all students. Tier 2 outlines school-level supports which address the needs of students who require more targeted supports. Tier 3 outlines Board- and agency-level supports which are required for a few students who require more intensive interventions. The Intervention Checklist

is to be consulted as school staff determine support required for student needs on a progressive continuum.

Physical Intervention

Physical intervention refers to a preventative procedure employed in exceptional circumstances where there is an imminent risk that a student may physically injure herself or himself or others. Intervention may involve the use of physical containment which limits a student from performing the injurious action.

Physical Containment

Small Student Containment - to be used when a student's height is at a staff member's chest level or lower. Two staff members are required for small student containment: one to perform the containment, and one to monitor the student.

Large Student Containment - to be used when a student is taller than chest level. Three staff members are required for large student containment: two to perform the containment, and one to monitor the student.

Safety Plan

This is a pre-determined plan of action developed by staff, in consultation with parents/guardians/caregivers. A safety plan must be written for students whose behaviour is a safety risk for themselves and/or others. The safety plan documents personal self-regulation strategies and positive behaviour supports, the use of a designated self-regulation space outside of the classroom if appropriate, non-physical prevention and intervention strategies, and the physical interventions required to prevent or minimize injury, if and when appropriate and necessary. A current copy of the safety plan must be kept in the OSR. The safety plan template is found as Form 32b in SEOS.

School Resource Team (SRT)/Student Success Team (SST) Meeting

When a student presents a likely safety risk to self and/or others, the SRT/SST, led by the school principal, will convene a meeting to determine whether the student's behaviour warrants the creation of a Safety Plan. The team consists of the appropriate school-based personnel (as determined by the principal) who are involved with the creation, delivery and monitoring of programs for students requiring ongoing behavioural strategies and self-regulation supports. In elementary schools, an example of the SRT may include: Administrator(s), special education resource teacher (SERT), special education support staff (SESS), and/or classroom teachers. At the secondary level, the SST may include Administrator(s), SERT, Guidance teacher, Student Success teacher, SESS, and/or other teachers as indicated by the principal.

In order to support the needs of students, and in accordance with the Intervention Checklist, the SRT/SST may, through the principal/vice-principal or designate, request the assistance of centrally based special education staff.

Unsafe Behaviours

The behaviour of a student is unsafe when:

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- It presents a risk-of-injury to self and/or others;
- The behaviour is current and occurs on an ongoing basis (as documented in a behaviour data tracking tool, or anecdotal records);
- The behaviour (as documented in a behaviour data tracking tool, Violent Incident Form or Safe Schools Form 20) is of such intensity that injury to self and/or others has occurred or is likely to occur;
- The behaviour is of such intensity that intervention is required to prevent or minimize injury to self and/or others and includes flight risks.

Violence in the Workplace

Workplace violence is the attempted or actual exercise of any intentional physical force that causes or may cause physical injury to a worker. It also includes any threats which give a worker reasonable grounds to believe he or she is at risk of physical injury.

REFERENCES:

Education Act

Simcoe County District School Board *Administrative Procedures: Management Process for Student Behaviours Causing a Risk-of-Injury*

PPM 145 (2012) Progressive Discipline and Promoting Positive Student Behaviour

Occupational Health and Safety Act

Ontario Human Rights Code

Caring and Safe Schools In Ontario – Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12

Effective Educational Practices for Students with Autism Spectrum Disorders, 2007

Joint Police-School Board Protocol

Municipal Freedom of Information and Privacy Protection Act (MFIPPA)

The Child and Family Services Act (CFSA)

The Personal Health and Information Protection Act (PHIPA)

Appendix L

BEHAVIOUR DATA TRACKING

Behaviour data tracking, including observations about what the student does naturally to attempt to self-regulate, is part of a Functional Behavioural Assessment. Behaviour and attempts to self-regulate should be tracked using an ongoing daily tracking tool for keeping a record of a student's behaviour. It is an important tool in identifying patterns in behaviour, modifying or adjusting intervention strategies, and in evaluating the success of intervention. It is also an important tool in communicating with parents/guardians/caregivers, community agency support services, school administration, and Board central services.

A generic tool can be used to track a variety of behaviours. In some cases, a particular behaviour is being tracked in order to determine frequency, antecedents and consequences. In such cases, a more individualized tracking tool can be used. A behaviour data tracking tool should contain at least six sections:

Time of the Incident:

- Date/Time the incident occurred.

Location:

- Where the incident occurred.

People/Person Involved:

- Name of staff member(s) involved or present and completing the recording.

Antecedent/Trigger:

- Record what was happening prior to the student demonstrating inappropriate behaviour and what occurrence(s) triggered the behaviour.

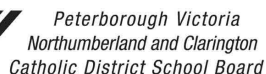
Behaviour:

- Record the details of the maladaptive behaviour, i.e., a description of what the student did, how long the behaviour lasted, and the level of severity. Also record what intervention by staff occurred – include how long it took to bring the behaviour under control.

Consequence:

AP- 320

- Record if intervention was successful in stopping the behaviour during this incident, what the student did following the intervention (e.g., resumed appropriate behaviour), was removal required, etc. Also include any follow-up action such as communication with school administration and/or parents/guardians/caregivers and consequences such as time out, detention, or suspension.



