



Agenda

Policy Development Committee Meeting

Tuesday, May 17, 2022

6:30 – 8:30 p.m.

Catholic Education Centre – Large Boardroom

[CLICK HERE TO JOIN](#)

Chairperson: Kevin MacKenzie

Trustees who are unable to attend are asked to please notify
Andrea Bradley, Administrative Assistant
abradley@pvnccdsb.on.ca

A. Call to Order:

1. Opening Prayer, Braden Leal.
2. We acknowledge that we are meeting on the traditional territory of the Mississauga Anishnaabeg.
3. Approval of Agenda.
4. Declarations of Conflicts of Interest.
5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on Tuesday, March 29, 2022. Page 3
6. Business Arising from the Minutes.

B. Presentations / Recommended Actions:

1. R.A.: Draft Administrative Procedure – Revised AP #1203 (includes Old AP #1204) Page 9
Ontario Student Record (OSR) Management
Galen Eagle, Communications Manager
2. R.A.: Draft Administrative Procedure – Revised AP #506 Page 25
Reporting Absences from Work
Darren Kahler, Human Resource Services Manager

3. R.A.: Draft Administrative Procedure – New AP #515 Page 32
Disconnecting from Work
 Darren Kahler, Human Resource Services Manager
4. R.A.: Directional Policy – Revised DP #700 Page 36
Equity and Inclusive Education
 Jeannie Armstrong, Superintendent of Learning / Special Education Services
 Mante Molepo, Equity Advisor Consultant
5. R.A.: Draft Administrative Procedure – Revised AP #912 Page 51
Supporting Positive Student Behaviour: Safety for All
 Jeannie Armstrong, Superintendent of Learning / Special Education Services
 Laura Di Ianni, Vice Principal CTCC / ECPP of Special Education Services
6. R.A.: Draft Administrative Procedure – New AP #907 Page 76
Anti-sex Trafficking Protocol
 Jonathan Di Ianni, Superintendent of Learning / Student Success
 Julianne Charette, Principal, St. Teresa Catholic Elementary School,
 Peterborough
7. R.A.: Draft Administrative Procedure – New AP #906 (Old Policy and AP #803) Page 89
Bullying Prevention and Intervention
 Jonathan Di Ianni, Superintendent of Learning / Student Success
8. R.A.: Draft Administrative Procedure – New AP #908 (Old Policy and AP #802) Page 105
Progressive Discipline and Promoting Positive Student Behaviour Jonathan
 Di Ianni, Superintendent of Learning / Student Success

C. Information Items:

D. Next Meeting:

1. Tuesday, October 4, 2022
 6:30 – 8:30 p.m.

E. Conclusion:

1. Closing Prayer, Linda Ainsworth.
2. Adjournment.



Minutes

The Minutes of the Policy Development Committee Meeting held on Tuesday, March 29, 2022 at 6:30 p.m.

Present

* = (via video conference)

Trustees: Linda Ainsworth, David Bernier, Loretta Durst, Braden Leal (Board Chairperson), Kevin MacKenzie*, Siobhán Marie* (Junior Student Trustee), Helen McCarthy*.

Administration: Jeannie Armstrong, Joan Carragher, Jonathan Di Ianni, Isabel Grace, Stephen O'Sullivan, Sheila Piggott*, Julie Selby*,

Guests: Darren Kahler, Human Resource Services Manager.

Regrets:

Recorder: Andrea Bradley.

Kevin MacKenzie, Board Vice-Chairperson, volunteered as acting Policy Development Committee Chairperson for this meeting.

A. Call to Order:

Kevin Mackenzie, acting Committee Chairperson, called the meeting to order.

1. Opening Prayer.

Kevin MacKenzie, acting Committee Chairperson, called the meeting to order at 6:31 p.m. and asked Loretta Durst to lead the Opening Prayer.

2. Kevin MacKenzie, acting Committee Chairperson, acknowledged that the Policy Development Committee Meeting was taking place on the traditional territory of the Mississauga Anishinaabeg.

Draft

2022-PD-9

3. Approval of Policy Development Committee Meeting Agenda.

Motion: Moved by David Bernier, seconded by Braden Leal, that the Policy Development Committee Agenda be accepted.

Carried.

4. Declarations of Conflicts of Interest.

There were no conflicts of interest.

5. Approval of the Draft Minutes of the Policy Development Committee Meeting held on Tuesday, February 1, 2022.

MOTION: Moved by Helen McCarthy, seconded by Braden Leal, that the Minutes of the Policy Development Committee Meeting held on Tuesday, February 1, 2022, be approved.

Carried.

6. Business Arising from the Minutes.

There was no business arising from the minutes.

B. **Recommended Actions / Presentations:**

1. Draft Administrative Procedure – New #404

Recruitment and Promotion – Teachers

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services

Darren Kahler, Human Resource Services Manager

Stephen O’Sullivan, Superintendent of Learning / Leadership and Human Resource Services and Darren Kahler, Human Resource Services Manager, shared a presentation with the Policy Development Committee highlighting the changes between the old AP #404 and the new AP #404 and answered questions from Trustees. Minor changes will be made to AP #404 before going to the Board for approval.

Draft

2022-PD-10

MOTION: Moved by Loretta Durst, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#404 – Recruitment and Promotion – Teachers**, be received and posted as amended under Directional Policy **#400 – Recruitment, Talent Development, Leadership and Succession Planning**.

Carried

2. R.A.: Annual Review of Administrative Procedure – #509

Workplace Violence Prevention

Stephen O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services
Darren Kahler, Human Resource Services Manager

Stephen O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services and Darren Kahler, Human Resource Services Manager, shared a presentation with the Policy Development Committee highlighting the changes made to AP #509, and answered questions from Trustees. Minor changes will be made to AP #509 before going to the Board for approval.

MOTION: Moved by Linda Ainsworth, seconded by Helen McCarthy that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#509 – Workplace Violence Prevention**, be received and posted as amended under Directional Policy – **#500 – Employee Relations**.

Carried

3. R.A.: Draft Administrative Procedure – New #1105, Old #708

Advocacy

Isabel Grace, Superintendent of Business and Finance

Isabel Grace, Superintendent of Business and Finance, explained to the Policy Development Committee that there have not been any changes to AP #1105 since 2006, just newly formatted.

Draft

2022-PD-11

MOTION: Moved by David Bernier seconded by Braden Leal that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#708 – Advocacy**, be deleted and the newly formatted Administrative Procedure – **#1105 – Advocacy**, be received and posted under Directional Policy – **#1100 – Communications**.

Carried

4. R.A.: Draft Administrative Procedure – New #1304, Old #1004

Safety and Conduct on School Buses

Isabel Grace, Superintendent of Business and Finance

Isabel Grace, Superintendent of Business and Finance, explained to the Policy Development Committee that there have not been any changes to AP #1304, just newly formatted.

MOTION: Moved by Helen McCarthy, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Policy and Administrative Procedure – **#1004 – Safety and Conduct on School Buses**, be deleted and the newly formatted Administrative Procedure – **#1304 – Safety and Conduct on School Buses** be received and posted under Directional Policy – **#1300 – Student Transportation**.

Carried

5. R.A.: Draft Administrative Procedure – New #605

Election Activities and Use of Corporate Resources

Isabel Grace, Superintendent of Business and Finance

Isabel Grace, Superintendent of Business and Finance, presented new AP #605 to the Policy Development Committee and answered questions from Trustees. Minor changes will be made to AP #605 before going to the Board for approval.

MOTION: Moved by Helen McCarthy, seconded by Braden Leal that the Policy Development Committee recommend to the Board that Administrative Procedure – **#605 – Election Activities and Use of Corporate Resources**, be received and posted under Directional Policy – **#600 – Stewardship of Resources**.

Carried

Draft

2022-PD-12

6. R.A.: Remove Administrative Procedure – #817

Students Wearing Masks

Joan Carragher, Director of Education

Joan Carragher, Director of Education, explained to the Policy Development Committee that AP #817 will be removed as per Ministry direction.

MOTION: Moved by David Bernier, seconded by Linda Ainsworth that the Policy Development Committee recommend to the Board that Administrative Procedure – #817 – ***Students Wearing Masks***, under Directional Policy #800 – ***Healthy Schools and Workplaces***, be deleted.

Carried

7. R.A.: Remove Administrative Procedure – #823

COVID-19 Vaccination Disclosure

Jonathan Di Ianni, Superintendent of Learning / Student Success

Jonathan Di Ianni, Superintendent of Learning / Student Success, explained to the Policy Development Committee that AP #823 will be removed as per Ministry direction.

MOTION: Moved by Helen McCarthy, seconded by Loretta Durst that the Policy Development Committee recommend to the Board that Administrative Procedure – #823 – ***COVID-19 Vaccination Disclosure***, under Directional Policy #800 – ***Healthy Schools and Workplaces***, be deleted.

Carried

8. R.A.: Revised Administrative Procedure – #1005

Volunteers in Our Schools

Stephen O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services

Stephen O'Sullivan, Superintendent of Learning / Leadership and Human Resource Services, shared with Trustees that AP #1005 – Volunteers in Ours Schools has been amended to remove reference to AP #823 – COVID-19 Vaccination Disclosure.

Draft

2022-PD-13

MOTION: Moved by David Bernier, seconded by Loretta Durst that the Policy Development Committee recommend to the Board revised Administrative Procedure – **#1005 – *Volunteers in Our Schools***, be received and posted as amended under Directional Policy **#1000 – *Parent and Community Relations***.

Carried

C. Information Items:

There were no information items.

D. Next Meeting:

1. Tuesday, May 17, 2022.
6:30 p.m. – 8:30 p.m.

E. Conclusion:

1. Closing Prayer:

Kevin MacKenzie, acting Committee Chairperson, asked Helen McCarthy to lead the Closing Prayer.

2. Adjournment:

Motion: Moved by Braden Leal, seconded by Linda Ainsworth, that the Policy Development Committee Meeting adjourn at 7:45 p.m.

Carried

Kevin MacKenzie
Acting Committee Chairperson
/ab

Joan Carragher
Director of Education

Draft



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---|
| <i>Administrative Procedure</i> OSR (Ontario Student Record) Management | <i>Administrative Procedure Number</i> 1203 |
| <i>Directional Policy</i> Records and Information - 1200 | |

Title of Administrative Procedure:

Ontario Student Record (OSR) Management

Date Approved:

April 3, 2018

Date Updated:

April 2022

Projected Review Date:

April 2027

Directional Policy Alignment:

The Ontario Student Record (OSR) Management aligns with Directional Policy 1200 – Records and Information Management by establishing a consistent procedure to manage Ontario Student Records in accordance with relevant provincial legislation.

Alignment With Multi-Year Strategic Plan:

The Ontario Student Record (OSR) Management Administrative supports the Board's Multi-Year Strategic Plan to maximize resources.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.0 Background

An Ontario Student Record (OSR) is a collection of records documenting a student's academic career for elementary and secondary education in Ontario. One OSR will be established for every enrolled student including international, out of province, and exchange students.

The Education Act and the Ministry of Education's Ontario Student Record Guideline, 2000 obligates school boards to create and maintain an OSR for every student. These authorities set out the policies of the Ministry of Education with regards to the establishment, maintenance, use, retention, transfer and disposal of the OSR.

Additionally, these authorities set out minimum content for OSRs and direct school boards to identify further student information "conducive to the improvement of instruction and other education" to be retained in the OSR.

Actions impacting the collection, access or use, disclosure or destruction of student information contrary to federal or Ontario legislation and this Administrative Procedure are prohibited.

2.0 Content

OSR content is personal and subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and, in some cases, the Personal Health Information Protection Act (PHIPA).

Ministry Directed Content:

1. OSR Folder
2. Report Cards
3. Ontario Student Transcript
4. Documentation File (when records exist)
5. Office Index Card (an associated record not filed in the OSR)
6. Accumulated instruction in French as a Second Language in elementary school
7. Behaviour, Discipline and Safety

Board Directed Content:

1. Achievement/Assessment
2. Biographical information
3. Communications/Consents
4. Enrolment
5. Scheduling
6. Program

The OSR Content Directory, a supporting document of this Administrative Procedure, includes the complete list of records to be retained in the OSR, should they exist, and prescribes the organization, retention, format and transferability of the records. The content of this directory is also recorded in the Board's Records Classification and Retention Schedule (CRS). The OSR content directory may be subject to change and significant changes will be communicated to appropriate staff through a Board memo.

3.0 Security

Mechanisms for the security and confidentiality of OSRs must be adhered to. These include:

1. Storing OSRs in locked cabinets or rooms
2. Logging out of online platforms
(e.g. the student information system when not in use)
3. Adhering to a sign-out procedure for OSR access
4. Returning all OSRs to locked storage at the end of each work day
5. Restricting access as described in this procedure
6. Transporting OSRs using mechanisms that ensure security and confidentiality
(E.g. carefully sealing mailing envelopes and marking them "confidential")

4.0 Access

Every person shall preserve confidentiality in respect of the content of all student information, including the OSR and other student information that comes to the person's knowledge in the course of the person's duties or employment and no such person shall communicate any such knowledge to any other person except where right of access is determined.

The Board will provide parents and legal guardians with access to information about a child's education, health and welfare while at school unless a written separation agreement, parenting order or other court document to the contrary has been provided by either parent or legal guardian or if another law does not permit it.

Right of access to OSRs is established in Ontario acts of legislature, Board procedure and Ministry directives.

Right of access:

In the school:

1. Student
2. Parents/legal guardians, unless a parenting order or other court issued document or other law that does not permit it, e.g. MFIPPA s.38, revokes access to information. Where no court orders or agreements exist and parents live separate and apart, access by both parents will continue as if they were still living together until such time as documentation states otherwise
3. Principals, teachers, secretaries, early childhood educators, and special education consultants and safe schools teachers assigned to the school

Within the Board:

1. Superintendents
2. Board staff with responsibilities associated with the management of student information such as information technology, records and information management, freedom of information and protection of privacy and administrative assistants
3. Board staff who have a signed form OSR-4-Consent to Access the OSR in place

External:

1. The police can access a student's OSR in exigent circumstances without a warrant, under section 487.1.1 of the Criminal Code. Section 32 (g) of MFIPPA expressly permits a school board to disclose confidential information to the police to aid in an investigation undertaken with a view to where a law enforcement proceeding is likely to result.
2. Children's Aid Society

3. The Office of the Information and Privacy Commission of Ontario
4. In response to a court order, subpoena or search warrant and as outlined in s.266 of the Education Act
5. The Medical Office of Health with respect to certain information as outlined in s.266 of the Education Act
6. Lawyers representing the Office of the Children's Lawyer

Access with written permission:

1. Parents and legal guardians of students aged 18 or older. The parent or guardian of a pupil who is not mentally capable will retain the right to access the records relating to that student after they have reached 18 years of age
2. Parents and legal guardians when a pupil, between the ages of 16 to 18, has withdrawn from parental control or is receiving assistance through the Ontario Works program.
3. Special educational support staff of the board (e.g. social workers, educational assistants, speech and language pathologists and psychometrists).
4. Anyone granted permission by a legal guardian who has court assigned decision-making responsibility.

No right of access:

1. Parents or guardians where a court assigned parenting order has revoked access to information rights.
2. Foster parents unless confirmed as legal guardians
3. Volunteers
4. Trustees

5.0 Responding to requests for student records

Schools and the Board receive requests to access student records from both active students and retired students. The following guidelines should be followed in determining whether access should be facilitated at the school level or the central level (Records and Information Management Services).

- 1) Elementary and secondary schools are to facilitate access requests for all students actively enrolled in school.

- 2) Secondary schools are to process access requests for any retired students five years post-graduation, with the exception of Ontario Student Transcript requests (see below). Schools shall refer access requests from students who have graduated more than five years ago to Records and Information Management Services.
- 3) Secondary schools are to process requests for Ontario Student Transcripts for active students.
- 4) Records and Information Management Services is to process all other requests for Ontario Student Transcripts centrally.

6.0 Collecting Fees

Fees associated with processing student record requests are to be collected in accordance with the Fees Guide for Student Record Requests.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Records and Information Directional Policy.
- Reviewing the Ontario Student Record (OSR) Management Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with this Administrative Procedure.

Superintendents are responsible for:

- Ensuring principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement and adhere to the confidentiality and security requirements afforded the OSR.
- Assist the school principal with responsibilities and duties as assigned.
- Rule on disagreements with respect to parent requests to alter OSR records.

Principals are responsible for:**A. Oversee the management of OSRs at the school as follows:**

1. Ensure the creation, acquisition, maintenance, retention, transfer and disposition of OSRs is in accordance with legislation, Board procedure and Ministry instruction.
2. Ensure security, access and content of OSRs is in keeping with Ministry guidelines and this Administrative Procedure.
3. Delegate responsibilities as necessary to vice principals, teachers, guidance teachers and secretaries.