POSITIVE BEHAVIOUR SUPPORT PLAN

Student: Mike Smith Age: D.O.B.
(mm/dd/yyyy)

OEN: _____ Grade: _____ Teacher(s): _____

School: _____

Parent(s)/Guardian(s): _____

Address: _____ City: _____ Postal Code: _____

Home Phone #: _____ Work Phone #: _____

Specialized Equipment: ☒ No ☐ Yes,

Additional Details:

Date of Last IPRC: _____

Exceptionality: _____

Placement: _____

IEP: ☒ Yes ☐ No

SIP: ☐ Yes

Preventative Strategies Specific to the Student's Schedule

*Please list in order of student's time table. List only the time/subject/activities that can be a problem for this student.

Time/Subject/Activity	Description	Strategies that are Helpful/Important	Situations to Avoid

This form was completed by:

Name

Title

Date

Principal's Signature

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Copies To: Original - OSR, Copy - Classroom Teacher, Copy - Parents/Guardians (if requested)
12/2010



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

COLLABORATIVE BEHAVIOUR CHANGE PLAN

Student: _____ Age: _____ D.O.B. _____
(mm/dd/yyyy)

OEN: _____ Grade: _____ Teacher(s): _____

School: _____

Parent(s)/Guardian(s): _____

Address: _____ City: _____ Postal Code: _____

Home Phone #: _____ Work Phone #: _____

Specialized Equipment: ☐ No ☐ Yes, _____

Additional Details: _____

Date of Last IPRC: _____
Exceptionality: _____
Placement: _____

IEP: ☐ Yes ☐ No

SIP: ☐ Yes

Section A: Lagging Skills

- ☐ Difficulty handling transitions, shifting from one mindset or task to another
- ☐ Difficulty doing things in a logical sequence or prescribed order
- ☐ Difficulty persisting on challenging or tedious tasks
- ☐ Poor sense of time
- ☐ Difficulty reflecting on multiple thoughts or ideas simultaneously
- ☐ Difficulty maintaining focus
- ☐ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- ☐ Difficulty considering a range of solutions to a problem
- ☐ Difficulty expressing concerns, needs, or thoughts in words
- ☐ Difficulty understanding what is being said
- ☐ Difficulty managing emotional response to frustration so as to think rationally
- ☐ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- ☐ Difficulty seeing the 'greys'/concrete, literal, black-and-white, thinking
- ☐ Difficulty deviating from rules, routing
- ☐ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- ☐ Difficulty shifting from original idea, plan or solution
- ☐ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- ☐ Inflexible, inaccurate interpretations/cognitive distortions or biases (E.g., 'Everyone's out to get me', 'Nobody likes me', 'You always blame me', 'It's not fair', 'I'm stupid')
- ☐ Difficulty attending to or accurately interpreting social cues/poor lacks other basic social skills
- ☐ Difficulty starting conversations, entering groups, connecting with people/lacks other basic social skills
- ☐ Difficulty seeking attention in appropriate ways
- ☐ Difficulty appreciating how his/her behaviour is affecting other people
- ☐ Difficulty empathizing with others, appreciating another person's perspective or point-of-view
- ☐ Difficulty appreciating how s/he is coming across or being perceived by others

Section B: Unsolved Problems

☐ Shifting from one specific task to another (specify below)

☐ Shifting from one specific task to another (specify below)

☐ Interactions with a particular classmate/teacher (specify below)

☐ Behaviour in hallway/at recess/in cafeteria/on school bus/waiting in line (specify below)

☐ Talking at appropriate times

☐ Specific academic tasks/demands, e.g., writing assignments (specify below)

☐ Handling disappointment/losing at a game/not coming in first/not being first in line (specify below)

Others (List)

Section C: Action

(Choose up to 3 unsolved problems from section B to work on developing collaborative solutions with students)

Unsolved Problem #1	Adult Taking the Lead on Plan B	Kid's Concerns Identified (Empathy Step)	Adult's Concerns Identified (Define the Problem Step)
		Date:	Date:
		Problem Solved?	Solution Agreed Upon (Invitation)
		Date:	Date:

Unsolved Problem #2	Adult Taking the Lead on Plan B	Kid's Concerns Identified (Empathy Step)	Adult's Concerns Identified (Define the Problem Step)
		Date:	Date:
		Problem Solved?	Solution Agreed Upon (Invitation)
		Date:	Date:

Unsolved Problem #3	Adult Taking the Lead on Plan B	Kid's Concerns Identified (Empathy Step)	Adult's Concerns Identified (Define the Problem Step)
		Date:	Date:
		Problem Solved?	Solution Agreed Upon (Invitation)
		Date:	Date:

Signatures

This plan must be signed and dated by the principal and the parent/guardian of the student and/or the student if appropriate. All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of the plan.

Principal: _____

Parent(s)/Guardian(s): _____

Teacher: _____

Student: _____

SERT: _____

Others: _____

Review Date: _____

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Copies To: Original - OSR, 1 Copy - Appropriate School Staff, 1 Copy - Parent/Guardian (if requested)
09/2010



Safe Schools Form 17

VIOLENT INCIDENT FORM

POLICE NOTIFICATION

At a minimum, the police must be notified of the following types of incidents:

- ⊙ all deaths;
- ⊙ physical assault causing bodily harm requiring medical attention;
- ⊙ sexual assault;
- ⊙ robbery;
- ⊙ criminal harassment;
- ⊙ relationship-based violence;
- ⊙ possessing a weapon, including possessing a firearm;
- ⊙ using a weapon to cause or to threaten bodily harm to another person;
- ⊙ trafficking in weapons or in illegal drugs;
- ⊙ possessing an illegal drug;
- ⊙ hate and/or bias-motivated occurrences;
- ⊙ gang-related occurrences; and
- ⊙ extortion.

Police Services:

Phone Number:

Name of Police Officer:

Badge Number:

Incident Number:

SCHOOL RECORD

Name of Student:

School:

Grade:

Suspension ☐ Yes☐ No

Number of Days:

Recommendation for Expulsion

☐ Yes☐ No

☐ Ministry of Education Violent Incident Report (Refer to PPM 120)

possessing a weapon, including possessing a firearm; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; using a weapon to cause or to threaten bodily harm to another person; extortion; hate and/or bias-motivated occurrences.

Information Collection Authorization:

The personal information contained on this form has been collected under the authority of the Education Act, R.S.O. 1980, C.129, and the Municipal Freedom of Information and Protection of Privacy Act and will be used to document student incidents and to record contact made to police and responses from school board. This form will be stored in the OSR in accordance with the Ministry of Education required records retention schedule. Users: Supervisory Officers, Principal; Teacher.

SAFE SCHOOLS INCIDENT REPORTING FORM

REPORTING TO THE PRINCIPAL – WHO MUST REPORT

All Board employees including administrative, teaching and non-teaching staff must report serious behavioural incidents through the use of the Safe Schools Incident Reporting Form #20.

When reporting, Board employees must:

- ❖ Consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day;
- ❖ Report to the Principal using this form – Safe Schools Incident Reporting Form – Part 1; and
- ❖ If the nature of the incident warrants immediate action, go see or phone the Principal or designate directly.

CONFIDENTIAL - SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1

Report Number (Office use):			
Name of School:		Location of School:	

1. Names of Student(s) Involved (if known):			
First Name	Last Name	First Name	Last Name

2. Where the Incident Occurred (check one)	
<input type="checkbox"/>	At a Location in the School or on School Property (please specify) _____
<input type="checkbox"/>	At a School – Related Activity (please specify) _____
<input type="checkbox"/>	On a School Bus (Route #) _____
<input type="checkbox"/>	Other (Please specify) _____

3. When the Incident Occurred:	Date:		Time:	
---------------------------------------	-------	--	-------	--

4. Incident Description: Where applicable, include history, supportive interventions or discipline consequences including parent contact.

Where applicable, list witnesses:

5. Activities for which SUSPENSION must be considered under section 306(1) of the Education Act
Type of Incident (Check all applicable)

<input type="checkbox"/>	Uttering a threat to inflict serious bodily harm on another person	<input type="checkbox"/>	Use of profane or improper language
<input type="checkbox"/>	Possessing alcohol or illegal drugs	<input type="checkbox"/>	Use of tobacco that contravenes applicable legislation/board policy
<input type="checkbox"/>	Being under the influence of alcohol	<input type="checkbox"/>	Theft and /or extortion
<input type="checkbox"/>	Swearing at a teacher or at another person in a position of authority	<input type="checkbox"/>	Aid or incite harmful behavior
<input type="checkbox"/>	Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school	<input type="checkbox"/>	Physical assault and/or fighting
<input type="checkbox"/>	Bullying *	<input type="checkbox"/>	Being under the influence of illegal drugs
<input type="checkbox"/>	Persistent truancy (Note: 15 days consecutive absence requires written notice to the Attendance Counsellor)	<input type="checkbox"/>	Sexual, racial, and/or personal harassment
<input type="checkbox"/>	Persistent opposition to authority	<input type="checkbox"/>	Possession of any harmful substances
<input type="checkbox"/>	Habitual neglect of duty	<input type="checkbox"/>	Bias, prejudice and/or hate-motivated violence **
		<input type="checkbox"/>	Development and/or distribution of hate material
		<input type="checkbox"/>	Inappropriate use of computer equipment, web sites, electronic media and communication devices
		<input type="checkbox"/>	Serious breach of the Board's Code of Conduct or flagrantly opposed to the aims of Catholic education as a ministry of the Roman Catholic Church

PRINCIPAL USE ONLY The principal shall suspend

*	A student for bullying and consider referring that student for expulsion if: the student has previously been suspended for bullying, and the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person	**	A student, and consider referring that student for expulsion, for any incident including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, gender expression, or any other similar factor (e.g., socio-economic status, appearance).
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Activities for which EXPULSION must be considered under section 310(1) of the Education Act

Type of Incident (Check all applicable)

<input type="checkbox"/>	Possessing a weapon, including possessing a firearm.	<input type="checkbox"/>	Committing robbery
<input type="checkbox"/>	Using a weapon to cause or to threaten bodily harm to another person	<input type="checkbox"/>	Giving alcohol to a minor
<input type="checkbox"/>	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	<input type="checkbox"/>	Possession of an explosive substance
<input type="checkbox"/>	Committing sexual assault	<input type="checkbox"/>	Serious or repeated misconduct
<input type="checkbox"/>	Trafficking in weapons or in illegal drugs	<input type="checkbox"/>	Serious breach of the Board's Code of Conduct or flagrantly opposed to the aims of Catholic Education as a ministry of the Roman Catholic Church
		<input type="checkbox"/>	Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
		<input type="checkbox"/>	Any activity listed herein that is motivated by bias, prejudice, or hate

6. Report Submitted by:

Name:			
Role in School Community:		Telephone #:	
Contact Information – Location:			
Signature:		Date:	