B. Oversee the accuracy of biographical information of each student as follows:

1. Delegate responsibility to verify date of birth, legal name, gender, and assigned identification numbers using appropriate identity documents and confirming the verification by initialing the OSR folder.
2. Delegate responsibility to update biographical information at the start of each school year. This includes home address, contact information, and parent information.
3. Accept a “repute” name where it is in the best interest of the student to do so, i.e. the student has been known by the repute name exclusively. The legal surname remains recorded on the OSR in parentheses following the repute name. Both names are recorded in the student information system. The Ontario Education Number (OEN) remains the same.
4. Accept a new legal name or change in gender designation when presented with new identity documentation from the Ontario Registrar General e.g. Birth Certificate. Keep a record of verification of documentation. Update the OSR and student information system accordingly; both the active and inactive record.

C. Ensure proper access as follows:

1. Permit access by those who have a right of access and deny access to those with no right of access. Refer to parenting order, separation agreement or other court document, where they exist, for direction.

School Principals will notify their School Superintendent when requests for access are made by law enforcement or lawyers.

2. Enforce the use of the Consent to Access the OSR form when permission is required.
3. Make access to information decisions based on the best interests of student safety in all instances.

4. Communicate to students and parents about the OSR and their access rights as follows:
 - i. Students or parents, once parental custodial rights have been confirmed (acquire and file a copy of the current court documents, where they exist, in the OSR), can examine the OSR under supervision by the principal or delegate so that content can be explained.
 - ii. Should parents or students request the removal or correction of a record, the principal will decide the request based upon the accuracy and date of the record, how the record assists in the improvement of instruction, what other policy obligations exist, and statutory retention requirements.
 - iii. Should the principal agree to remove or correct a record, both the OSR record and the electronic record (where it exists) must be equally adjusted.
 - iv. Should the principal disagree with the removal or correction of a record, the matter may be referred to the family of schools superintendent.
 - v. If the superintendent rules that a record should remain in the OSR against the wishes of a student or parent, allow a statement of disagreement to be attached to any record that a student or parent wishes corrected or removed.
 5. Create and file in the OSR a notation of any copies taken of OSR content. Use Form OSR-6-OSR Copy Tracking Log.
 6. Contact the school superintendent when served with a search warrant or a court subpoena, prior to complying.
- D. Review or delegate the review of the OSR to update and remove expired records:
1. At the end of each elementary division (primary and junior).
 2. Upon transfer.
 3. Prior to promotion to secondary school.
 4. Five years post retirement before the OSR is transferred centrally to the Record and Information Management Office.
- E. Ensure the confidentiality of the OSR is protected at all times and report breaches to Communication Services.
- F. Transfer single OSRs as follows:
1. Within the Board – upon receipt of a written request from the receiving school and using the Board courier system in a sealed envelope marked “confidential.”

2. Outside of the Board to another Ontario school board – upon receipt of a written request from the receiving school and using a commercial courier.
3. To a First Nation school, a federally or provincially operated school (a demonstration school), or a private school (inspected by the Ministry of Education) upon receipt of written requests from the receiving school and the parents and using a commercial courier.
4. Out of Ontario – upon receipt of written requests from the receiving school and the parents, provide copies only. The original OSR must be retained.

And further,

- i. Record the transfer in the student information system.
- ii. Retain a record of the transfer for two full school years.
- iii. Transfer in hard copy form (do not fax or email).
- iv. Return an OSR to the sending school if the student does not arrive as expected.
- v. Do not transfer the Office Index Card. Retain for five years by year of retirement and then transfer to Records and Information Management central storage.

G. Transfer of OSRs for Grade 8 transition to secondary school as follows:

1. In June, secondary schools send a list of students who have registered for September to feeder schools.
2. Elementary schools transfer the appropriate OSRs by the end of June.
 - a) The elementary school staff person will use the OSR Transfer label, filling it out completely and adhering one to each box.
 - b) Regular board courier will be used to deliver the boxes.
 - c) The elementary school staff person will advise the contact at the secondary school once the boxes have been picked up for delivery.
 - d) The contact at the secondary school will confirm receipt of the proper number of boxes with the sending elementary school by email. The OSR boxes will be placed in a secure, locked room until records can be filed in the school's OSR cabinets.
3. OSRs of students who do not begin classes by Friday of the first week of school in September are returned to the elementary school to await an official OSR request from the secondary school at which the student has registered.

H. Education outside of the normal classroom setting:

1. When a student is actively enrolled in a PVNCCDSB day school and attends a Continuing Education program, the OSR remains with the PVNCCDSB day school. Information on credits completed is forwarded to the PVNCCDSB day school for inclusion in the Ontario Student Transcript (OST). The Continuing Education Program includes night school and summer school.
2. When a student has retired from a PVNCCDSB day school and registers in program of continuing education offered externally to PVNCCDSB, the program will request in writing that the OSR to be transferred. Schools and Central Records will transfer the OSR and maintain a record of the transfer.
3. When a student is provided with instruction out of school; receiving home schooling; or is attending New Leaf (a program for suspended or expelled students), the school at which the student is currently or last enrolled is responsible for the management of the OSR. If the student is Grade 9 age appropriate, the elementary school will transfer the OSR to the secondary school that the parent declares the home schooling status to each year. The OSR is not sent to Records and Information Management central storage unless the student is no longer enrolled.

I. Oversee the response to a lost OSR as follows:

1. Search thoroughly to confirm the OSR is lost.
2. Inform the parent/student of the loss and contact the Communications Manager.
3. Create a replacement OSR by:
 - a) Noting that this is a replacement OSR on the folder.
 - b) Referencing the Office Index Card for biographical data and completing the succession of schools attended.
 - c) Accessing the student information system for information for inclusion in the OSR.
 - d) Collecting special education and information from other sources in the Board.

J. In the event of a school closure;

1. OSRs for active students are forwarded to the school(s) where the students enrol.
2. OSRs for inactive students and Office Index Cards for all students will be sent to Records and Information Management central storage.

K. Collecting fees in accordance with the Fees Guide for Student Record Requests.

School Staff are responsible for:

1. Retain and manage the content of each OSR in accordance with this procedure, the OSR Content Directory and as instructed by the school principal.
2. Ensure the confidentiality of OSR content and maintain OSRs securely.
3. Organize retired OSRs chronologically by year of retirement in the school for five years. At the end of the five years, the OSR will be purged at the school and then transferred to Records and Information Management central storage for the remaining 50 years of legal retention.
4. When a student moves out of province, record the last date attended and that the student “moved out of province” in the retirement section of the OSR jacket and in the student information system and print a final office index card.
5. When the right to access the OSR or other student information is uncertain, direct the requester to the school principal.
6. Provide support in the management of active OSRs.
7. Centrally store inactive OSRs.
8. Shred purged OSR content under the authorization of the school principal.
9. Return an OSR to the appropriate school should a student re-enrol.
10. Audit the management of OSRs.

Computer Technology Staff are responsible for:

1. Maintaining electronic student records.

Progress Indicators:

OSR Compliance Checklist

Definitions:***Ontario Student Record (OSR)***

The Ontario Student Record is the official record required by the Ministry of Education that documents the educational progress of the student such as achievement results, credits earned, and other information important to the education of the student. It is a legal record that can be used for identification purposes.

It serves to guide instructional decisions and to provide the student, parents and educators with important information about the student's progress. For the purpose of access, the content of an OSR can be retained in paper and in electronic formats.

Active OSR

The official student record maintained at the school while the student is actively enrolled at that school.

Inactive OSR

The official student record retained by the school for five years after the student retires from school. Parts of the record are retained a further 50 years in Records and Information Management central storage. After 55 years, the records are destroyed under written authorization by the school principal.

Legal Guardian

A legal guardian is a person with legal custody of a person under the age of 18 which can be proven by the provision of a written court document. This includes biological parents where custody has not been revoked by a court of law; anyone granted legal custodianship by a court of law such as Power of Attorney for Personal Care; and child welfare agencies staff where the student is their legal ward. Custody and decision-making responsibility means full right to make decisions regarding the child's health, education and welfare and to have access to their information maintained by the school.

Legal Name

A legal name is the full name given for the purpose of birth registration and which then appears on a birth certificate identifying a person for legal, and other official purposes. It includes given names (first and middle) and surnames. The legal name appears on all documents produced by the Board.

Repute Name

A repute name is one by which a person is generally referred. It is not a legally changed name and does not legally or officially replace a legal name.

Retired

A student is considered retired when they leave a publicly-funded school in Ontario. The OSR is retired when the student graduates, leaves Ontario, drops out of school or dies.

Demonstration School

Provincial demonstration schools are unique facilities for learning by deaf, blind, deafblind and/or severely learning-disabled students that are operated by the Ministry of Education.

Student Information System.

The board's electronic database containing student information and achievement data.

References:

- [Education Act R.S.O. 1990, Chapter E.2](#)
- [The Ontario Student Record \(OSR\) Guideline 2000](#), Ontario Ministry of Education
- [Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990, Chapter M.56](#)
- [Personal Health Information Protection Act S.O. 2004, Chapter 3, Schedule A](#)

Supporting Documents

Fees Guide for Student Record Requests

[OSR Content Directory](#)

[OSR Content Directory Quick Reference](#)

[Records Classification and Retention Schedule \(CRS\)](#)

Resources

[PVNC Records and Information Management Website](#)

www.ontario.ca/page/changing-your-sex-designation-your-birth-registration-and-birth-certificate

Forms

OSR-1 Consent to Transfer OSR

(located in custom report section of student information system)

[OSR-2 Consent to Share Information with Third Parties](#)

[OSR-3 Consent for Information Sharing- Students at the Age of Majority](#)

[OSR-4 Consent to Access the OSR](#)

[OSR-5 Request to Alter an OSR](#)

[OSR-6 OSR Copy Tracking Log](#)

[OSR-7 Declaration of Withdrawal from Parental Control](#)

Related Policy and Procedure

DP1200 Records and Information Management

AP1201 Records and Information Management

AP1202 Protection of Privacy

AP1207 Freedom of Information

Fee Guide for Student Record Requests

| Service | Fee |
|---|--|
| Ontario Student Transcript (OST) | \$20 |
| Additional OST (applied for within same request) | \$5 |
| Note: One diploma is provided to each student once upon graduation free of charge. Diplomas are considered a keepsake, not an official record and may not be replaceable. | |
| Ontario School Record (OSR) copies/printouts from student information system | 20¢ per page |
| Courier Costs | The costs associated with using a commercial courier to deliver OSTs or OSR records will be paid by the requester. |
| Proof of elementary school attendance for transfer to Quebec schools | No charge |

Collecting Fees and Ensuring Authorization

- Schools shall collect fees from students and parents/guardians. Principals may use discretion in collecting fees if financial hardship is demonstrated.
- Schools shall collect fees, including the cost of courier services, from lawyers and recruiting agencies. Signed authorization must be received and verified prior to providing copies.
- Schools shall not collect fees from other educational institutions or medical professionals. Signed authorization must be received and verified prior to providing copies.
- Schools shall not collect fees from law enforcement (where there is a genuine investigation with intent to lead to a court proceeding), the medical officer of health or the Office of the Children's Lawyer. Further, fees cannot be charged when responding to a court order, search warrant or subpoena. Signed authorization is not required.

B.1.

Recommended Action:

That the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#1203 – Ontario Student Record (OSR) Management**, be received and posted as amended under Directional Policy – **#1200 – Records and Information**, and that old Policy and Administrative Procedure – **#1204 (#302) – Custody and Access to Students by Parents / Guardians** be deleted.

Carried

| ADMINISTRATIVE PROCEDURE | |
|--|--|
| <i>Administrative Procedure Section</i> Reporting Absences from Work | <i>Administrative Procedure Number</i> AP- 506 |
| <i>Directional Policy</i> Employee Relations - 500 | |

Title of Administrative Procedure:

Reporting Absences from Work

Date Approved:

May, 2022

Projected Review Date:

May, 2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Employee Relations Directional Policy. The purpose of this Administrative Procedure is to identify the Board's expectations and requirements with respect to reporting absences from work.

Alignment with Multi-Year Strategic Plan:

The Reporting Absences from Work Administrative Procedure supports the Board's Multi-Year Strategic Plan by clearly outlining the requirements for when an employee will be absent from work. This helps ensure that appropriate coverage can be provided and that student learning and operations continue during the employee's absence.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

- 1.0 All employees of the Board are required to communicate a known absence to their immediate supervisor and enter their absence into the automated callout system as soon as they become aware they will not be at work.

2.0 Absences of **less than five (5) consecutive working days** related to personal illness or injury:

- 2.1 As outlined below, an eligible employee may access sick leave benefits for reasons of personal illness or injury.
- 2.2 To be eligible for sick leave benefits, an employee must follow the Board's procedures for reporting absences related to illness or injury as outlined in this Administrative Procedure.
- 2.3 When an employee becomes aware they are ill or injured and cannot report to work, the absence must be immediately entered into the automated callout system. This absence may be less or more than a full day. When reporting an absence, employees will attempt to provide as much notice as possible. An absence can be cancelled in the automated callout system up to one (1) hour before the scheduled start time should the employee's health improve.
- 2.4 In addition to entering an absence into the automated callout system, an employee reporting an absence due to personal illness or injury is required to contact their immediate supervisor or designate via telephone to report their absence, discuss planning needs, if any, and if appropriate, discuss accommodation options. The supervisor shall not ask about the nature of the illness or question the legitimacy of the illness. Each supervisor will instruct employees what time of the day to make said telephone contact and what telephone number to call.
- 2.5 Should the absence extend into the next work day, steps outlined in 2.3 and 2.4 are to be repeated. An employee is not required to enter the absence again if their supervisor agrees to extend the absence for them.
- 2.6 If an employee makes the call to the prescribed number at the prescribed time and leaves a message, their obligation for reporting their absence will be considered complete.
- 2.7 If an employee is not well enough to make the call at the prescribed time, they will make the call when they are well enough to do so.

3.0 Absences of **five (5) or more consecutive working days** related to personal illness or injury:

- 3.1 As outlined below, an eligible employee may access sick leave benefits for reasons of personal illness or injury.
- 3.2 To be eligible for sick leave benefits, an employee must follow the Board's procedures for reporting absences related to illness or injury as outlined in this Administrative Procedure.

- 3.3 Employees are required to immediately advise their immediate supervisor or designate following any such personal illness or injury that prevents them from working in order to discuss a return to work date.
- 3.4 If there is prior knowledge of the absence the employee shall discuss with their supervisor which of them shall enter the absence into the automated callout system and for how many days. If so directed by his/her supervisor, the employee shall immediately enter the absence in the automated callout system.
- 3.5 At the time the employee reports their absence, the supervisor may discuss whether the employee can perform work with accommodations. If the employee feels they can perform work with accommodations, the matter will be referred to the Wellness Coordinator and the appropriate Union, if applicable, for further discussion.
- 3.6 Documentation from an appropriate treating medical practitioner is required and must be submitted in the form of the required Medical Certificate. The completed Medical Certificate is to be submitted to the Wellness Coordinator or designate.
- 3.7 Unless otherwise arranged, the Medical Certificate must be submitted by the employee or appropriate treating medical practitioner to the Wellness Coordinator, or designate, within ten (10) working days from the first date of absence.
- 3.8 Access to sick leave benefits may be suspended or denied for failure to provide all requested appropriate medical documentation (as may be outlined in relevant Collective Agreements or Terms and Conditions). It is the employee's responsibility to submit the appropriate Medical Certificate to the Wellness Coordinator, or designate, when an absence of five (5) consecutive days or greater occurs.
- 3.9 If restrictions and/or limitations have been identified by the employee's appropriate treating medical practitioner, discussion of a potential accommodation will occur between the Wellness Coordinator, the supervisor, the employee, and the union (if applicable).
- 3.10 Should the employee remain off work with no return to work date identified, the Board shall require reasonable follow-up and seek reasonable periodic updates.
- 4.0 Absences Related to Personal Medical / Dental Appointments:
- 4.1 As outlined below, an eligible employee may access sick leave benefits for attendance at a personal medical/dental appointment. It is important that

employees are familiar with their entitlements with respect to medical/dental appointments. For example, CUPE represented employees are not eligible for paid sick leave to attend dental appointments (other than emergencies).

- 4.2 To be eligible for sick leave benefits, an employee must follow the Board's procedures for reporting absences related to personal medical/dental appointments as outlined in this Administrative Procedure.
- 4.3 To be eligible for payment for personal medical/dental appointments through deduction from sick leave, where applicable, the employee must follow the Board's procedures for reporting absences related to medical/dental appointments as outlined in this Administrative Procedure.
- 4.4 Employees shall make every reasonable effort to schedule medical/dental appointments outside scheduled work hours. If the medical/dental practitioner offers appointments outside of the employee's regular work hours, the appointment must be booked outside of regular work hours.
- 4.5 The Board recognizes that some medical/dental practitioners do not offer hours outside of regular work hours, as such, attending medical/dental appointments during work hours may be unavoidable. However, all employees must attempt to schedule personal medical/dental appointments in the following manner:
 - 4.5.1 Where a treatment provider does not provide such options an employee must schedule the appointment either at the beginning of the day or the end of the day to minimize their absence from work;
 - 4.5.2 Where neither of the above options are reasonably possible, the employee must follow the proceeding steps to report their absence.
- 4.6 When it is necessary for an employee to schedule a medical/dental appointment during work hours, the employee will submit a form for approval to their supervisor which includes relevant details (i.e. date, time, if travel is required, etc.). The supervisor may discuss options for coverage for the employee's absence from work.
- 4.7 If the supervisor approves the absence from work, the employee will enter the absence in the automated callout system using the Medical Appointment absence code.
- 4.8 If the employee has not met the criteria outlined above they may not qualify for sick leave benefits.

5.0 Absences Related to Professional Development:

- 5.1 The Board will provide Professional Development (PD) opportunities for employees which may require absences from their regular duties.
- 5.2 When an employee is going to be absent from their regular duties because of PD, the absence must be immediately reported in the automated callout system so appropriate coverage, where applicable, can be obtained.
- 5.3 Failure to enter an absence or not immediately entering an absence for PD into the automated callout system may result in no coverage being available. In such instances, the employee's attendance at the PD may be cancelled and the employee may be required to return to their regular duties.

6.0 Vacation / Personal Leaves:

- 6.1 Employees who require and qualify for paid personal leave, unpaid personal leave, earned leave, or vacation time must first request the time off using the appropriate form. This form is submitted digitally by the employee to the direct supervisor and/or Human Resource Services.
- 6.2 The employee will receive an e-mail indicating when the request has been approved or denied. If the request is approved, the employee must immediately enter the absence into the automated callout system. If the request is denied, the employee is required to attend work.
- 6.3 Personal leave requests, paid or unpaid, are granted for urgent personal business, unless otherwise stated in relevant Collective Agreements or Terms and Conditions. Leave requests for other reasons such as vacation, attendance at sporting events, etc. will not be considered.
- 6.4 Other leaves may be available. Employees should reference their applicable Collective Agreement or Terms and Conditions.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Employee Relations Directional Policy.
- Reviewing the Reporting Absences from Work Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Overseeing implementation of the Reporting Absences from Work Administrative Procedure.

- Including the Reporting Absences from Work Administrative Procedure in the Board policies and procedures posted on the Board website.

Superintendents are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.

Principals, Vice-Principals, Managers and supervisors are responsible for:

- Ensuring staff who they supervise are aware of the requirements under this Administrative Procedure and that employees follow the requirement for reporting absences from work.
- Maintaining regular contact with employees while they are absent from work to help ensure safe and timely return to work occurs.
- Approving leave requests and verifying absences in the automated callout system in a timely fashion.

The Wellness Coordinator is responsible for:

- Coordinating accommodation needs with other stakeholders.
- Ensuring employees are providing required documentation to support absences from work related to personal illness or injury.

Employees are responsible for:

- Ensuring they are familiar with the appropriate software programs so leaves can be reported and requested (i.e. the automated callout system, the Hub).
- Attempting to have regular attendance at work.
- Scheduling appointments outside of regular work hours wherever possible.
- Reporting absences as outlined above.

Progress Indicators:

- All employees of the Board are aware of their responsibility to report absences from work as outlined in this Administrative Procedure.
- Absences from work are minimized wherever possible.
- Appropriate coverage is maintained during employee absences from work.

References:

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

B.2.

Recommended Action:

That the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#506 – *Reporting Absences from Work***, be received and posted as amended under Directional Policy – **#500 – *Employee Relations***.

Carried



| BOARD ADMINISTRATIVE PROCEDURE | |
|--|---|
| Administrative Procedure <i>Disconnecting from Work</i> | Administrative Procedure Number 515 |
| Directional Administrative Procedure <i>DP500 – Employee Relations</i> | |

Title of Administrative Procedure:

Disconnecting from Work

Date Approved:

May, 2022

Projected Review Date:

May, 2027

Directional Administrative Procedure Alignment:

PVNCCDSB is committed to the health, well being and work life balance of its employees, as well as the continued safety and efficiency of its operations. The purpose of this Administrative Procedure is to identify the Board's expectations and requirements with respect to the ability of employees to disconnect from work.

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure supports the Being Well pillar by shared understanding of the Board's expectations as it relates the right to disconnect from work.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

While digital tools allow employees flexibility and the ability to communicate with their colleagues easily it is important to maintain work life balance. Employees have the right to disconnect from work and this Administrative Procedure ensures employees are aware of this. The term “disconnecting from work” is defined in the Employment Standards Act as not engaging in work-related communications, including emails, telephone calls, video calls or sending or reviewing other messages, to be free from performance of work.

1. Employees are not expected to respond to phone calls, emails or texts from their colleagues, supervisor, parents, students or other stakeholders during non-work hours, except in the case of an emergency.
2. Employees should use reasonable judgment when communicating with their colleagues outside of work hours.
3. PVNCCDSB will provide a copy of this Administrative Procedure to all employees to whom the Administrative Procedure applies, and will do so within thirty (30) days of preparing or revising the Administrative Procedure. It will provide a copy of the Administrative Procedure to all new employees to whom the Administrative Procedure applies within the first 30 days of their employment commencing.
4. PVNCCDSB may amend this Administrative Procedure from time to time as it deems necessary or appropriate. This Administrative Procedure will, at all times, be applied in accordance with the applicable employment standards, occupational health and safety, and human rights legislation, as well as the Collective Agreement, where applicable.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment with the Employee Relations Directional Policy.
- Reviewing the Disconnecting from Work Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Human Resource Services is responsible for:

- Ensuring all current and new employees receive a copy of this Administrative Procedure.

Superintendents, Principals, Vice Principals, Managers and Supervisors are responsible for:

- Having an understanding of this Administrative Procedure and the ability of employees to disconnect from work.
- Determining a mutually agreeable method for reaching their staff in the event of an emergency.

All Staff are responsible for:

- Understanding their right to disconnect from work outside of normal working hours unless it is an emergency.
- Working with their Supervisor to determine a mutually agreeable method to communicate after hours in the event of an emergency.
- Using reasonable judgment when communicating with their colleagues outside of work hours.

Progress Indicators:

- Staff will communicate that this Administrative Procedure has contributed to their work life balance and overall well being.

Definitions:

- “Disconnecting from Work” means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.
- “Emergency” means a serious event that occurs unexpectedly and requires urgent attention and/or action. Examples include, but are not limited to:
 - (a) a matter related to safety and security of Board property;
 - (b) a lack of appropriate staffing;
 - (c) a school closure;
 - (d) a matter related to the health and safety of an employee or student.
- “Non-work Hours” means hours outside of an employee’s scheduled work hours (including overtime).

References:

- [Bill 27, Working for Workers Act, 2021](#)
- [Employment Standards Act, 2000](#)

B.3.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – **#515 – *Disconnecting from Work***, be received and posted under Directional Policy – **#500 – *Employee Relations***.

Carried



| BOARD DIRECTIONAL POLICY | |
|--|---------------------------|
| DIRECTIONAL POLICY TITLE | DIRECTIONAL POLICY NUMBER |
| Equity & Inclusive Education Policy | 700 |

Title of Directional Policy:

Equity and Inclusive Education Policy

Date Approved:

TBD

Projected Review Date:

May 2027

Policy:

This Policy applies to all members of the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNCCDSB) community including trustees, employees, students, parents/guardians, caregivers, consultants, contractors and vendors, permit-holders, visitors, volunteers, and community partners. It applies to all schools or circumstances that could have an impact on the school climate. This Policy applies to all Board policies, practices and procedures and other measures.

The Board is committed to embedding equity and inclusive education throughout the school board in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy Program Memorandum No. 119. The Board will ensure that this Policy is consistent with the *Constitution Act, 1982*, the *Ontario Human Rights Code*, the *Education Act* and the *Accessibility for Ontarians with Disabilities Act, 2005*.

Purpose:

The purpose of this policy is to achieve equitable and inclusive education that identifies and removes systemic barriers to student achievement, participation and well-being, and that fosters a learning and working environment free from oppression, discrimination and harassment. This policy reflects the seven guiding principles [of Ontario's Equity and Inclusive Education Strategy](#), namely that equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

The Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity. The Board acknowledges that the foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. Discrimination and oppression are incompatible with Catholic moral principles.

The Board recognizes systemic inequities that operate through biases, discrimination and oppression – all of which function as barriers that students, employees, parents/guardians, caregivers and community groups experience. The Board is committed to achieving equitable and inclusive learning and working environments, to eliminate all forms of discrimination and to embed equity and inclusive education, anti-racism, human rights, and Indigenous education into all its policies, procedures, programs, operations, and practices.

The Board acknowledges that it is located on the traditional territory of the Michi Saagiig Nishnabeg who have lived with this land since time immemorial. Many treaties exist in this area: the Gun Shot, the Dish with One Spoon, Treaty 20, Williams Treaty. The Board recognizes the distinct right to self-determination of Indigenous Peoples under the [United Nations Declaration on the Rights of Indigenous Peoples](#). First Nations, Inuit and Métis Peoples have distinct legal rights protected under s. 35 of the *Constitution Act, 1982* which, among other aspects, recognizes and affirms existing Aboriginal and treaty rights. The Board is committed to establishing and strengthening relationships with First Nations, Inuit and Métis Peoples, and incorporating the history and world views of Indigenous Peoples throughout the Board. It is committed to truth and reconciliation and will implement the Truth and Reconciliation Commission's Calls to Action as they relate to education.

Alignment with Multi-Year Strategic Plan:

This Policy informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: Building a Community That Accompanies](#), particularly the goals of Ensuring Equity,

Valuing Relationships, Mental Health & Wellbeing and Inspiring Excellence in Teaching and Learning.

Requirements:

Board Policies, Programs, Guidelines, and Practices

The Board recognizes that equity and inclusive education is an integral part of its operations and should permeate the system. The Board values the perspectives of and engagement with employees, students, parents/guardians, caregivers, and community partners to inform the implementation and review of board policies, programs, guidelines and practices, and to achieve equity and inclusive education.

The Board will:

- Ensure the development, implementation and review of all its policies, programs, guidelines, and practices in a manner consistent with equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Actively consult with employees, students, parents/guardians, caregivers, and community members on equity and inclusive education to include their perspectives. The Board is committed to ensuring the voices of those who are marginalized as a result of systemic oppression and will identify and remove barriers these groups face throughout the system.
- Ensure that implementation of this Policy leads to continued progress towards achieving equity and inclusive education. To this end, the Board will monitor and evaluate its progress in implementing this Policy and will share the results of such a review with employees, students, parents/guardians, caregivers, and the community. The Board will take into account their feedback on the progress of this Policy to help inform its review and update. The Board will use the results from the review to improve policies, programs, and practices.
- Ensure hiring, retention, talent development, mentorship, promotion, and succession planning of individuals from diverse communities, in particular, Indigenous, Black and racialized people. The Board will identify and remove barriers that limit hiring, retention, talent development, mentorship, promotion, and succession planning of these individuals. The Board will collect disaggregated demographic data to inform its progress in these areas.
- Communicate its expectations around equity and inclusive education throughout the school board community and will ensure that this Policy is available in [accessible formats](#).

Shared and Committed Leadership

A collaborative approach to equity and inclusive education is central to support student participation, achievement and well-being. The Board is committed to working with

schools and education partners to ensure leadership is responsive to, and reflective of, the diversity of Ontario's communities, and demonstrates a commitment to equity and inclusive education.

The Board will ensure that:

- Senior leaders work with department employees and school administrators to identify and remove discriminatory biases and systemic barriers to learning, and to ensure anti-racism, human rights, and truth and reconciliation.
- Board and school improvement plans include goals and anticipated outcomes for achieving equitable and inclusive schools across all areas of the board's strategic pillars and priorities.
- Students, parents/guardians, and caregivers whose voices and lived experiences are marginalized as a result of systemic oppression, are represented on school board committees.
- Existing community partnerships support the principles of equity and inclusive education and reflect the diversity of the broader community.

School–Community Relationships

The Board recognizes that school-community relationships that enable representation and active engagement of parents/guardians, caregivers and school community partners, and that are based on trust and mutual respect, are integral to creating and sustaining a positive school climate.

The Board will:

- Develop and sustain partnerships with, and outreach to, parents/guardians, caregivers, and communities, namely those that are marginalized as a result of systemic oppression. In doing so, the Board will identify and remove barriers that limit or prevent parents/guardians, caregivers and community groups to be engaged and represented in board activities and in the school community.
- Consult and engage with individuals and groups who are marginalized as a result of systemic oppression to develop, implement, and review policies and procedures.
- Review the structures of existing committees and partnerships to ensure they reflect the principles of equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Ensure that information for parents/guardians, caregivers and communities about instructional activities, school and board policies, programs, procedures and services is provided in a timely manner, in [accessible formats](#), and translated where necessary into the diverse languages of the community.

Inclusive Curriculum and Assessment Practices

The Board recognizes that a culture of high expectations for all students should permeate all aspects of learning and assessment. Students must see themselves

positively reflected in their educators and learning environments. They must feel engaged in and empowered by what they are learning, and they must be supported by teachers and staff.

The Board will:

- Review curriculum and resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers.
- Ensure that all teaching and learning activities and materials reflect equitable and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Collaborate with schools to review classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination under the Ontario *Human Rights Code*.
- Ensure that educators apply culturally relevant teaching to assist students to access content and learning opportunities.
- Implement the principles of universal design for learning and differentiated instruction across subjects and strands.
- Provide classroom and school resources and learning materials, in [accessible formats](#), that reflect diverse histories, cultures and identities, in particular Indigenous, Black and racialized people, disabled people, and 2SLGBTQQIA+ people.

Religious Accommodation

The Board acknowledges each individual's right to exercise their religious or creed beliefs or practices, free from discrimination or harassment. The Board will provide religious accommodations, in accordance with the Ontario *Human Rights Code*, as set out in the Board's [Religious Accommodation Guide](#).

The Board will:

- Support understanding and acceptance for diverse religious and spiritual observations, practices and related accommodations by offering professional learning to employees and trustees.

- Ensure that the Religious Accommodation Guide is implemented and reviewed in consultation with students, parents/guardians, caregivers, employees, and community members.

School Climate and the Prevention of Discrimination and Harassment

The Board believes that a positive school climate is one in which all members of the school community feel safe, included and accepted, and actively promote and support positive behaviours and interactions. The Board is committed to achieving a working and learning environment free from discrimination and harassment.

The Board will:

- Ensure a positive school climate that is free from discrimination and harassment, and that is inclusive and accepting of all students, including Indigenous, Black, racialized and 2SLGBTQQIA+ students.
- Establish transparent and accessible processes for students, employees, parents/guardians, caregivers and community groups to raise concerns about inequitable treatment within the board, and to report incidents of racism, discrimination, and harassment without fear of intimidation or reprisals. The Board will investigate and respond to all concerns and complaints fairly and in a timely manner.
- Establish a procedure to receive and track incidents and complaints related to racism, discrimination, and harassment.
- Analyze school climate data and demographic census data to identify barriers, to measure success of prevention programs and to prioritize areas of focus for Board and school improvement plans.
- Support students and employees who request to establish or participate in groups, such as Black Student Associations, Muslim Student Associations, and groups to support 2SLGBTQQIA+ people, including groups with the name Gay-Straight Alliance.

Professional Learning

The Board recognizes that professional learning activities that are ongoing, based on evidence, and focused on positive outcomes can contribute to equitable and inclusive education. Changing individual and collective behaviour, as well as organizational and institutional practices can contribute to an education system that is free from discrimination.

The Board will:

- Provide ongoing professional learning and resources for employees to acquire the knowledge, competencies, and behaviours to identify and remove systemic barriers and discriminatory practices, and to effectively implement equitable and inclusive education.
- Provide ongoing education, professional learning, and leadership initiatives to employees and trustees related to equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Provide education and resources to students, parents/guardians and caregivers and other members of the PVNCCDSB community to increase their knowledge and understanding of equity and inclusive education, anti-racism, human rights, and truth and reconciliation.

Accountability and Transparency

The Board values ongoing and open communication to ensure students, employees, parents/guardians, caregivers and communities are informed of the Board's goals and progress in implementing this Policy.

The Board will:

- Ensure that Board and school improvement plans, and the board's multi-year strategic plan reflect the principles of equity and inclusive education, and are developed in consultation with students, parents/guardians, caregivers, employees, and community members.
- Develop performance indicators, compliance and reporting mechanisms, data collection and tracking to monitor progress of this Policy. The Board will use school climate data and census data to identify and remove systemic barriers.
- Ensure that annual progress reports, including results on the implementation of this Policy, are made publicly available in accessible formats to students, employees, parents/guardians, caregivers and communities. The Board will post this Policy and progress reports on its website.