7. For Principal's Use Only: Check these boxes as required.

<input type="checkbox"/>	Ministry of Education Violent Incident Report (Refer to PPM 120): possessing a weapon, including possessing a firearm; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; using a weapon to cause or to threaten bodily harm to another person; extortion; hate and/or bias-motivated occurrences. Complete Safe Schools Form #17.
<input type="checkbox"/>	Police Report is mandatory for all deaths; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; criminal harassment; relationship-based violence; possessing a weapon, including possessing a firearm; using a weapon to cause or to threaten bodily harm to another person; trafficking in weapons or in illegal drugs; possessing an illegal drug; hate and/or bias-motivated occurrences; gang-related occurrences; and extortion. Complete Safe Schools Form #17.
<input type="checkbox"/>	Workplace Violence Prevention Policy and Administrative Procedures 413 Where an incident or threat of workplace violence requires employees to summon immediate assistance and/or implement any of the emergency response protocols, a formal workplace violence complaint must be initiated. Relevant employees must be provided with information about a person who poses a risk of workplace violence if i) the employee can be expected to encounter that person in the course of his/her work; AND ii) the risk or workplace violence is likely to expose the employee to physical injury. Please see the Policy and Administrative procedures 413 for further information and direction.

AFTER A REPORT IS SUBMITTED THE PRINCIPAL OR DESIGNATE MUST:

- ❖ Assign a report number to Safe Schools Incident Reporting Form – Part 1.
 - ❖ Provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement. Ensure that Safe Schools Incident Reporting Form – Part II is assigned the proper report number.
 - ❖ Identify if action has been taken or no action is required.
 - Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspension.
 - ❖ If no further action is taken by the principal, there is no requirement to retain Part 1 of the report and it should be destroyed.
 - ❖ If action is taken, the form and documentation must be kept in the student's Ontario Student Record (OSR) for a minimum of one year unless the board requires a longer period. A copy must be provided to the parent if requested.
 - ❖ Utilize a range of interventions and consequences that reflect the principles of progressive discipline.
- This will result in a complete documentation of the progressive discipline that has been applied to the student.

RECORD RETENTION REQUIREMENTS:

- ❖ If a principal decides that action is required, a copy of the form with documentation indicating the action taken will be filed in the appropriate student's Ontario Student Record (OSR). The names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going. If no action is taken towards the aggressor, the report is not to go in the student's OSR.
- ❖ Nothing about the incident is to go into the victim's OSR unless the victim/parent(s) of the victim specifically request that this is done.
- ❖ If the principal has identified the incident as violent then according to PPM 120 the reporting form must be maintained for the following periods in accordance with PPM 145:
 - 1 year if the suspension was quashed or withdrawn
 - 3 years if the student was suspended for the violent incident
 - 5 years if the student was expelled for the violent incident

Note: This form does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of action taken.

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF REPORT
(To be returned within 10 instructional days from date of receipt)

Report Submitted by:		Report Number	
Name:		Date:	
Principal will check as appropriate:			
<input type="checkbox"/>	Investigation completed		
<input type="checkbox"/>	Principal to communicate results to the teacher at a mutually convenient time* if requested.		
<input type="checkbox"/>	Principal to communicate results to other board employee at a mutually convenient time, as appropriate* if requested.		
<input type="checkbox"/>	Investigation in progress		
<input type="checkbox"/>	Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time* if requested.		
<input type="checkbox"/>	Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*.		
<input type="checkbox"/>	Principal Action		
<input type="checkbox"/>	Action Taken (Action may include, but is not limited to, warning, detention, contacting parent, removal of privileges, verbal reprimand or suspension/expulsion and the action will reflect the principles of progressive discipline.)		
<input type="checkbox"/>	No Action Required		
Name of Principal:			
Signature:			
Date:			
Note:	<i>Only Part II to be returned to the person who reported within 10 instructional days from date of receipt.</i>		
<p><small>* In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.</small></p>			



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

SAFETY PLAN

Student: _____ Age: _____ D.O.B. _____
(mm/dd/yyyy)

OEN: _____ Grade: _____ Teacher(s): _____

School: _____

Parent(s)/Guardian(s): _____

Address: _____ City: _____ Postal Code: _____

Home Phone #: _____ Work Phone #: _____

Specialized Equipment: ☐ No ☐ Yes, _____

Additional Details: _____

Date of Last IPRC: _____
Exceptionality: _____
Placement: _____

IEP: ☐ Yes ☐ No

SIP: ☐ Yes

A safety plan will be completed for students whose behaviour places the safety of self and/or others at risk.

Section A:

Unsafe Behaviour: Triggers for Each Behaviour: Indicators of Imminent Unsafe Behaviour: Strategies to avoid or reduce unsafe behaviours:

Section B: Type of Non-Physical Intervention(s) (Check off the types used)

☐ Offer Choice

☐ Verbal cues

☐ Provide Alternate Activity

☐ Non-Verbal cues

☐ Delay Expectation/response

☐ Physical Proximity

☐ Other: _____

Section C: Team Members

Team Members

BMS Trained (Check if YES)

1. _____
2. _____
3. _____
4. _____
5. _____

☐
☐
☐
☐
☐
Section D: Containment Plan

In the event that there is imminent risk to the safety of self or others, indicate the types of containment that would be used.