Responsibilities:

The Board of Trustees and employees of PVNCCDSB are responsible for:

- Executing their role in a manner that is consistent with and supportive of this Policy.
- Identifying and removing discriminatory biases and systemic barriers to learning and working.
- Reporting regularly on the implementation and review of this Policy, including how they have identified and removed barriers faced by employees, students, parents/guardians, caregivers, and community groups. The Board will make these reports publicly available in [accessible formats](#).

- Complying with Board processes for students, employees, parents/guardians, caregivers and community groups to raise concerns about unfair or inequitable treatment, and to report incidents of racism, discrimination, and harassment.
- Completing ongoing professional learning on equity and inclusive education, anti-racism, human rights, residential schools, Treaties, and the historical and contemporary contributions of First Nations, Inuit and Métis Peoples to Canada. Employees will include these topics in their respective performance appraisals.

Responsibilities related to other established roles within the Board

The Board of Trustees is responsible for:

- Ensuring that every student can succeed, regardless of their background or social identity, and ensuring that education programs and services are responsive to the diverse communities it serves.
- Setting direction and policy that prioritize and embed equity and inclusive education, human rights, anti-racism, and truth and reconciliation.
- Ensuring that equity and inclusive education, anti-racism, human rights, and truth and reconciliation inform boardroom deliberations and decisions. Trustees will ensure their decisions are consistent with this Policy.
- Holding the Director accountable for implementing this Policy.
- Including student trustees in deliberations and in decision-making.

The Director of Education is responsible for:

- Overseeing compliance with this Policy.
- Ensuring that performance appraisals include goals related to equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Providing the Board of Trustees with regular progress reports on the implementation of this Policy across the system.
- Publishing the Director of Education's annual report to inform the Ministry of Education and the local community about the Board's progress in meeting its strategic goals.

Superintendent of Faith and Equity is responsible for:

- Providing direction and support for equity and inclusive education across the system and ensuring the effective implementation of this Policy.
- Providing regular updates to the Board on the implementation and impact of this Policy on student participation, achievement and well-being.
- Acting as the contact person to liaise with the Ministry of Education and other school boards to share challenges, promising practices, and resources.
- Collaboratively leading the development, implementation and review of administrative procedures and practices aligned with this Policy.
- Providing leadership and resources to the Faith and Equity Advisory Committee.
- Ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints in conjunction with the appropriate Family of Schools Superintendent and Superintendent of Human Resources as required.

The Superintendent of Leadership and Human Resources is responsible for:

- Ensuring a working environment free from discrimination and harassment.
- Establishing selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to the implementation of equity and inclusive education.
- Providing ongoing training to school and system leaders on equitable approaches to hiring, recruitment, talent development, promotion, mentoring, sponsorship, performance appraisal and succession planning.
- Ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints in conjunction with the appropriate Family of Schools Superintendent as required.

The Superintendent of Special Education is responsible for:

- Engaging stakeholders in Special Education Improvement planning with particular emphasis on using data to identify and remove barriers to student participation, achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special needs.

Superintendents Schools and System Portfolios are responsible for:

- Ensuring all school and system leaders have the competencies, skills and knowledge to implement this Policy and administrative procedures.
- Supporting employees to implement and review this Policy and assess its impact on student participation, achievement and well-being.
- Engaging students, parents/guardians, caregivers and community members in Board Improvement planning with particular emphasis on using disaggregated demographic data to identify and remove barriers to student participation and achievement.
- Ensuring that the principles of equity and inclusive education are incorporated and modelled in professional learning activities and/or programs.
- Raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.
- Including in their performance appraisals at least one performance goal related to eliminating systemic inequities in relation to student variables (e.g., suspension, expulsion, graduation rates) as revealed by student demographic data collection, and at least one performance goal related to attending to workforce issues of diversity and fairness in recruitment, hiring and placements, as revealed by workforce demographic data collection.

Managers are responsible for:

- Providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of this Policy.

- Working collaboratively with the Superintendent of Faith and Equity to develop administrative procedures that align with this Policy.

Communication Services is responsible for:

- Working collaboratively with the Superintendent of Faith and Equity to develop a system-wide communications plan focused on building knowledge and understanding of this Policy among students, employees, parents/guardians, caregivers and community members to support its effective implementation.

Principals and Vice Principals are responsible for:

- Establishing goals and plans to implement this Policy, in consultation with employees, students, parents/guardians, caregivers and the community.
- Embedding equity and inclusive education, anti-racism, human rights, and truth and reconciliation into the school improvement plan.
- Developing strategies to engage students, parents/guardians, caregivers, and communities in the school community who are marginalized as a result of systemic oppression.
- Promoting student leadership opportunities and actively engaging students in initiatives with a focus on equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Ensuring that accommodations for students and employees are consistent with this Policy, and the Ontario *Human Rights Code*.

Teachers and Staff are responsible for:

- Teaching age-appropriate curriculum on residential schools, Treaties, and the historical and contemporary contributions of First Nations, Inuit and Métis Peoples to Canada.
- Ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings, equity and inclusive education, anti-racism, human rights, and truth and reconciliation.
- Developing and promoting initiatives that support and promote diversity of student voice and experience, especially students who are marginalized as a result of systemic oppression.
- Encouraging and supporting students in their efforts to promote Catholic social justice, equity, inclusion and diversity in schools and classrooms.
- Providing religious accommodation, in consultation with the principal and in accordance with the Board's [Religious Accommodation Guide](#).
- Complying with *Ontario Regulation 437/97: Professional Misconduct*, in particular s. 1(28), that states that professional misconduct includes "Making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the *Human Rights Code*."

Employees are responsible for:

- Implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted.

Parents/Guardians and Caregivers are responsible for:

- Familiarizing themselves with and supporting this Policy.
- Informing the Principal of the need for accommodations.

Students are:

- Responsible for familiarizing themselves with and supporting this Policy.
- Responsible for informing the Principal of the need for accommodations.
- Encouraged to provide input and share student voice for school and board decisions.
- Encouraged to act as a positive peer influencer by facilitating discussions about Faith and Equity with their classmates
- Encouraged to actively communicate their ideas/concerns to their teachers and peers

Progress Indicators:

- Implementation of Administrative Procedures for this Policy.

Definitions:

2SLGBTQIA+: an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.

Accommodation: an adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario *Human Rights Code* or other factors.

Accommodations for students with special education needs: the term accommodations has a specific meaning in special education. Accommodations for students with special education needs include special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning.

Anti-racism: a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism. Anti-racism aims to ensure the absence of unfair treatment, which includes exclusionary or discriminatory practices.

Anti-racist education: an approach that integrates the perspectives of Indigenous and racialized communities into an educational system and its practices. Anti-racist education seeks to identify and change educational policies, procedures, and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power, and privilege. Anti-racist education promotes the removal of discriminatory biases and systemic barriers based on race.

Anti-oppression: strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.

Barrier: an obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

Bias: an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Caregiver: an individual involved in a caring and commitment relationship that may be ongoing, long-term, significant and where responsibilities have shifted to a non-family member (Ontario Human Rights Commission, [Defining Family Status](#)). The meaning of caregiver must be consistent with how First Nations, Inuit and Métis Peoples conceptualize caregivers.

Culturally relevant teaching: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Discrimination: unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario *Human Rights Code* (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity: the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Harassment: engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment is a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of their identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

Inclusive education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Intersectionality: the overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario *Human Rights Code*, or other factors, which may result in additional biases or barriers to equity for that individual or group.

Positive school climate: the school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

Progressive discipline: a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Racialized group: a group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.

Racism: a set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures, and programs,

as well as in the attitudes and behaviours of individuals.

Religious accommodation: an obligation under the Ontario *Human Rights Code* to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

References:

- [Accessibility for Ontarians with Disabilities Act, 2005](#), S.O. 2005, CHAPTER 11.
- [Anti-Racism Act](#), 2017, S.O. 2017, c. 15
- [Constitution Act, 1982](#), being Schedule B to the *Canada Act 1982* (UK), 1982, c. 11.
- Council of Ontario Directors of Education, [Equity and Inclusive Education: Going Deeper](#) (2014).
- [Education Act](#), R.S.O. 1990, c. E.2
- Government of Ontario, [Data Standards for the Identification and Monitoring of Systemic Racism](#).
- Government of Ontario, [Ontario's Anti-Racism Strategic Plan](#) (2017).
- [Human Rights Code](#), R.S.O. 1990, c. H.19
- O. Reg. 437/97: Professional Misconduct under *Ontario College of Teachers Act*, 1996, S.O. 1996, c. 12.
- Ontario Human Rights Commission, [Policy on preventing discrimination because of gender identity and gender expression](#) (2014)
- Ontario Ministry of Education and the Ontario Human Rights Commission, [Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders](#) (2013).
- Ontario Ministry of Education, [Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Ontario Schools](#) (November 2013).
- Ontario Ministry of Education, [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#) (2014).
- Ontario Ministry of Education, [Ontario's Education Equity Action Plan](#) (2017).
- Ontario Ministry of Education, [PPM 119: Developing and implementing equity and inclusive education policies in Ontario schools](#) (2013).
- Ontario Ministry of Education, [PPM 165: School board teacher hiring practices](#) (2021).
- Ontario Ministry of Education, [Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy](#) (2009).
- Truth and Reconciliation Commission of Canada, [Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission](#) (2015).
- Truth and Reconciliation Commission of Canada, [Truth and Reconciliation Commission of Canada: Calls to Action](#) (2015).
- Assembly of Catholic Bishops of Ontario. *Renewing the Promise*, (2018)
- Pope Francis. [Laudato Si](#), (2015).
- Pope Francis, [Fratelli Tutti](#) (2020).

B.4.

Recommended Action:

That the Policy Development Committee recommend to the Board revised and newly formatted Directional Policy – ***#700 – Equity and Inclusive Education***, be received and posted as amended.

Carried



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|--|
| <i>Administrative Procedure</i> Supporting Positive Student Behaviour: Safety for All | <i>Administrative Procedure Number</i> 912 |
| <i>Directional Policy</i> 900 – Safe & Accepting Schools | |

Title of Administrative Procedure:

Supporting Positive Student Behaviour: Safety for All

Date Approved:

TBD

Projected Review Date:

May 2025

Directional Policy Alignment:

Safe and Accepting Schools

Alignment with Multi-Year Strategic Plan:

The Supporting Positive Student Behaviour: Safety for All Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Provide Excellence in Teaching & Learning, Nurture Mental Health and Well-being and to Ensure Equity.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board believes that students are best served in safe and caring classrooms with supportive and planned responses to address academic, social/emotional, behavioural, and medical needs. The PVNCCDSB also believes in providing equitable and inclusive learning opportunities that identify and remove systemic barriers to student achievement, participation and well-being, and that foster a learning and working environment free from oppression, discrimination, and harassment. The PVNCCDSB is committed to the Universal Design for Learning Framework that ensures all learners can access and participate in meaningful and challenging learning opportunities. The PVNCCDSB is also committed, as part of a shared responsibility with all employees, to provide a safe and healthy work environment as outlined in the Occupational Health and Safety Act.

There are some students who may develop a pattern of unsafe, and possibly injurious, behaviour and who present a risk of injury to themselves, other students, and/or those who support them. Some students require instruction and support to develop the skills necessary to self-regulate and strategies to manage their behaviour and maintain safety. For most of these students, well-planned prevention and safety intervention strategies, and an ongoing review of programs, will significantly reduce or eliminate unsafe behaviour and the risk of injury.

This administrative procedure outlines a process to follow when a student demonstrates unsafe behaviour. Principals are expected to ensure a safe, caring, equitable, and inclusive school environment for all while committing to the student's right to an appropriate education and supporting employees in creating and maintaining a safe and healthy work environment. The administrative procedures in this document will assist school principals with meeting the needs of all students while ensuring the safety of all.

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 behaviour. Using positive behaviour supports implies that staff:

- Understand and support students in their behaviour change process by utilizing specific teaching strategies, e.g. Applied Behavioural Analysis strategies, personalized self-regulation plans, Restorative Practices, etc.;
- Apply a methodical approach of observation and data collection (e.g. ABC tracking);
- Analyze the relationship between the behaviour and the context to determine the motivation behind (i.e. function of) the behaviour;
- Attempt to discern the antecedents of the behaviour and potential triggers;
- 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 student in the environment in certain settings and during certain events (e.g. transitions); and,
- Model, teach and support the student to adopt alternative behaviours

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

a) 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 will ensure that accurate and up-to-date behaviour data tracking is maintained and analyzed. Behaviour data tracking is to be considered during a review/debrief after a reported incident on the Violent Incident Form 17 (see Appendix A), 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, support staff allocation, Safety Support Plans) and staff Safety Support Planning.

b) Safety Support Plan

The Safety Support Plan (see Appendix C) 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 Support Plans are data-driven, realistic, developed collaboratively with school staff members, and that consultation with parents/guardians/caregivers occurs as part of the process. Consultation can also include Board professional staff, and external professionals and/or agencies involved with the child, where appropriate, and where consent has been obtained. However, final decisions on IEPs, Safety

Support Plans, and school procedures remain the responsibility of the school principal to ensure implementation.

When a Safety Support Plan is first developed for a student, the school personnel should ensure that the Safety Support Plan information is updated in SEOS on Form 32a (see Appendix C). While Safety Support Plans are unique for each student, they generally include the following information:

- a description of the observable safety concern(s);
- critical proactive supports, a description of the escalation cycle and responsive support provided;
- communication procedures for all staff;
- necessary Personal Protective Equipment (PPE).

Initiated by the principal, existing Safety Support Plans are to be reviewed at a minimum once in each term/semester, and concurrently with a student's IEP, if applicable. Safety Support Plans are working documents, to be revised as necessary. A Safety Support Plan should be reviewed and updated when there is a change in behaviour that could increase the potential for violence, and when there is a violent incident involving a student. If a staff member working with the student, or the parent/guardian feels that the student's Safety Support Plan needs to be reviewed, he/she may bring that request to their principal/vice-principal's attention at any time. It is the principal's responsibility to address safety concerns in the workplace, on behalf of the Board.

Parent(s)/guardian(s) will be consulted during the creation and/or review of the Safety Support Plan and/or if updates are considered during the school year. All staff members who work regularly with the student will be involved in the development and/or review of the Safety Support Plan.

Safety Support 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, to be determined by the school team, without any incident of unsafe behaviour with the potential to cause a risk of injury to self and/or others, as outlined in the Safety Support Plan. This decision is supported by behaviour data tracking. Parents/Guardians will be consulted regarding the removal of a Safety Support Plan. When a Safety Support Plan is no longer required, school personnel should update the information in SEOS on Form 32a. While consultation is required, whether or not staff or parents may agree, it is the principal's decision to initiate or remove a Safety Support Plan.

2. Assessment of Risk

When a staff member at a school identifies unsafe student behaviour that is likely to cause a risk of injury, the following process will be followed:

- The staff member communicates the details of the behaviour to the school principal or vice principal;
- If the identified behaviour meets the definition of workplace violence under [Administrative Procedure 509 : Workplace Violence Prevention](#), then the employee will complete and file a Workplace Violence Incident Form (see Appendix A);
- The principal arranges for a meeting to discuss these behaviours. The meeting should include a review of any Ontario Student Record (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 will include procedures for staff members to summon assistance, including alternate arrangements if the first contact is not available, as well as other measures that may reduce the incidents of unsafe behaviours. Some form of behaviour tracking will also be put in place after this meeting. When a 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 behaviour;
- The meeting should also identify positive behaviour supports, including strategies to promote self-regulation skills, which may be outlined in the Safety Support Plan and/or IEP;
- Where the behaviour causing a potential risk-of-injury is of significant frequency or intensity, the principal may determine that a formal Safety Support 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 Support Plan;
- A safety audit of the classroom and school environment (see Appendix J) may be conducted as part of, or after, this meeting;
- A referral for central special education support may also be sought after the meeting, as per the PVNC Intervention Checklist (see Appendix K);
- A follow-up meeting will be scheduled. This meeting will review the behaviour tracking data as well as the impact of any positive behaviour supports;
- The principal may determine that a Safety Support Plan is not required at that time, but that the staff supports, positive behaviour supports and continued behaviour tracking are sufficient;
- In the case of a risk to safety, the principal will consider whether a Violent Threat Risk Assessment (VTRA), is appropriate, and if necessary, consult with the Superintendent of Schools, as per the [PVNCCDSB VTRA protocol](#);
- Meeting minutes will be recorded on Case Conference SEOS Form #4 (see Appendix H).

Where a Safety Support Plan is in place, the level of risk will be reviewed on an ongoing basis, and at a minimum once each term, by appropriate staff to determine if prevention and intervention strategies are working.

During the assessment of risk and as part of the ongoing review, the school team (e.g. principal, Special Education Resource Teacher [SERT], classroom teacher, Educational Assistant [EA]) will consider the following:

- A review of existing medical/neurological/developmental professional assessment information by appropriate professionals (e.g. physicians, psychology, social work, speech-language pathology, occupational therapy, physical therapy), where available;
- 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 Support 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 (e.g. Behaviour Management Systems Training [BMS] training, Applied Behaviour Analysis (ABA) strategies, self-regulation skills), along with an analysis whether available staff can safely carry out the necessary interventions;
- A safety audit (Appendix J) 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). Student information, including programs, services, and supports are private and confidential. That may include, but is not limited to, discussions, correspondence, and meeting notes for students whose unsafe behaviour may present a risk of injury. Staff are required to obtain appropriate informed consent prior to sharing this information.

In the event that there is a risk of workplace violence from a person/student with a history of violence, disclosure of information may be necessary to assist in preventing incidents where there is potential for injury. In this situation, a principal will share pertinent personal information with affected workers without informed consent. This may include providing them with a copy of the pertinent student Safety Support Plans. These plans are to be kept confidential and in a secure location at all times. The Ontario Occupational 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.

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 will 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 fulfil 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 could 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, will 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 fulfil the stated purpose. The school staff will obtain parent/guardian consent permitting the

sharing of personal information, prior to transportation being provided. If parents refuse to share this information, then transportation may be withheld.

c) Childcare Centres in Schools

Students, including those who could present a risk of injury to self and/or others, may attend a before- or after-school childcare program which is housed in the school building. There could be important information about the student's activities and experiences, which would be beneficial to share between the settings in the interests of safety. The school and the childcare will obtain parent/guardian consent permitting the sharing of personal information about the child in the other setting.

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

a) From Another School Within PVNCCDSB

Ongoing, comprehensive 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 PVNC principal is aware that a student with a history of unsafe behaviour is moving to another PVNC 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. The receiving principal will then share the information on these behaviours with those staff who might be interacting with the student. When a student arrives to be registered from another school in the board, schools may contact the previous school to discern if the student had any unsafe behaviours that posed a risk of injury. If the student was on a Safety Support Plan in the sending school, this plan should continue at the receiving school, with appropriate modifications, until it is determined that the plan is no longer necessary.

b) From Outside of the Board

When a student is registering to attend a PVNCCDSB school (whether from another board, a specialized program, or is 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 asks parents to complete a registration form;
- The student does not 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;
- Understanding that the request for the OSR occurs after enrolment, and that OSRs do not always arrive in a timely manner, efforts should be made to gather information from the OSR to include, where available:
- Documentation on current/existing health information, including diagnoses and medications;
- Current behaviour tracking, Safety Support Plan, IEP, if applicable;
- Previous Safe Schools reporting forms (suspension, expulsion, violent incidents);
- 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) providers);
- Current/existing assessment information from involved community agencies/services;
- 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 (Appendix J) of the new board classroom and school environment which also includes self-regulation supports;
- Information regarding progressive discipline or probation/police, as appropriate.

Actions may include, but are not limited to:

- Completing a School Entry Form #37 (see Appendix F);
- Conducting a Violent Threat Risk Assessment (VTRA);
- Communicating the entry timeline to staff and parents/guardians. Entry may be reasonably delayed until a Safety Support Plan is completed and staff is made aware of the contents of the Safety Support 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 Support Plan (will 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.

If a principal from another school board is requesting information about a student who was formerly enrolled in a PVNC school, and that information would not reside in the student's OSR, then consent from the student's parents, or the student if over the age of 18, will be obtained.

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 will 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 will ensure that appropriate Safety Support Plans are in place and implemented. The principal will also ensure that staff is informed of any student whose unsafe behaviour presents 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 will be informed that they must report concerns of unsafe student behaviour to the principal.

Others who are likely to encounter a student whose unsafe behaviour could cause a risk of injury, such as central PVNCCDSB staff, parent volunteers, etc., should also be provided with the necessary information and instruction, as appropriate. The recipients of this information will keep it confidential.

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 will occur:

- The employee will summon immediate assistance if required;
- The employee will report the circumstances to his or her supervisor and notify the principal immediately;
- An Employee Incident/Injury Report Form 5 (see Appendix E) will be used to document the circumstances of any harm caused by a student. It will 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 F), and submit to the principal, as well as a Safe Schools Form (see Appendix B), and submit it 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 G) with all staff involved as soon as possible after the incident. The principal will decide the most appropriate time to hold the debrief;
- 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 Physical Intervention Report Form 32c (see Appendix C), in collaboration with the principal;
- The Human Resources (HR) Department will notify PVNC's Multi-Site Joint Health and Safety Committee if Form 5s or Form 31s are submitted to HR;
- A Safety Support Plan will be developed (if not already in place) if behaviour needs more extensive interventions. Central staff will be consulted, as part of the development of such plan;
- 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), Registered Early Childhood Educators (RECEs), Teachers in Charge (TICs) and other staff will receive plans for their assignment as written and left by those whom they are replacing. These documents contain, where applicable, copies of IEPs, Safety Support Plans, and a list of students who have Safety Support Plans with whom the occasional staff member may work.

Principals will 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. In planning for these situations, it would be advisable that (where possible) students who are requiring contingency plans have opportunities to interact with those staff members in the school who are part of the contingency plan, prior to enacting the plan. Contingency plans may be communicated to parents of those students who require more intensive support, as appropriate. Support Staff will maintain up-to-date emergency supply plans to be kept in a central location, such as the Main Office or the Resource Room, if applicable.

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 will be provided to, and used by, staff, including occasional 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 Support 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 behaviour presents a risk of injury that could be mitigated through the use of PPE, a request shall be made to the Facilitator of Special Education Support Staff, who will then communicate with the Health and Safety Officer. If the student has special needs, then the Special Education Consultant for the school shall be made aware of the request as part of the Intervention Checklist. This measure should also be included in the student's Safety Support Plan.

As part of the ongoing consultation process, parents/guardians will be informed when PPE is going to be accessed as a safety measure. If requested, parents/guardians will 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 Support Plan Form 60 (see Appendix I), and attached to the student Safety Support 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 will be monitored through behaviour data tracking in order to discern the continued need for the equipment.

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 behaviour which could cause injury. The principal will 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 and diagnoses, training in prevention and intervention, and professional knowledge regarding the preparation of Safety Support Plans and IEPs. The Special Education Department staff can support schools in this training and support.

Staff members who work on a regular basis with students whose unsafe behaviour presents a risk of injury to themselves or others are required by PVNCCDSB to have up-to-date training in managing behaviour that presents the risk of injury; BMS Training is the current PVNCCDSB approved safety training. It focuses on the identification and prevention of behaviour that can escalate into crisis and the teaching of non-verbal, verbal, and physical intervention techniques that will enable staff to effectively defuse escalating behaviour. BMS recertification occurs on an annual basis. Staff who have received BMS Training will 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, or earlier, if necessary. The Superintendent of Learning: Special Education Services should be contacted if ongoing risk of injury management strategies identify that further student-specific training is required or when training should occur prior to the next available training date.

b) Planning

Details involved in the use of planned physical intervention with a student will be identified in the student's Physical Intervention Plan (SEOS Form 32b - see Appendix D). A Safety Support 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 intervene in any situation if intervention would cause immediate physical harm to himself or herself or to a student or another person. This eventuality needs to be specifically addressed in the student's Safety Support Plan.

Under the Occupational Health and Safety Act (OHSA), workers have a right to refuse work or do particular work where the worker has reason to believe that workplace violence is likely to endanger themselves. However, *Regulation 857 - Teachers*, made under the OHSA, states that this right does not apply to teachers, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy. In alignment with [AP 809](#), the Board, along with all of its employees, in recognizing the Internal Responsibility Systems Philosophy, will take every reasonable precaution under the circumstances to protect the health and safety of the employee.

10. School Safety Audit for Supporting Positive Student Behaviour

As part of ongoing safety management in the school, the principal will conduct a classroom and school safety audit, using the School Safety Audit Checklist for

Supporting Positive Student Behaviour (see Appendix J), which includes a review of self-regulation supports, specific to the needs of students with unsafe behaviour. Potential threats to the student's own safety, or to others in the general school environment and school yard, need to be identified by staff, and precautionary procedures established. As unsafe behaviours emerge, safety audits would occur more frequently in order to address potential safety concerns in a timely manner.

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

Self-regulation strategies in the classroom that support a variety of regulation needs, that assist students to remain in their regular classroom should be the first approach. These strategies are best employed as part of a systematic and comprehensive program to support safe, caring, equitable, and inclusive classroom environments.

Where these in-class strategies are not successful or where they need to be supplemented, the focus moves to providing the student with opportunities to self-regulate through activities outside of the classroom, 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 under the continued programming, and continued assessment of the classroom teacher.

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 and it must/should be done in conjunction with the observations of, recommendations of, and collaboration with an Occupational Therapist (OT), Physical Therapist (PT), or other relevant professional.

The use of a designated self-regulation space outside of the classroom is based on the concept of reducing environmental and body triggers, as well as 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 behaviour as recommended by OT, PT, or other relevant professionals. The space may contain materials to assist the student in regulating methods (e.g. fidget toys, visual supports that provide options/instructions, mats for reclining, calming music, etc.) as recommended by the OT, PT, or other relevant professional. A student in a designated self-regulation space outside of the classroom must be supervised by a staff member at all times while continuing to be programmed for, and assessed by, the classroom teacher.

The Safety Support Plan should state when and for what purpose the designated self-regulation space outside of the classroom will be used by the student and follow OT recommendations. 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 Support 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 emergency assistance by police and/or medical services should be given primary consideration where the unsafe behaviour(s) and/or physical attributes of the student pose imminent risk of harm with the potential for substantial physical injury to self and/or others (such that BMS techniques cannot alleviate the risk of substantial 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 to fulfill the stated purpose. Principals shall consult with the [Joint Police School Board Protocol](#), and possibly with their respective Family of Schools superintendent, when considering what personal information should be released to law enforcement officials.

13. Debriefing Incidents

BMS protocol states that debriefing incidents where there was a significant safety 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 and board-based supports, what worked well, what could be improved, and the

subsequent next steps as a school team. Those involved in the incident can make the decision to have a debrief as a 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 among team members and in the extent of information shared;
- 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 can refer to the Post-Incident Staff Debrief Form (see Appendix G) at the time of the debrief for guidance. 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. Students with Special Needs

Principals are responsible for ensuring that IEPs, behaviour data tracking tools, and Safety Support Plans are developed collaboratively by all school staff involved with a student with special needs, and that consultation with centrally-based special education staff and outside agencies are included in the process where appropriate. Parents/guardians shall be consulted in these processes under the Education Act.

The Ministry of Education's [*Caring and Safe Schools in Ontario*](#), 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 (as a function of a medical condition, for example).
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour (as a function of cognitive development, for example).
- 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 student with special needs 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 will 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.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this administrative procedure to ensure its alignment with the Safe and Accepting Schools Directional Policy;
- Reviewing this administrative procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

- Ensuring that the Safe and Accepting Schools 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 this Administrative Procedure.

Superintendents of Special Education Services is responsible for:

- Overseeing delivery of Special Education Services;
- Overseeing safety training, program adjustments and staff/resource needs that may be required to balance the safety and learning needs of students with special education needs.
- Reviewing and revising this administrative procedure as necessary.

Superintendents of 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.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting principals in the implementation of this administrative procedure.
- Ensuring principals are supported in following the procedures & strategies as outlined in this administrative procedure and communicating expectations as required.

Principals and Vice-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;
- Reviewing with all staff annually all emergency procedures, including those for summoning immediate assistance when required;

- Reviewing with all staff early in the school year their obligations to report unsafe behaviour, and the forms which facilitate this reporting;
- Conducting an investigation into all potential and reported incidents of unsafe behaviours and establish a school plan to alleviate the safety concern;
- Using progressive discipline and mandated alternate settings appropriately, including consideration of all mitigating factors;
- Reporting incidents of workplace violence requiring medical attention to their Family of Schools Superintendent, as well as to the PVNC Health and Safety Officer, within 4 days;
- 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 Support Plans, including Physical Intervention Plans;
- Initiating the review of Safety Support Plans;
- Ensuring that parents are informed of positive behaviour supports in place for their children, and that they are consulted in the development of Safety Support Plans, including Physical Intervention Plans;
- Ensuring that preventive 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 Support Plan, including a Physical Intervention 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 and well-being;
- Encouraging all staff to approach student behaviour in the same cyclical method as improvement in academic skills – gather information, set goals, implement, review progress, modify plans accordingly;
- Being familiar with relevant documentation, legislation and issues of confidentiality, and sharing this information with staff, parents, and community members, as appropriate;
- Facilitating a school and classroom safety audit specific to supporting student needs including available self-regulation supports;

- If a student transfers out of their school into another PVNC school, communicating appropriately with the receiving PVNC principal any relevant information around safety concerns;
- Ensuring that tracking of behaviour has been initiated, where appropriate;
- Ensuring that an IEP, including alternative program page(s) in one or more areas of social-emotional skills, self-regulation and social communication, has been developed and implemented for special needs students exhibiting unsafe behaviours;
- Ensuring that post-incident debriefs occur, when required, as per this administrative procedure.
- Ensuring that the use of alternative spaces for self-regulation needs are designed with the recommendations of an Occupational Therapist, Physical Therapist or other relevant professional, that the need for the space is re-evaluated along with the safety support plan, and that the student remains to be programmed for and assessed by the classroom teacher.

Staff are responsible for:

- Implementing early, ongoing, preventive, supportive and planned interventions to address students' academic, social/emotional, and developmental behavioural and safety needs, as per the PVNC tiered Intervention Checklist;
- 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 Support Plan, including the Physical Intervention Plan;
- Co-creating the Safety Support Plan if the staff member works directly with the student on a regular basis;
- Providing copies of student's Safety Support Plan, including the Physical Intervention Plan, for occasional staff when absent;
- Contributing to a post-incident debrief, when necessary;
- Wearing PPE as required;
- Maintaining the confidentiality of student information.

Students are responsible for:

- Contributing to a caring and safe school environment at all times to the best of their abilities;
- Learning to advocate for their needs in an appropriate manner;
- Contributing to decisions about their individual programs, where applicable.

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 Support Plan, including the Physical Intervention Plan, if applicable;
- Being knowledgeable about, and/or contributing to, a student's IEP;
- Supporting the school staff in implementing the Safety Support Plan and/or IEP.

Progress Indicators:

- Students are served in classrooms that have caring and safe climates with preventive, 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. 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 Support 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.

Imminent Risk of Harm

An immediate and impending threat of a person causing substantial physical injury to self or others.

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 support. 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 preventive procedure employed in exceptional circumstances where there is an imminent risk that a student may physically injure herself/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 Support Plan

This is a predetermined plan of action developed by staff, in consultation with parents/guardians/caregivers (and may involve student feedback/voice/input). A Safety Support Plan will be written for students whose behaviour is a safety risk for themselves and/or others. A current copy of the Safety Support Plan is kept in the OSR.

Unsafe Behaviours

The behaviour of a student is unsafe when:

- 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 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.

Violent Threat Risk Assessment (VTRA)

The overriding goal of this assessment is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, community members, the school or other buildings or property. A VTRA is facilitated by intentional communication of relevant student information between school and community partners, as per an agreed-upon protocol. Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment. The VTRA follows a three-step process:

- 1) data collection and immediate risk reducing interventions;
- 2) multidisciplinary risk evaluation;
- 3) comprehensive multidisciplinary intervention.

Workplace Violence

Under the Ontario Occupational Health and Safety Act, workplace violence is defined as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

References:

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

[CASA Guide for Educators](#)

[Child and Family Services Act \(CFSA\)](#)

[Effective Educational Practices for Students with Autism Spectrum Disorders, 2007 Education Act](#)

[Joint Police-School Board Protocol](#)

[Law Insider Dictionary](#)

[Municipal Freedom of Information and Privacy Protection Act MFIPPA\)](#)

[Occupational Health and Safety Act, and Bill 168 - Violence and Harassment in the Workplace](#)

[Ontario Human Rights Code](#)

[PPM 145 \(2012\) Progressive Discipline and Promoting Positive Student Behaviour](#)

[The Personal Health and Information Protection Act \(PHIPA\)](#)

[Workplace Violence & the Law](#)

B.5.

Recommended Action:

That the Policy Development Committee recommend to the Board revised and newly formatted Administrative Procedure – **#912 – Supporting Positive Student Behaviour: Safety for All**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---------------------------------|
| Administrative Procedure | Administrative Procedure Number |
| Anti-Sex Trafficking Protocol | 907 |
| Directional Policy | |
| 900 - Safe and Accepting Schools | |

Title of Administrative Procedure:

Anti-Sex Trafficking Protocol

Date Approved:

May 2022

Projected Review Date:

May 2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Anti-Sex Trafficking Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-Being and to Ensure Equity. Moreover, this Administrative Procedure supports the development of welcoming and engaging school environments that respect the dignity of all students and nurture positive student experiences.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Purpose:

The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols.