Small student containment (student must be no taller than chest height of staff)

Large student containment (requires two staff and one monitor)

All containments cease when:
a) The student calms
or
b) after one minute
whichever occurs first

Indicate who will complete the following tasks:

Injury Assessment: _____

Reassurance and Follow Up Support to Student: _____

Communication With Administration: _____

Communication With Parents: _____

Team Members Responsible for the Development of Safety Plan:

- | | |
|----------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Parents | <input type="checkbox"/> Principal |
| <input type="checkbox"/> Student | <input type="checkbox"/> Vice Principal |
| <input type="checkbox"/> Community Agency Personnel | <input type="checkbox"/> Special Education Resource Teacher |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Special Education Consultant |
| <input type="checkbox"/> Educational Assistant | <input type="checkbox"/> Kinark ASD Consultant |
| <input type="checkbox"/> Child and Youth Worker | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Behavior Resource Worker | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Speech and Language Pathologist | |
| <input type="checkbox"/> Other: _____ | |

Other Pertinent Information:

Date of Implementation: _____

Review Date: _____

Student: _____

Parent(s)/Guardian(s): _____

Teacher: _____

Principal Signature: _____

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Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

SCHOOL ENTRY

Student: _____ Gender: _____ Age: _____ D.O.B. _____
(mm/dd/yyyy)

Home School: _____ Principal: _____

Parent(s)/Guardian(s): _____

Address: _____ City: _____ Postal Code: _____

Home Phone #: _____ Work Phone #: _____

Date of Meeting/Conference: _____

In Attendance:

Father / Guardian: _____

Mother / Guardian: _____

Classroom Teacher: _____

School Principal: _____

School Resource Teacher: _____

School's Special Education Consultant: _____

Other: _____

Exceptionality: <input type="checkbox"/> No <input type="checkbox"/> Yes	
Diagnosis: <input type="checkbox"/> No <input type="checkbox"/> Yes	
Documentation Provided:	
<p>Note: All documentation should be carefully reviewed at a School Resource Team Meeting with your school's consultant and psychometrist/psychologist before proceeding to an IPRC Meeting.</p>	
<p>Previous School/Board: _____</p> <p>Services at former school: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Community Services Involved (i.e., name, agency, etc.):

- ☐ Occupational Therapy _____
- ☐ Children's Mental Health _____
- ☐ Community Living _____
- ☐ Physio Therapy _____
- ☐ Healthy Babies/Children _____
- ☐ Children's Aid Society _____
- ☐ Speech-Language Therapy _____
- ☐ Preschool / Resource Teacher _____
- ☐ Child Care Program _____
- ☐ Other _____

Professionals Assessments:

Vision: Agency _____
 Date _____
 Outcome _____

Hearing: Agency _____
 Date _____
 Outcome _____

Other: Agency _____
 Date _____
 Outcome _____

Parent/Guardian Perspective

Strengths:

Needs:

Strategies:

Communication (i.e., speech, language, alternative communication)

Strengths:

Needs:

Strategies:

Physical Growth and Development (i.e., gross and fine motor)
Strengths:
Needs:
Strategies:
Medical (i.e., medication, diagnosis)
Strengths:
Needs:
Strategies:
Self-Help Skills (i.e., feeding, toileting, dressing, independence skills)
Strengths:
Needs:
Strategies:
Social / Emotional / Behaviour (i.e., self-control, interaction with others)
Strengths:
Needs:
Strategies:

Learning Skills & Thinking (i.e., literacy, numeracy, readiness, developmental)

Strengths:

Needs:

Strategies:

Transition / Behaviour (i.e., when transitioning from one activity to another)

Strengths:

Needs:

Strategies:

Other Information (i.e., culture, background, ESL/ELL, etc.)

Equipment Needs: ☐ No ☐ Yes (i.e., mobility, toileting, feeding, technology, hearing aids, seating, property modifications)

What equipment will accompany the child?

Specialized Equipment Amount (SEA) Required? ☐ No ☐ Yes
Describe:

Recommended Goals

1.

2.

3.

ENTRY PLAN

Initial Visit:

Start Date:

☐

Full Day

☐

Half Day

☐

Modified Day

Outline:

Transportation:

☐

Special Transportation Required

Type: _____

Details (pick-up/drop-up locations, times, etc.):

Follow-up Actions:

Transition Form Completed By: _____ Date: _____

School / Agency: _____ Contact Phone Number: _____

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Copies To: Original - OSR, 1 Copy - Parent/Guardian (if requested)
01/2010

EMPLOYEE INCIDENT/INJURY REPORT-HR5

INSTRUCTIONS TO EMPLOYEE:

- Complete form, sign & date below.
- If modified work is required and you are seeing a medical professional (physician, physiotherapist or chiropractor), please ensure the Health Care professional completes the Form 8 and provides you with a copy of Page 2
- **Please supply your employer with a copy of Page 2 of the Form 8 immediately if you have received health care treatment.**

FAX TO: Debra Orr, Disability Management Coordinator, Human Resource Services, within 24 hours of the accident at 705-748-9563, please send the original in the courier

EMPLOYEE NAME: _____ **JOB TITLE/POSITION:** _____

Location Name: _____ **Home Phone:** _____

DATE OF BIRTH: _____ **Working Hours: From:** _____ **am / pm** **To:** _____ **am/pm**
dd/mm/yyyy

Date & Time of Accident/Illness: Date _____ **Time:** _____ ☐ AM ☐ PM

Date & Time Reported: Date _____ **Time:** _____ ☐ AM ☐ PM

Reported to: (Name and Position) _____

LOST TIME - Please contact Debra Orr immediately - **FIRST DAY ABSENT** _____

HEALTH CARE

Did you receive health care for this injury? ☐ Yes ☐ No If yes, please indicate when: _____