This protocol will support coordinated action by all community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning. Safe, accepting and inclusive schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

Definition of Sex Trafficking:

Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous and racialized individuals.

Statement of Principles:

a) A role for parents/guardians/caregivers

Parents, guardians and caregivers are key partners in the implementation of school board anti-sex trafficking protocols. Care must be given when reaching out to parents, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student(s). Outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and

guardians, will be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort will be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work. Parents, guardians and caregivers will be invited to participate in opportunities to increase awareness of the signs and protective factors of sex trafficking in order to support prevention and response.

b) Foster student voices

Students are at the centre of this work and will be involved in efforts to develop actions against sex trafficking. Student groups will be invited to review, improve and implement the Board's anti-sex trafficking protocols. PVNCCDSB recognizes that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, could share their story and insights as part of efforts to build awareness and empower students.

c) Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board has connected with a number of agencies, either directly or indirectly, while developing this protocol. The Board agrees to continue seeking the guidance, input, and support of these organizations and agencies while the protocol is being implemented.

d) Interventions must be safe

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

PVNCCDSB employees will participate in comprehensive anti-sex trafficking training, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training will emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

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e) Build up school-based prevention

PVNCCDSB's Administrative Procedure will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships, healthy sexuality and the dignity of the human person through our Religion, Family Life and Health Education curriculum.

It is important for school staff to understand the historical and social context of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

f) Respect confidentiality, privacy and informed consent

The development of procedures within PVNCCDSB will respect confidentiality and ensure that the student fully understands how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Municipal Freedom of Information and Protection of Privacy Act*; the *Ontario Human Rights Code*; the *Accessibility for Ontarians with Disabilities Act, 2005*; the *Education Act*; and the *Child, Youth and Family Services Act, 2017*.

g) Promote equitable and culturally safe responses

PVNCCDSB is committed to developing a human rights-based, non-judgmental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness of, preventing, identifying and responding to sex trafficking.

Action Required:**1.0 STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING**

- 1.1 PVNCCDSB will employ culturally safe strategies to raise awareness about sex trafficking with students, school board employees, parents, caregivers and the broader community.
- 1.2 The Anti-Sex Trafficking Administrative Procedure and related procedures and resources will be publically available on the PVNCCDSB website so that it is accessible to parents/guardians/caregivers, students, staff and the broader community.
- 1.3 The strategies outlined will apply to all learning environments, including in person learning as well as virtual learning. The strategies will also apply to all

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school and school board activities, including field trips, overnight excursions, and board-sponsored events.

- 1.4 Partnerships with community based agencies and groups, including Indigenous partners, will support PVNCCDSB with the development and delivery of prevention strategies and supports.

1.5 Considerations for Awareness Strategies

Awareness strategies for all groups may include sending letters or emails, providing information in a student handbook, displaying posters, hosting information sessions, posting on the school/school board social media accounts, and/or posting information and resources on the school board website.

1.6 Strategies for Parents and Caregivers

PVNCCDSB will consult with its Catholic Parent Engagement Committee (CPEC) and/or school based Catholic School Councils to generate parent input and discuss how best to raise awareness regarding anti-sex trafficking for parents and caregivers.

Awareness and prevention activities for parents will focus on the following key areas:

- a) Cyber-Safety
- b) Signs a student is being targeted, lured, groomed, trafficked or is trafficking another student and how to get help safely
- c) How to report concerns to the Board (including anonymous reporting) and the Board's process for responding to concerns
- d) Approaches will be in place to overcome barriers to participation that Indigenous, Black and other racialized groups, newcomer and other parents/guardians may face.

1.7 Strategies for Students

PVNCCDSB will consult with student leadership teams (student government, student councils, applicable clubs, etc.) to generate input and consider student voice on raising student awareness strategies.

Awareness and prevention strategies for students will focus on the following key areas:

- a) raising awareness among students on the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the

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- school without fear of reprisal. The processes developed will allow for concerns to be brought forward anonymously.
- b)** process to help prevent recruitment of students for sex trafficking, including through curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety.
 - c)** Consideration of the use of available technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.

2.0 RESPONSE PROCEDURES

2.1 The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board recognizes the importance of establishing procedures for school board employees to respond in situations where a student:

- a)** may be at risk of or is being sex trafficked;
- b)** may be targeting, luring, grooming or recruiting children and youth for the purpose of sex trafficking;
- c)** is returning to school after they have been trafficked or involved in trafficking others.

2.2 Response procedures must be trauma-informed and culturally responsive and must address the needs of, among others:

- a)** students with special education needs, mental health needs, social or emotional needs or language/cultural barriers, and international students;
- b)** students who are in care, receiving care or in customary care arrangements;
- c)** students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation;
- d)** parents, including those who may live overseas and/or may not speak English or French;
- e)** students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control.

2.3 It is the expectation and responsibility of all PVNCCDSB employees to respond to all incidents of suspicions and disclosures of sex trafficking in accordance with the PVNCCDSB Anti-Sex Trafficking Response Guide.

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3.0 TRAINING FOR SCHOOL BOARD EMPLOYEES

- 3.1 All new and existing employees of the Peterborough, Victoria, Northumberland and Clarington Catholic District School Board will engage in training related to anti-sex trafficking. This training will be responsive to the varying roles of Board employees in order to ensure all employees understand their role in ensuring student safety. Training will be developed in consultation with community groups/agencies who have expertise in this area.
- 3.2 A tracking system will be used to ensure the completion of training modules and employees will be warned in advance about the content of this training in case it triggers those who have had a related traumatic experience.
- 3.3 Training will be updated and delivered regularly so that employees stay current with emerging issues related to trafficking and any changes in our response procedures.
- 3.4 Employee training shall include:
- a) key definitions, common misconceptions and myths about sex trafficking, including tactics used for online luring, grooming and recruitment
 - b) learning about human rights-based approaches to combatting sex trafficking, including the application of an equity lens, anti-racism, a gender-based lens, trauma-informed approaches and Indigenous cultural competencies
 - c) information on protective factors and prevention-focused supports and resources
 - d) information on risk factors and signs that a student is at risk, being lured, groomed or trafficked
 - e) signs that a student is or involved in luring, grooming or trafficking others
 - f) response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality
 - g) supports available to students and affected staff, including culturally responsive supports
 - h) additional training resources to support staff to understand and safely respond to sex trafficking
 - i) roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking

4.0 MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

- 4.1 In collaboration with the Ministry of Education, community groups and agencies such as Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, and other school boards, PVNCCDSB will develop a performance measurement framework.
- 4.2 This framework will monitor the effectiveness of training and whether the protocols and response guides put in place respond to the needs of students. This will be measured with performance indicators on how the provisions in place are preventing trafficking within school communities.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Safe and Accepting Schools Directional Policy
- Reviewing the Anti-Sex Trafficking Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Providing leadership and designating resources to ensure implementation and compliance with this Administrative Procedure.

Superintendents of Education are responsible for:

- Supporting principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this Administrative Procedure and related protocols.
- Ensuring that opportunities and resources are available for Board staff to acquire awareness, knowledge, skills, attitudes, and supports necessary to address situations involving student sex trafficking.
- Reviewing this Administrative Procedure and related protocols in consultation with students, teachers/support staff, principals, board staff, parents/guardians, school councils, Board Committees and other community groups.

Principals and Vice-Principals are responsible for:

- Implementing this Administrative Procedure in accordance with the parameters outlined.
- Ensuring all staff are trained in being able to detect the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student and how to get help safely.

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- Fostering student voices and raise awareness among students on the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the school without fear of reprisal with a process that allows concerns to be brought forward anonymously.
- Communicating with the Catholic School Council about the programs and strategies which foster a safe, inclusive and accepting school learning environment.
- Responding to all incidents of suspicions or disclosures of sex trafficking in accordance with the established Response Protocols.
- Responding to, and meeting the needs of, students who are victims and survivors of sex trafficking including access to education, facilitating school re-entry, and monitoring those students affected.
- Responding to, and meeting the needs of, students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation.
- Debriefing sex-trafficking incidents with staff involved as outlined in the Debrief Guidelines.

Board employees are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this Administrative Procedure and related protocols.
- Participating in established professional development and training as required in this Administrative Procedure
- Responding to and reporting all incidents of suspicions or disclosures of sex trafficking to the principal in accordance with established Response Protocols,
- Use teaching and learning practices to help prevent recruitment of students for sex trafficking, including through culturally competent and responsive curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety and online safety, as well as through work with local community-based organizations and survivors.

Students are responsible for:

- Abiding by the standards of behaviour outlined in Board policies and Code of Conduct and Provincial Code of Conduct
- Reporting all incidents of suspicions or disclosures of sex trafficking to a caring adult.
- Contributing to a positive school climate through healthy relationships and positive interactions with all members of the school community.
- Participating and engaging in programs and programs which support a safe school environment.

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Parents, Guardians and Caregivers are responsible for:

- Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment
- Supporting their child in developing healthy relationships and interactions with others
- Being informed about the signs of a potential sex-trafficking occurrence
- Reporting all incidents or suspicions of sex-trafficking to the Principal
- Collaborating with the school in order to support their child with the necessary wraparound supports required when a suspicion or disclosure occurs.

Catholic School Councils are responsible for:

- Providing input during the review of the Anti-Sex Trafficking Administrative Procedure
- Collaborating with the Principal to provide opportunities to parents/guardians to raise awareness in the detection and prevention of sex trafficking.

Progress Indicators:

- Employee Training completion data
- Qualitative and quantitative feedback from employee training sessions on effectiveness of training provided
- Qualitative and quantitative feedback from parent/community awareness sessions

Definitions:

2SLGBTQQIA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors.”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together.”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy.”

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.”

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence.”

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

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References:

- Ministry of Education Policy/Program Memorandum (PPM):
 - [119](#) - Developing and implementing equity and inclusive education policies in Ontario schools, 2013
 - [128](#) - Provincial Code of Conduct and School Board Codes of Conduct, 2019
 - [144](#) - Bullying Prevention and Intervention, 2021
 - [145](#) - Progressive Discipline and Promoting Positive Student Behaviour, 2018
 - [166](#) - Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007](#)
- [Accessibility for Ontarians with Disabilities Act, 2005](#)
- [Education Act](#)
- [Child, Youth and Family Services Act, 2017](#)
- [Ontario Human Rights Code](#)
- [Ontario Regulation 298](#)
- [Ontario Regulation 440/20](#)
- [Ontario Regulation 472/07](#)
- [Police/School Board Protocol, 2016](#)
- [CAS Joint Protocol, 2019](#)

RELATED DIRECTIONAL POLICIES AND ADMINISTRATIVE PROCEDURES

- PVNCCDSB [Directional Policy 700 - Equity and Inclusive Education](#)
- PVNCCDSB [Administrative Procedure 313 - Student Acceptable Use of Technology](#)
- PVNCCDSB [Administrative Procedure 903 - Police School Board Protocol](#)
- PVNCCDSB [Administrative Procedure 906 -Bullying Prevention and Intervention](#)
- PVNCCDSB [Administrative Procedure 908 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- PVNCCDSB [Administrative Procedure 909 - Code of Conduct](#)
- PVNCCDSB [Administrative Procedure 910 - Suspension, Expulsion and Appeal](#)
- PVNCCDSB [Administrative Procedure 912 - Support Positive Student Behaviour for All](#)

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B.6.

Recommended Action:

That the Policy Development Committee recommend to the Board that new Administrative Procedure – **#907 – *Anti-sex Trafficking Protocol***, be received and posted under Directional Policy – **#900 – *Safe and Accepting Schools***.

Carried



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|---------------------------------|
| Administrative Procedure | Administrative Procedure Number |
| Bullying Prevention and Intervention | 906 |
| Directional Policy | |
| 900 – Safe and Accepting Schools | |

Title of Administrative Procedure:

Bullying Prevention and Intervention

Date Approved:

May 2022

Projected Review Date:

May 2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Bullying Prevention and Intervention Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-being and to Ensure Equity. Moreover, this Administrative Procedure supports students, families and staff to serve one another, creating engagement and commitment to enable all students to become caring and responsible citizens.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Purpose:

The Bullying Prevention and Intervention Administrative Procedure (“**Bullying Prevention and Intervention Procedure**”) has been developed to implement and connect provincial legislation and relevant PVNC Catholic District School Board administrative procedures to foster a positive school climate for all. This administrative procedure serves to ensure that all members of our school communities are able to engage in an educational environment that is safe, welcoming, inclusive and positive - consistent with the Gospel Values and Catholic Social Teachings.

PVNC Catholic District School Board will use bullying prevention and intervention strategies, which foster a positive learning and teaching environment to support all students to reach their full potential.

A whole-school approach involving all members of the school community is required to prevent bullying. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence. In support of this outcome, school communities will work alongside one another to address instances of bullying, educate students on bullying prevention, promote healthy relationships and connect/support students. Bullying prevention and intervention is a shared responsibility.

The PVNC Catholic District School Board’s Bullying Prevention and Intervention Procedure is rooted in the following principles:

- a) bullying adversely affects the development of a positive school climate;
- b) bullying adversely affects a student’s well-being and ability to learn;
- c) bullying adversely affects healthy relationships and connections;
- d) bullying shall not be accepted on school property, at school-related activities, on school buses, or in any other circumstance (including virtual) where engaging in bullying will have an impact on the school climate.

Action Required:

1.0 Bullying Prevention and Intervention Plan (“**Plan**”)

1.1 The PVNC Catholic District School Board will establish a Plan that integrates all of the Board’s requirements and guidelines regarding bullying prevention and intervention into a comprehensive, achievable plan.

1.2 The Plan will include, but is not limited to information regarding the following:

- a) education, awareness and outreach;

- b) evaluation of evidence;
- c) policy and procedures;
- d) prevention;
- e) interventions and support strategies.

1.3 When establishing/reviewing the Plan, the Board/school will:

- a) solicit the views of students, teachers, Principals, and other staff;
- b) consult with the Special Education Advisory Committee, First Nations, Metis Inuit Committee, Catholic Parent Engagement Committee, Faith and Equity Committee, school councils and school bus operators and drivers and other appropriate community partners.

1.4 The Plan will be available to the public on the Board's website.

1.5 The Board's Plan will be reviewed once every two years.

1.6 All PVNC Catholic District School Board schools will implement a school-specific Plan consistent with the Board's administrative procedures and Plan.

1.7 The school level Plan will be modeled on the Board's Plan with references to individual school specific information/data related to:

- climate survey data;
- prevention and intervention communication within the school community;
- specific bullying awareness and prevention strategies / initiatives to enhance a positive school climate;
- other school specific prevention and intervention initiatives / strategies and communication.

1.8 Principals will post the school's Plan on the school website and/or will make it available to the school community through an alternate form of communication. In addition, Principals will communicate and distribute the school's Plan to teachers, and other school staff, students, parents/guardians, volunteers, Catholic School Councils, school bus operators/drivers and other parties as deemed necessary.

2.0 Prevention Strategies

2.1 School staff, under the direction of the Principal, will implement a bullying prevention program and a continuum of bullying intervention and prevention strategies in accordance with the policies of the Ministry of Education and the Board to ensure a safe, welcoming, inclusive and accepting learning environment.

2.2 School-wide bullying prevention programs include but are not limited to:

- a) providing students and staff with opportunities to actively engage and participate in leadership initiatives that involve: healthy relationships, peer relations, equity and inclusive education, bullying prevention etc.;
- b) developing skills for healthy relationships through the expectations of the provincial curriculum;
- c) developing skills for healthy relationships through Religious and Family Life Education;
- d) inclusion of bullying prevention strategies in classroom instruction and school activities;
- e) inclusion of equity and inclusive education principles in classroom instruction and school activities;
- f) providing opportunities for students and staff to learn to recognize serious behaviours/incidents and various forms of bullying that have a negative impact on school climate to understand the actions that can be taken by those witnessing the behaviour;
- g) student leadership programs and participation in Catholic School Council;
- h) mentorship programs;
- i) student success strategies.

3.0 Intervention Strategies

3.1 Intervention strategies will be used to stop incidents of bullying and to restore positive relationships among students which support their unfettered engagement in learning.

3.2 Appropriate action shall be consistently taken to address student behaviours that are contrary to the provincial and Board Code of Conduct and the Ontario *Human Rights Code, R.S.O. 1990, c. H.19, as amended*.

3.3 Interventions to stop bullying is a community responsibility including the need for school staff, parents/guardians, Board staff, police, and community agency support. The Plan will include:

- a) information on who to contact if parents/guardians have questions or concerns;
- b) how to access more information about bullying prevention and reporting;

- c) information for students and parents/guardians to follow should they need to report bullying.
- 3.4 All Board employees must take all allegations of bullying, including cyber-bullying, seriously and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.
- 3.5 Board employees must report serious student incidents to the Principal. The purpose of reporting serious incidents is to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate. All reports made to the Principal, including those made verbally, must be confirmed in writing, using the [Safe Schools Incident Reporting Form](#) ("**Reporting form**"). The Reporting form does not replace conversations between the employee and the Principal as communication and collaboration are important factors in meeting the needs of students. Where the Principal is the sole witness to an incident, the Principal will use the Reporting form to confirm in writing what they witnessed.
- 3.6 An employee of the Board who becomes aware that a student at a school of the Board may have engaged in a serious student incident will report the matter to the Principal as soon as reasonably possible. The employee will consider the safety of others and the urgency of the situation in reporting the serious student incident, but, irrespective, must report it to the Principal no later than the end of the school day on which the serious student incident occurred or when the employee became aware of the serious student incident. Moreover, Board staff must report any student behaviour that is likely to have negative impact on the school climate.
- 3.7 In addition, all Board staff who work directly with students – including administrators, teachers, support staff and others must respond to any student behaviour that is likely to have a negative impact on school climate - if in the employee's opinion it is safe to respond to it. Such behaviour includes serious student incidents and other disrespectful or inappropriate behaviour that occurs at any time on school property and/or at any school-related event, including virtual learning environments. The action of Board staff responding to incidents, may include, stopping the behaviour and correcting it so that students involved understand and learn that it is unacceptable behaviour and contravenes the provincial and Board Code of conduct as well as the Board's policies and administrative procedures.
- 3.8 In addition to employees of the Board, third parties, specified below, who are under contract or agreement with the Board will report such incidents in writing to the Principal of the school.
 - a) school bus drivers in their transportation policies and contracts;

- b) employees and contractors as a condition in their agreements with third-party operators who are providing before and/or after-school programs on the Board's property.

- 3.9 The Principal will investigate all reports submitted by Board employees. Once the investigation is complete, the Principal will communicate the results of the investigation to the teacher who made the report. If a Board employee who is not a teacher made the report, the Principal will communicate the results of the investigation to the individual if the Principal considers it appropriate. Communication between the Principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and collaboration in the school. The Principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation and will comply with its obligations under applicable privacy legislation.
- 3.10 If the Principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the Reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – will be redacted from the form before it is filed in the student's OSR.
- 3.11 In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student's parents expressly request that it be placed in the OSR, or the student if they are over the age of 18 years old or 16 or 17 years and have withdrawn from parental control. In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The Reporting form and any supporting documentation must be kept in the OSR for a minimum of one year. For incidents that are considered to be non-violent by the Principal and where no further action is required to be taken by the Principal, the Principal is not required to retain the Reporting form.
- 3.12 In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student will report incidents of behaviour for which suspension or expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They will also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

- 3.13 Where incidents of bullying are observed or reported, the school administration and staff will collaborate with parents/guardians to provide the student(s) with the educational and personal support as necessary for the student(s) to re-engage positively within the school community. These interventions and supports will vary depending on the individual student and will be available to all students affected by the incident.

Interventions, and other supports available for students who have been bullied, witnessed incidents of bullying, or engaged in bullying may include:

- a) support provided by school-based employees of the Board (administrators, teachers, social workers, psychologist, support staff, etc.) through Board programs and personnel or through community-based service-providers or other professionals;
 - b) a range of resources catered to the individual student– from early prevention to more intensive interventions.
- 3.14 Schools will ensure that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).

4.0 Intervention - Suspension/Expulsion

- 4.1 Principals will follow all relevant provincial and Board policies with respect to suspension and expulsion including those outlined in PVNC Administrative Procedures – 908 Progressive Discipline, 909 Code of Conduct and 910 Suspension, Expulsion and Appeal. Furthermore, interventions and other consequences will follow a progressive discipline approach up to and including consideration of expulsion. Mitigating factors and others must also be considered when determining the consequence of a given behaviour.
- 4.2 For students in Junior Kindergarten to grade 3, bullying incidents should be addressed with the appropriate behaviour supports in the school setting.
- 4.3 Principals must suspend students in Junior Kindergarten - Grade 3 for incidents of bullying if:
- a) their continuing presence in the school creates an unacceptable risk to the safety of another person
 - b) the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression

or any other similar factor (for example, socio- economic status and appearance).

- 4.4 The Principal may only suspend a student in Junior kindergarten to Grade 3 for engaging in bullying if they have conducted an investigation respecting the allegations.
- 4.5 For Grades 4 to 12, Principals must suspend a student for bullying and, after an investigation, consider referring that student for expulsion if:
 - a) 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.
 - b) if the bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

5.0 Notification of Parents/Guardians

- 5.1 Following a serious incident, the Principal must notify parents of the involved students, except in rare circumstances, and must invite parents to discuss support for their child. Bullying, including cyber-bullying, is an instance of a serious student incident.
- 5.2 Principals will disclose the following information to the parents/guardians of students who have been harmed as a result of a serious student incident:
 - a) the nature of the activity that resulted in harm to the student;
 - b) the nature of the harm to the student;
 - c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
 - d) the supports that will be provided for the student in response to the harm that resulted from the activity.
- 5.3 The Principal will notify the parents of students who have engaged in a serious student incident. Principals will disclose the following information:
 - a) the nature of the activity that resulted in harm to the other student;
 - b) the nature of the harm to the other student;
 - c) the nature of any disciplinary measures taken in response to the activity; and
 - d) the supports that will be provided for the student in response to their engagement in the activity.
- 5.4 The Principal will not notify a parent/guardian of a student if, in the opinion of the Principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best

interest. When Principals have decided not to notify the parents/guardians that their child was involved in a serious student incident, as described above, they will document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals will also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, Principals may refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support when their parents are not notified of the incident. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call the Children's Aid Society in accordance with the requirements of the *Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1*.

6.0 Monitoring

6.1 To ensure the efficacy of Board policy and procedures, the following mechanisms will be implemented:

- a) the Board will monitor, review and evaluate the effectiveness of procedures and guidelines in consultation with teachers, other school staff, students, parents and school councils;
- b) once every two (2) years, the Board will conduct school climate surveys of students, staff, and parents/ guardians;
- c) the Board/school will collect and review instances of bullying to inform school and Board planning; and
- d) the Board/school will collect and review data regarding the nature of violent incidents to support school and Board planning.

7.0 Safe and Accepting School Teams

7.1 Schools will have in place a Safe and Accepting Schools team responsible for fostering a safe, inclusive and accepting school climate. An existing school committee may fulfill the functions of this committee (e.g., the healthy schools committee).

7.2 The Safe and Accepting Schools team will analyze school specific data from the Climate Survey, collaborate to develop school specific bullying prevention and intervention plans and other duties in support of fostering a learning environment that is safe, caring and accepting.

8.0 Professional Development

8.1 The Board will establish and provide annual professional development programs to educate teachers and other staff about bullying prevention and intervention strategies for promoting a positive school climate.

8.2 The Board will provide training and other opportunities for staff to participate in equity and inclusive education with cultural awareness, sensitivity and special education.

Responsibilities:

The Board of Trustees is responsible for:

- Ensuring alignment of this administrative procedure with the Safe and Accepting Schools Directional Policy.
- Reviewing this administrative procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Providing leadership and designating resources to ensure implementation and compliance with this administrative procedure.

Superintendents are responsible for:

- To support Principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure.
- Ensuring the climate survey is conducted every two (2) years.
- Ensuring professional development regarding bullying prevention and intervention and strategies to promote a positive school climate.
- Supporting schools to develop and implement bullying prevention and intervention plans to promote a safe, inclusive, accepting learning environment.
- Reviewing this administrative procedure and the Board Bullying Intervention and Intervention Plan in consultation with students, teachers/support staff, principals, Board staff, parents/guardians, school councils, Board Committees and other community groups.

Principals and Vice-Principals are responsible for:

- Implementing this administrative procedure in accordance with the parameters outlined.
- Providing leadership and support for Board employees in their knowledge, understanding, and implementation of this administrative procedure and the Bullying Prevention and Intervention Administrative Procedure/Plan
- Providing leadership in collaboration with members of the school community to

foster a safe, welcoming, inclusive, accepting learning environment.

- Completing a school-level Bullying Prevention and Intervention Plan and reviewing it annually with members of the school community.
- Ensuring the Bullying Prevention and Intervention Plan is communicated to the school community.
- Establishing a Safe and Accepting Schools Team to develop and implement a school-wide approach to bullying prevention and intervention and to review school climate results.
- Consulting with the Catholic School Council about bullying prevention and intervention as a shared community responsibility.
- Modeling and supporting students to develop healthy relationships with others which support a positive teaching and learning environment.
- Addressing and responding to incidents of bullying in accordance with this administrative procedure and other relevant Provincial and Board Policies.
- Providing interventions and other supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying.

Teachers and Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.
- Collaborating and supporting the implementation of the bullying prevention and intervention plan and other measures which support the establishment and maintenance of a safe, inclusive and accepting school environment.
- Using resources with students that will assist in fostering a safe, welcoming, inclusive, accepting learning environment.
- Encouraging and modeling healthy relationships and interactions with others while supporting students to develop the skills necessary to form healthy relationships with others.
- Reporting and responding to all forms of bullying.
- Collaborating with the Principal to review this administrative procedure and the Bullying Prevention and Intervention Procedure/Plan.
- Participating in varying professional development to support the implementation of this administrative procedure.
- Providing input through the school climate survey.

Students are responsible for:

- Abiding by the standards of behaviour outlined in Board policies and Code of Conduct as well as the provincial Code of conduct
- Reporting instances of bullying to school staff.
- Contributing to a positive school climate through healthy relationships, and positive interactions with all members of the school community.
- Participating and engaging in programs and activities which promote a safe, inclusive and accepting school environment.

- Providing input regarding bullying prevention and intervention awareness / initiatives.
- Providing voice/input through school climate surveys.

Safe and Accepting School Teams are responsible for:

- Supporting the Principal in developing and maintaining a school plan to prevent and address all forms of bullying.
- Reviewing school climate survey results to build strategies into their school improvement plans.

Catholic School Council is responsible for:

- Providing input during the review of this administrative procedure and the Bullying Prevention and Intervention Plan.
- Collaborating with the Principal to review the school climate survey results.

Parents/Guardians are responsible for:

- Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment.
- Supporting their child in developing healthy relationships and interactions with others.
- Being informed about the school Code of Conduct and the Bullying Prevention and Intervention Plan.
- Collaborating with school staff regarding bullying prevention and intervention strategies, programs and supports.
- Reporting incidents of bullying to school staff.
- Collaborating and communicating with school staff to support their child through incidents of bullying including contacting the Principal, and if required, the appropriate Superintendent when not satisfied with support provided by the school.

Progress Indicators:

- On an annual basis, schools complete, communicate and implement the school Bullying Prevention and Intervention Plan.
- Schools implement bullying prevention and intervention strategies to address and respond to instances of bullying and to promote a safe, inclusive, accepting learning environment.
- The climate survey is completed every two (2) years and the results are shared with members of the school community.

Definitions:

Aggressive Behaviour - Bullying, including cyber-bullying, may be intentional or unintentional, direct or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Bullying

- a) is aggressive and typically repeated behaviour by a pupil where,
- b) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means:

- a) physical (for example, pushing, tripping)
- b) verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments)
- c) social/relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Cyber-bullying - is bullying by electronic means including, but not limited to:

- a) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via social media platforms, text messages, emails, direct messages, or others;
- b) Revealing information considered to be personal, private, and sensitive without consent;
- c) Making and/or engaging, and/or participating in fake accounts on social media/networking sites to impersonate, humiliate and/or exclude others; and,
- d) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Harm - means injury that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

Nexus - the umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Power- individuals attaining or maintaining control over others in the school through real or perceived differences. Some areas of difference may be, but are not limited to size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Safe and Accepting Schools Team - is a school-based team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the Principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

Serious student incidents – are activities for which suspension or expulsion must be considered, as set out in subsections 306(1) and 310(1) of the *Education Act*.

School Climate - the learning environment and relationships found within a school and school community. School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

School Climate Surveys - are an evaluative tool used to measure and assess bullying/harassment relating to issues including but not limited to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

Whole School Approach - A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community. Implementation of a whole-school approach needs to occur at all levels – the Board, school, class, individual, family, and community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All

aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures. To improve the school climate, members of the school community need to share information to develop an awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.

References:

- Ministry of Education Policy/Program Memorandum (PPM):
 - [119](#) - Developing and implementing equity and inclusive education policies in Ontario schools, 2013
 - [120](#) - Reporting Violent Incidents to the Ministry of Education, 2011
 - [128](#) - Provincial Code of Conduct and School Board Codes of Conduct, 2019
 - [144](#) - Bullying Prevention and Intervention, 2021
 - [145](#) - Progressive Discipline and Promoting Positive Student Behaviour, 2018
- [Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007](#)
- Provincial Model for a Local Police/School Board Protocol, 2015
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56, as amended](#)
- [Accessibility for Ontarians with Disabilities Act, 2005, S.O.2005, c.11, as amended](#)
- [Ontario Human Rights Code, R.S.O. 1990, c. H.19, as amended](#)
- [Education Act, R.S.O. 1990, c. E.2, as amended](#)
- [Child, Youth and Family Services Act, 2017, S.O. 2017, c. 14, Sched. 1, as amended](#)
- [Ontario Regulation 298 – Operations of Schools, as amended](#)
- [Ontario Regulation 440/20 – Suspension of Elementary School Pupils, as amended](#)
- [Ontario Regulation 472/07 -- Behaviour, Discipline and Safety of Pupils, as amended](#)

Related Directional Policies and Administrative Procedures

- PVNCCDSB [Directional Policy 700 - Equity and Inclusive Education](#)
- PVNCCDSB [Administrative Procedure 908 - Progressive Discipline and Promoting Positive Student Behaviour](#)
- PVNCCDSB [Administrative Procedure 909 - Code of Conduct](#)
- PVNCCDSB [Administrative Procedure 910 - Suspension, Expulsion and Appeal](#)
- PVNCCDSB [Administrative Procedure 911 - Mandated Alternate Educational Settings](#)
- PVNCCDSB [Administrative Procedure 912 - Support Positive Student Behaviour for All](#)

B.7.

Recommended Action:

That the Policy Development Committee recommend to the Board that old Policy and Administrative Procedure – **#803 – Safe Schools - Bullying Prevention and Intervention**, be deleted and the revised, newly formatted Administrative Procedure – **#906 – Bullying Prevention and Intervention**, be received and posted as amended under Directional Policy – **#900 – Safe and Accepting Schools**.

Carried



| BOARD ADMINISTRATIVE PROCEDURE | |
|---|--|
| <i>Administrative Procedure</i> Progressive Discipline and Promoting Positive Student Behaviour | <i>Administrative Procedure Number</i> 908 |
| <i>Directional Policy</i> 900 – Safe and Accepting Schools | |

Title of Administrative Procedure:

Progressive Discipline and Promoting Positive Student Behaviour

Date Approved:

May 2022

Projected Review Date:

May 2027

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Progressive Discipline and Promoting Positive Student Behaviour Administrative Procedure supports the Board's Mission to educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person. This Administrative Procedure aligns with the Board's Multi-Year Strategic Plan to Value Relationships, Nurture Mental Health and Well-being and to Ensure Equity. Moreover, this Administrative Procedure supports students in engaging in positive behaviours and interactions with others to enable all students to become caring and responsible citizens.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Purpose:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to ensuring schools are safe, welcoming, inclusive and accepting to support a learning environment where every student can reach their full potential. As such, this procedure seeks to establish a framework to enable, support and maintain a positive school climate.

A positive school climate exists when all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions. Such a climate is founded upon an effective continuum of strategies within a school and school-related activities to promote student empowerment and positive student behaviour.

Furthermore, a safe, inclusive, and accepting climate and a culture of mutual respect is supported when principles of equity and inclusive education are embedded in the learning environment.

A whole-school approach involving all members of the school community is required to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

Moreover, PVNC Catholic District School Board is committed to a process that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive behaviour.

The Board's Progressive Discipline and Promoting Positive Student Behaviour Administrative Procedure is rooted in the following principles:

- a) To provide a caring and safe learning and teaching environment in which every student can reach their full potential.
- b) To address all inappropriate student behaviour, including bullying.
- c) To ensure that responses to student behaviour that are contrary to the Board's Code of Conduct are developmentally appropriate, and applied in a consistent manner.
- d) To apply progressive discipline in a manner that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviour.
- e) To apply the range of interventions, supports, and consequences used by the

Board and all schools which are clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviour and help students make good choices.

- f) To foster prevention and early intervention strategies which are paramount to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities.
- g) To ensure that information contained in the student's Individual Education Plan (IEP) shall be considered in the determination of interventions, supports, and disciplinary outcomes, if any, for students with special education needs.
- h) To ensure that all mitigating and other factors, as required by the *Education Act*, R.S.O. 1990, c E.2, as amended and as set out in applicable regulations, notably Ontario Regulation 472/07 – *Behaviour, Discipline and Safety of Pupils*, as well as Ontario Regulation 440/20 – *Suspension of Elementary School Pupils* are considered by all Board and school administrators.