When did you notify the School Board that you received health care? _____

Where were you treated for this injury? (Check all that apply)

☐ Ambulance ☐ Emergency Dept. ☐ Admitted to Hospital ☐ Clinic ☐ Health Professional Office (Doctor/Dentist/Chiro/Physio)

Name/Address/Phone # of Health Professional:

Were you referred for any other treatment or tests? ☐ Yes ☐ No

Did you talk to your health care professional about returning to modified/regular work? ☐ Yes ☐ No

DESCRIBE what happened to cause accident/illness and what you were doing at the time. **Please indicate what the injury is, part of body involved and specify LEFT or RIGHT** and any details of equipment, materials, environment conditions that may have been involved. If your condition developed over time please explain how it progressed.

TYPE OF ACCIDENT/ILLNESS (Please check all that apply):

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------|
| <input type="radio"/> Struck or Contact by | <input type="radio"/> Struck Against/Contact with | <input type="radio"/> Fall |
| <input type="radio"/> Slip/No Fall | <input type="radio"/> Caught In, Under, On, Between | <input type="radio"/> Exposure |
| <input type="radio"/> Over Exertion/Strain | <input type="radio"/> Repetitive Body Movement | <input type="radio"/> Insufficient Information |
| <input type="radio"/> Aggression <input type="radio"/> INTENTIONAL <input type="radio"/> UNINTENTIONAL | | <input type="radio"/> Other _____ |

☐ **High Needs/Special Needs Student – FULL NAME :** _____

WITNESSES:

Anyone who **directly** ☐ OR **indirectly** ☐ witnessed the accident, name and phone # _____

Was any individual not working for the School Board partially or totally responsible for this accident/illness?

☐ Yes ☐ No

If **yes**, please provide name, phone # _____

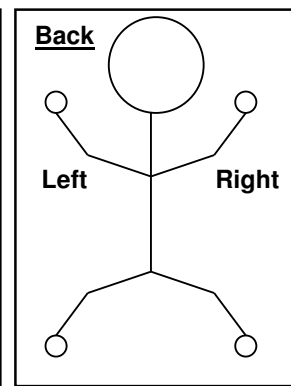
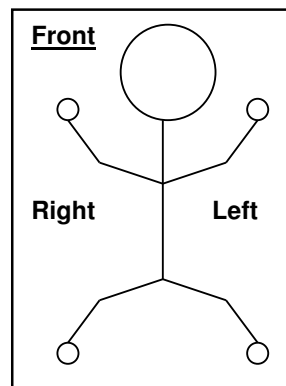
AREA OF INJURY (BODY PART) Check all that apply

- | | | |
|----------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Head | <input type="checkbox"/> Face | <input type="checkbox"/> Eye(s) |
| <input type="checkbox"/> Ear(s) | <input type="checkbox"/> Teeth | <input type="checkbox"/> Neck |
| <input type="checkbox"/> Chest | <input type="checkbox"/> Upper Back | <input type="checkbox"/> Lower Back |
| <input type="checkbox"/> Abdomen | <input type="checkbox"/> Hip | <input type="checkbox"/> Other _____ |

Using the diagram, please circle the area(s) of injury

INJURY Check all that apply

- | | | |
|----------------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Scratch/Scrape | <input type="checkbox"/> Bite | <input type="checkbox"/> Burn |
| <input type="checkbox"/> Sprain/Strain | <input type="checkbox"/> Pinch | <input type="checkbox"/> Irritation |
| <input type="checkbox"/> Muscle Ache | <input type="checkbox"/> Backache | <input type="checkbox"/> Swelling |
| <input type="checkbox"/> Stiffness | <input type="checkbox"/> Bruise | |
| <input type="checkbox"/> Other SPECIFY _____ | | |



DID THIS INJURY BREAK THE SKIN? ☐ YES (you must contact Debra Orr to complete a "Needlestick Injury" Report) ☐ NO

PLEASE INDICATE LEFT OR RIGHT

- | | | | | | | | | |
|-----------------|-------------------------------|--------------------------------|------------------|-------------------------------|--------------------------------|------------------|-------------------------------|--------------------------------|
| Elbow | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Foot | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Knee | <input type="checkbox"/> Left | <input type="checkbox"/> Right |
| Hand | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Thigh | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Lower Leg | <input type="checkbox"/> Left | <input type="checkbox"/> Right |
| Arm | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Ankle | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Toe(s) | <input type="checkbox"/> Left | <input type="checkbox"/> Right |
| Shoulder | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Finger(s) | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Foot | <input type="checkbox"/> Left | <input type="checkbox"/> Right |
| Wrist | <input type="checkbox"/> Left | <input type="checkbox"/> Right | Forearm | <input type="checkbox"/> Left | <input type="checkbox"/> Right | | | |

WHERE INJURY OCCURRED

- | | | |
|-----------------------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Outdoor walkways | <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway |
| <input type="checkbox"/> Indoor foyer/entrance/exit | <input type="checkbox"/> Office | <input type="checkbox"/> Parking lot |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Stairwell | <input type="checkbox"/> Gymnasium |
| <input type="checkbox"/> Library | <input type="checkbox"/> Other _____ | |

***DO YOU ALSO HAVE EMPLOYMENT ELSEWHERE? IF SO WHERE _____

WAGES: _____ HOURS PER WEEK: _____ DUTIES: _____

PRIOR CONDITIONS:

Are you aware of any prior similar/related problem, injury of condition? ☐ Yes ☐ No

If yes, please explain: _____

If you did not report this to your employer immediately, please indicate why: _____

Many employees will sustain soft tissue injury which will not require time off. Immediate accommodations are available. Worker's Safety Insurance Board Regulations require that the Board make every reasonable effort to provide suitable alternate employment as not to insure loss time to an employee who is unable to perform his/her normal duties as a consequence of injury, illness or diminished capacity. Please contact Debra Orr, Disability Management Coordinator (705) 748-4861 Ext 235 if you are unable to return to work.

By signing below I am also authorizing my health professional to provide me, my employer and the Workplace Safety and Insurance Board with information about my functional abilities on the "Functional Ability for Timely Return to Work" form IF REQUIRED.

INFORMATION COLLECTION AUTHORIZATION: The personal information contained on this form has been collected under the Worker's Safety Insurance Act and Municipal Freedom of Information and Protection of Privacy Act, 1989, and may be used to administer potential Worker's Safety Insurance Safety claims. This information will be retained in the Human Resource Services Department – HRIS Office. Any questions with respect to this information should be directed to the HRIS Officer. Users: Supervisory Officers, Human Resource Services Staff

EMPLOYEE'S SIGNATURE

DATE

Failure to co-operate - Section 43 (7) (b) of the Workplace Safety & Insurance Act states;

(7) The Board may reduce or suspend payments to the worker during any period when the worker is not co-operating,

(a) in health care measures;

(b) in his or her early and safe return to work; or

(c) in all aspects of a labour market re-entry assessment or plan provided to the worker. 1997, c. 16, Sched. A, s. 43 (7).

HR5 – October 2014



HR #31

WORKPLACE VIOLENT INCIDENT REPORT FORM

INCIDENT INFORMATION

School/Location Name:

Date of Incident:

Time of Incident:

Location of the Incident:

VICTIM INFORMATION

Name of the Victim:

Victim Gender: ☐ Male ☐ Female

Identify the Victim: Employee/Student/Student's Parent/Visitor/Intruder/Other

INITIATOR INFORMATION

Name of Person Making the Report (if different from above):

Job Title:

ALLEGED AGGRESSOR INFORMATION

If possible, name the person(s) who is(are) alleged to have engaged in the violent behaviour:

Identify the Aggressor(s): Employee/Student/Student's Parent/Visitor/Intruder/Other

Aggressor(s) Gender: ☐ Male ☐ Female

*If the aggressor could not be identified please indicate any identifying information
(ex. height, gender, hair/eye colour, colour of clothes worn etc.)*

WITNESS INFORMATION

Witness Name:

Witness Phone Number:

Witness Name:

Witness Phone Number:

Please describe in detail what happened and indicate: what occurred leading up to the incident; what occurred during the incident; if there were injuries/explain type; if a weapon was used; what statements were made by those involved in the incident before, during, and after the incident; other persons who may have direct knowledge about the incident.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Signature of the person making this report: _____ Date: _____

PLACE THIS FORM IN A SEALED ENVELOPE MARKED "PRIVATE AND CONFIDENTIAL" AND FORWARD TO THE PRINCIPAL/SUPERVISOR INVOLVED.
RETAIN A COPY FOR YOUR OWN RECORDS.

The personal information contained on this form has been collected under the authority of the Occupational Health and Safety Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Personal Health Information Privacy Act, and will be used to investigate incidents of workplace violence. This form will be used by the Supervisor of the department, Legal Counsel and the Ministry of Labour staff. The form will be handled with the strictest confidence, stored in a locked and secure file cabinet in Human Resource Services and retained for a three year period. Questions pertaining to the collection of this information should be directed to the Superintendent of Human Resources.

1. Superintendent of Human Resource Services 2. Employee's Supervisor 3. Complainant 4. Respondent 5. Initiator



POST-INCIDENT STAFF DEBRIEF

In incidents of BMS interventions, there are basic components* of a post-incident protocol that must be recognized:

1. Injury assessment
2. Reassurance and follow-up for students
3. Communication protocol
- 4. Immediate staff debriefing**
5. Documentation
6. Follow-up debriefing
7. Ongoing staff support

* Adapted from the Behaviour Management Systems Training manual. **All schools should have a copy of this manual.** <http://www.bmst-fsgc.com/>

Key concepts in holding a debrief meeting (#4 in the protocol):

- All behaviour incidents involving students place considerable stress on staff and students.
- Each individual responds in a way that is unique to that individual
- Debriefing serves both as an immediate response and as a component in developing new prevention/intervention strategies
- Immediately following the incident may not be the best time to objectively review the interventions that were used/attempted, depending on the emotional state of the staff. However, the debrief should occur as soon as possible.

Post-incident staff debriefing is **most effective** when:

- It is scheduled as soon as possible following the incident
- There is a facilitator
- Confidentiality is respected
- Everyone is allowed to talk about what happened and how they felt during and after the incident
- Everyone is informed about what is happening with the student involved (consequences/follow-up actions)
- Feelings are validated (each person's experience is unique and normal)
- There is no judgement/no criticism of actions or emotions (not a sign of weakness or incompetence)
- There are no platitudes (cliché statements such as "it's not worth worrying about", "you'll feel better tomorrow", etc.)
- Counselling is left to the professionals
- Additional help is discussed (board professionals, Employee Family Assistance Program (EFAP))
- Individual strengths are recognized

MINUTE TEMPLATE FOR DEBRIEF MEETING**DATE:****NAME OF STUDENT:****NAME OF PERSON TAKING MINUTES:**

IN ATTENDANCE AT MEETING	DIRECTLY INVOLVED IN INCIDENT (Y/N)
Classroom Teacher:	
Support Staff:	
Principal, or Vice Principal, or Teacher in Charge:	
Special Education Resource Teacher(s):	
Board Staff/Title:	
Other:	

INTERVENTIONS THAT OCCURRED	(MARK X IF APPLICABLE)
BMS hold	
Room evacuation	
Self-regulation space	
Lock down	
Hold and secure	
Police	
Emergency medical team	
Other (specify)	

DESCRIPTION OF INCIDENT

What were the antecedents to the behaviour? Was there a specific trigger?
What behaviour was observed?
What occurred immediately following the incident?

REVIEW OF THE INTERVENTION:

What aspects of the intervention were successful? How did staff members support each other? What were the strengths of the communication methods used during the incident? How can the response be strengthened next time?

--

FOLLOW-UP ACTIONS AND NEXT STEPS

POSSIBLE ACTIONS	PERSON RESPONSIBLE (where applicable)
Follow up with parent/guardian	
Injury report (staff - HR Form 5)	
Injury report (student - OSBIE)	
Safe schools report (Form 20)	
Violent incident report (Form 17)	

Review student safety plan (SEOS Form 32b)	
Review IEP	
Review status within Intervention Checklist, and proceed from there	
Follow-up debrief with other staff who need to be aware	
Follow-up with student involved	
Follow-up with other students involved, as appropriate	
Follow-up with police	
Further training	
Personal Protective Equipment and Staff Safety Plan (SEOS Form 60)	
Physical Intervention Report (SEOS Form 33)	
Other:	



Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

EMERGENCY PHYSICAL INTERVENTION REPORT

Student: _____ Age: _____ D.O.B. _____
(mm/dd/yyyy)

OEN: _____ Grade: _____ Teacher(s): _____

School: _____

Parent(s)/Guardian(s): _____

Address: _____ City: _____ Postal Code: _____

Home Phone #: _____ Work Phone #: _____

Specialized Equipment: ☐ No ☐ Yes, _____

Additional Details: _____

Date of Last IPRC: _____
Exceptionality: _____
Placement: _____

IEP: ☐ Yes ☐ No

SIP: ☐ Yes

Parent(s) were notified by:

REASON FOR PHYSICAL INTERVENTION

Please indicate student behaviour that led to intervention and all other strategies attempted prior to physical intervention.

BEHAVIOUR	STRATEGIES ATTEMPTED

DESCRIPTION OF PHYSICAL INTERVENTION

Please indicate type of physical intervention used, persons involved, location and duration of physical restraint.

TYPE OF PHYSICAL INTERVENTION	STAFF INVOLVED	LOCATION	DURATION OF PHYSICAL INTERVENTION

OUTCOME

Please indicate results of intervention - action plan, alternative strategies, contract, consequences, action taken by school, etc.

RESULTS OF INTERVENTION:

***INJURIES MUST BE REPORTED TO THE SCHOOL PRINCIPAL AND PARENT(S)/GUARDIAN(S)**

This form was completed by:

Name

Title

Date

Principal's Signature

Information Collection Authorization: This information is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. The information is collected for education purposes and is within guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act, 1989. This information will become part of the Ontario Student Record and Special Education Services file and opportunities will be provided to update this information annually. Any questions with respect to this information should be directed to the Principal of the School to which you are applying/registered. Users: Supervisory Officers, Principals, Teachers and Special Education Services Staff.

Copies To: Original - OSR, 1 Copy - Parent/Guardian (if requested)
09/2010



PERSONAL PROTECTIVE EQUIPMENT AND STAFF SAFETY PLAN

Student: _____ Date of PPE and Staff Safety Plan Development: _____

Employee Name: _____ Employee Signature: (plan received) _____

Assessor: _____ Assessor Signature: _____

Behaviour leading to risk of Injury:

- ☐ Physical Aggression
- ☐ Self-Abuse
- ☐ Putting self in danger
- ☐ Other: Please Identify

Specific Behaviours:

- | | | | |
|--------------------------|------------------------|--------------------------|----------|
| <input type="checkbox"/> | Scratching | <input type="checkbox"/> | Biting |
| <input type="checkbox"/> | Grabbing | <input type="checkbox"/> | Pinching |
| <input type="checkbox"/> | Kicking | <input type="checkbox"/> | Spitting |
| <input type="checkbox"/> | Other: Please Identify | <input type="checkbox"/> | Punching |

Situations when risk of injury is possible and as such Personal Protective equipment (PPE) must be worn:

- | | |
|-------------------------------------------------|------------------------------------|
| <input type="checkbox"/> Transitions | <input type="checkbox"/> Toileting |
| <input type="checkbox"/> Mealtimes/Breaktimes | <input type="checkbox"/> Gym |
| <input type="checkbox"/> Supply Teacher or EA | <input type="checkbox"/> Visitors |
| <input type="checkbox"/> Other: Please Identify | |

[illegible]

Personal Protective equipment (PPE) Issued list:

Notes:

[illegible]

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