Action Required:

1.0 Promoting Positive Student Behaviour:

- 1.1 In accordance with the policies of the Ministry of Education and Board policies, schools under the direction of the Principal, will implement programs and activities that focus on, the building of healthy relationships, the fostering of a safe, inclusive, and accepting learning environment; and development and enhancement of positive peer relations.
- 1.2 School-wide positive behaviour programs and strategies include but are not limited to:
 - a) providing students and staff with opportunities to actively engage and participate in leadership initiatives that involve: healthy relationships, peer relations, equity and inclusive education, bullying prevention etc.;
 - b) developing skills for healthy relationships through the expectations of the provincial curriculum;
 - c) developing skills for healthy relationships through Religious and Family Life Education;
 - d) inclusion of bullying prevention strategies in classroom instruction and school activities;
 - e) inclusion of equity and inclusive education principles in classroom instruction and school activities;
 - f) providing opportunities for students and staff to learn to recognize serious behaviours/incidents and various forms of bullying that have a negative

impact on school climate to understand the actions that can be taken by those witnessing the behaviour;

- g) participation in student leadership programs and Catholic School Council;
- h) mentorship programs;
- i) student success strategies.

1.3 Student Led Activities

- a) The Board will support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, and the creation of a positive school climate, including activities or organizations that promote gender equity; antiracism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name “gay-straight alliance” or another similar name.
- b) The Board will support the establishment of an activity or organization in a school when there is at least one student who wants to establish and lead it.
- c) The name of an activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students in a Catholic school.

2.0 Progressive Discipline

- 2.1 Appropriate action shall be consistently taken to address student behaviours that are contrary to the provincial and Board Code of Conduct and the Ontario *Human Rights Code, R.S.O. 1990, c. H.19*, as amended.
- 2.2 All schools will implement a progressive discipline approach to address inappropriate student behaviour.
- 2.3 The school will provide ongoing communication and actively engage in dialogue with parents/guardians regarding student behaviour and learning, and the progressive discipline approach. Moreover, schools are to actively encourage parent/guardian participation in school activities/events and opportunities to provide input with respect to policies and school improvement.
- 2.4 When inappropriate behaviour occurs, disciplinary measures are to be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
- 2.5 Schools will use a range of interventions, supports, and consequences that are

developmentally appropriate and include learning opportunities for reinforcing positive behaviour.

- 2.6 Early intervention strategies will help prevent unsafe or inappropriate behaviours at school or in-school related activities. Intervention strategies include but are not limited to:
 - a) ongoing communication with parents/guardians;
 - b) verbal reminders;
 - c) discussion with a teacher, member of the support staff, vice-Principal or Principal;
 - d) review of expectations and code of conduct;
 - e) attendance/performance/ behaviour contracts;
 - f) oral/written assignments with a learning component that requires reflection (i.e reflection sheet);
 - g) volunteer service;
 - h) conflict mediation;
 - i) peer mentoring;
 - j) referral to counselling; and
 - k) restorative practices.
- 2.7 In some circumstances, short-term suspension may be appropriate. Where a more serious student incident occurs, a long-term suspension or expulsion may be required. In these instances, the Board will provide an alternate educational program.
- 2.8 When determining the most appropriate response to address inappropriate behaviour, schools will consider:
 - a) the particular student and circumstances;
 - b) the age and grade level of the student;
 - c) the nature and severity of the behaviour;
 - d) the impact on the school climate, including the impact on students or other individuals in the school community.
- 2.9 Principals will follow all relevant Provincial and Board Policies with respect to suspension and expulsion including those outlined in PVNC Administrative Procedures -909 Code of Conduct and 910 Suspension, Expulsion and Appeal. Furthermore, interventions and other consequences will follow a progressive discipline approach up to and including consideration of expulsion.

- 2.10 Mitigating factors and others must also be considered when determining the consequence of a given behaviour.
- 2.11 Schools will ensure that for students with special education needs, interventions, supports and consequences are consistent with the student's strengths and needs, as well as the program goals and learning expectations documented in their Individual Education Plan (IEP).

3.0 Responding and Reporting

- 3.1 Board employees must report serious student incidents to the Principal. The purpose of reporting serious incidents is to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate. All reports made to the Principal, including those made verbally, must be confirmed in writing, using the [Safe Schools Incident Reporting Form](#). The reporting form does not replace conversations between the employee and the Principal as communication and collaboration are important factors in meeting the needs of students. Where the Principal is the sole witness to an incident, the Principal will use the reporting form to confirm in writing what they witnessed.
- 3.2 An employee of the Board who becomes aware that a student at a school of the Board may have engaged in a serious student incident will report the matter to the Principal as soon as reasonably possible. The employee will consider the safety of others and the urgency of the situation in reporting the serious student incident, but, irrespective, must report it to the Principal no later than the end of the school day on which the serious student incident occurred or when the employee became aware of the serious student incident. Moreover, Board staff must report any student behaviour that is likely to have a negative impact on the school climate.
- 3.3 In addition, all Board staff who work directly with students – including administrators, teachers, support staff and others must respond to any student behaviour that is likely to have a negative impact on school climate - if in the employee's opinion it is safe to respond to it. Such behaviour includes serious student incidents and other disrespectful or inappropriate behaviour that occurs at any time on school property and/or at any school-related event, including virtual learning environments. The action of staff responding to incidents is to stop the behaviour and correct it so that students involved understand and learn that it is unacceptable behavior and contravenes the provincial and Board Code of Conduct as well as the Board's policies and administrative procedures.

3.4 In addition to employees of the Board, third parties, specified below, who are under contract or agreement with the Board will report such incidents in writing to the Principal of the school.

- a) school bus drivers in their transportation policies and contracts;
- b) employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs on Board's property.

3.5 The Principal will investigate all reports submitted by Board employees. Once the investigation is complete, the Principal will communicate the results of the investigation to the teacher who made the report. If a Board employee who is not a teacher made the report, the Principal will communicate the results of the investigation to the individual if the Principal considers it appropriate. Communication between the Principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and collaboration in the school. The Principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation and will comply with its obligations under applicable privacy legislation.

3.6 If the Principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – will be redacted from the form before it is filed in the student's OSR. In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student's parents expressly request that it be placed in the OSR. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The form and documentation must be kept in the OSR for a minimum of one year. For incidents that are considered to be non-violent by the Principal and where, no further action is taken by the Principal, the Principal is not required to retain the reporting form.

3.7 In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student will report incidents of behaviour for which suspension or expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They will also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

- 3.8 Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR). Principals will share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, Principals will only share the necessary information pertaining to behaviour that may present risk of physical harm. Prior to disclosure, the Principal will inform staff that they must treat any information disclosed about a student or incident as confidential.

4.0 Notification of Parents/Guardians

- 4.1 Following a serious incident, the Principal must notify parents of the involved students, except in rare circumstances, and must invite parents to discuss support for their child.
- 4.2 Principals will disclose the following information to the parents/guardians of students who have been harmed:
- a) the nature of the activity that resulted in harm to the student
 - b) the nature of the harm to the student
 - c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
 - d) the supports that will be provided for the student in response to the harm that resulted from the activity
- 4.3 The Principal will notify the parents of students who have engaged in serious student incidents. Principals will disclose the following information:
- a) the nature of the activity that resulted in harm to the other student
 - b) the nature of the harm to the other student
 - c) the nature of any disciplinary measures taken in response to the activity
 - d) the supports that will be provided for the student in response to their engagement in the activity
- 4.4 The Principal will not notify a parent of a student if, in the opinion of the Principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When Principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they will document the rationale for this decision and notify both the teacher who reported the incident and the

appropriate supervisory officer of this decision. Principals will also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, Principals may refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support when their parents are not called. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children's Aid Society according to the requirements of the *Child, Youth and Family Services Act*, 2017, S.O. 2017, c. 14, Sched. 1.

5.0 Support for Students

- 5.1. The Board will provide supports for all students who are affected by serious student incidents and other inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. All Board employees must act in a timely, sensitive and supportive manner when responding to students who have been impacted by serious incidents. Supports for students may include:

- a) support provided by school-based employees of the Board (administrators, teachers, social workers, psychologist, support staff, etc.) through Board programs and personnel or through community-based service-providers or other professionals;
- b) a range of resources individual to the student – from early prevention to more intensive interventions.

6.0 Professional Development / Partnerships

- 6.1 The Board will provide professional development programs to educate teachers and support staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate.
- 6.2 School staff will have opportunities to explore curriculum connections related to bullying prevention; social and emotional skills; and critical and creative thinking skills to help students develop healthy relationships.
- 6.3 The Board will continue to promote strategies for staff to foster positive student behaviour and to address inappropriate behaviour.
- 6.4 The Board will provide training and other opportunities for staff to participate in equity and inclusive education with cultural awareness, sensitivity and special education.

- 6.5 The Board will maintain and make available a list of community-based service providers.
- 6.6 The Board will partner with community based organizations to facilitate the delivery of prevention, intervention, and response programs, the use of referral processes, and the provision of services and support.

7.0 Safe and Accepting School Teams

- 7.1 Schools will have in place a Safe and Accepting School team responsible for fostering a safe, inclusive and accepting school climate. An existing school committee may fulfill the functions of this committee.
- 7.2 The Safe and Accepting Schools team will analyze school specific data from the Climate Survey, collaborate to discuss and develop school-specific initiatives related to bullying prevention and intervention, positive student behaviour, and other duties in support of fostering a learning environment that is safe, caring and accepting.

8.0 Monitoring and Review

- 8.1 To ensure the efficacy of Board policy and procedures, the following mechanisms will be implemented:
 - a) once every 2 years, the Board will conduct school climate surveys of students, staff, and parents/ guardians;
 - b) schools will monitor the effectiveness of practices in relation to the maintenance of a positive school climate for learning; and
 - c) review the outcome of the climate survey with their school's Safe and Accepting Team and the Catholic School Council to build strategies into school improvement plans to improve the school climate
 - d) the Board will engage in consultation during a review of this administrative procedure including:
 - i) soliciting the views of students, teachers, Principals, and other staff;
 - ii) consulting with the Special Education Advisory Committee, First Nations, Metis Inuit Committee, Catholic Parent Engagement Committee, Faith and Equity Committee, Catholic School Councils, Student Liaison Committee and other appropriate community partners.

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

- Ensuring alignment of this administrative procedure with the Safe and Accepting Schools Student Directional Policy.
- Reviewing the Progressive Discipline and Promoting Positive Student Behaviour Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Providing leadership and designating resources to ensure the implementation of and compliance with this administrative procedure.

Superintendents are responsible for:

- Supporting Principals and other employees for whom they have supervisory responsibility with the implementation and compliance with the procedures and requirements under this administrative procedure.
- Ensuring the climate survey is conducted every two years.
- Ensuring professional development regarding progressive discipline and strategies for promoting a positive school climate.
- Reviewing this administrative procedure in consultation with students, teachers/support staff, Principals, Board staff, parents/guardians, school councils, Board Committees and other community groups.

Principals and Vice-Principals are responsible for:

- Implementing this administrative procedure in accordance with the parameters outlined.
- Providing leadership and support for staff in their knowledge, understanding, and implementation of this administrative procedure.
- Ensuring the principles of progressive discipline and positive student behaviour are communicated to the school community.
- Collaborating with the school community regarding the implementation, application and review of this administrative procedure.
- Providing leadership in collaboration with members of the school community to foster a safe, inclusive and accepting learning environment.
- Modeling and supporting students to develop healthy relationships with others which support a positive teaching and learning environment.
- Establishing a Safe and Accepting Schools Team to develop and implement a school-wide approach to fostering a positive school climate and to review school climate survey results.

- Communicating with the Catholic School Council about the programs and strategies which foster a safe, inclusive and accepting school learning environment.
- Addressing and responding to serious student incidents in accordance with the administrative procedure and other relevant Provincial and Board Policies.
- Providing interventions and supports for students who have been harmed by, engaged in, or witnessed serious student incidents or other occurrences.

Teachers and Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this administrative procedure.
- Supporting the implementation of this administrative procedure, including using resources with students that will assist in fostering a safe, welcoming, inclusive, accepting learning environment.
- Collaborating with members of the school community to foster a safe, inclusive, accepting learning environment.
- Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment.
- Reporting and responding to serious student incidents and to occurrences which negatively impact school climate.
- Participating in varying professional development to support the implementation of this administrative procedure.
- Providing input through the school climate survey.
- Collaborating with the school Principal to review this administrative procedure.

Students are responsible for:

- Abiding by the standards of behaviour outlined in Board policies and Code of Conduct.
- Reporting to school staff, instances of bullying and behaviour which negatively affect school climate.
- Contributing to a positive school climate through healthy relationships, and positive interactions with all members of the school community.
- Participating and engaging in programs and activities which promote a safe, inclusive and accepting school environment.
- Providing voice/input through school climate surveys.

Safe and Accepting School Teams are responsible for:

- Supporting the Principal in developing and maintaining programs and initiatives that promote a positive school climate.

- Reviewing school climate survey results to build strategies/initiatives that foster a positive learning environment into their school improvement plans.

Catholic School Council is responsible for:

- Providing input during the review of the Progressive Discipline and Promoting Positive Student Behaviour Administrative Procedure.
- Collaborating with the Principal to review the school climate survey results.

Parents/Guardians are responsible for:

- Encouraging and modeling healthy relationships and interactions with others which support a positive teaching and learning environment.
- Supporting their child in developing healthy relationships and interactions with others.
- Collaborating with and supporting the efforts school staff in maintaining a safe, inclusive and accepting learning environment
- Being informed about the school Code of Conduct/ Progressive Discipline strategies
- Reporting serious student incidents to the school staff.
- Communicating and collaborating with school staff to support their child through serious student incidents including contacting the Principal, and if required, the appropriate Superintendent when not satisfied with support provided by the school.

Progress Indicators:

- Schools implement programs, strategies and activities that promote a safe, inclusive, accepting learning environment.
- School-wide progressive discipline practices are employed consistently in all PVNC educational settings.
- The climate survey is completed every two years and results shared with members of the school community.

Definitions:

Bullying

- a) is aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means:

- a) physical (for example, pushing, tripping)
- b) verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments)
- c) social/relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Cyber-bullying - is bullying by electronic means and may include but is not limited to:

- a) Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- b) Revealing information considered to be personal, private, and sensitive without consent;
- c) Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others; and,
- d) Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Nexus - The umbrella for "school behaviour" includes matters which fall under the category of "nexus". Nexus means "relevant". The student's behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Progressive Discipline - Progressive discipline is a whole-school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate

student behaviours and to build upon strategies that promote and foster positive behaviors.

Safe and Accepting Schools Team - is a school-based team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the Principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

School Climate - The school climate is defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

School Climate Surveys - are an evaluative tool used to measure and assess bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

Serious student incidents – are activities for which suspension or expulsion must be considered, as set out in subsections 306(1) and 310(1) of the Education Act.

Whole School Approach - A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community. Implementation of a whole-school approach needs to occur at all levels – the Board, school, class, individual, family, and community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures. To improve the school climate, members of the school community need to share information to develop an awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.

References:

- Ministry of Education Policy/Program Memorandum (PPM):
 - [119](#) - Developing and implementing equity and inclusive education policies in Ontario schools, 2013

- [120](#) - Reporting Violent Incidents to the Ministry of Education, 2011
- [128](#) - Provincial Code of Conduct and School Board Codes of Conduct, 2019
- [144](#) - Bullying Prevention and Intervention, 2021
- [145](#) - Progressive Discipline and Promoting Positive Student Behaviour, 2018
- [Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56, as amended](#)
- [Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11, as amended](#)
- [Education Act, R.S.O. 1990, c. E.2, as amended](#)
- [Ontario Human Rights Code, R.S.O. 1990, c. H.19, as amended](#)
- [Ontario Regulation 298 – Operation of Schools, as amended](#)
- [Ontario Regulation 440/20 – Suspension of Elementary School Pupils, as amended](#)
- [Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils, as amended](#)

Related Administrative Procedures:

- PVNCCDSB [Directional Policy 700 - Equity and Inclusive Education](#)
- PVNCCDSB [Administrative Procedure 906 -Bullying Prevention and Intervention](#)
- PVNCCDSB [Administrative Procedure 909 - Code of Conduct](#)
- PVNCCDSB [Administrative Procedure 910 - Suspension, Expulsion and Appeal](#)
- PVNCCDSB [Administrative Procedure 911 - Mandated Alternate Educational Settings](#)
- PVNCCDSB [Administrative Procedure 912 - Support Positive Student Behaviour for All](#)

B.8.

Recommended Action:

That the Policy Development Committee recommend to the Board that old Policy and Administrative Procedure – ***#802 – Safe Schools - Progressive Discipline and Promoting Positive Student Behaviour***, be deleted and the revised, newly formatted Administrative Procedure – ***#908 – Progressive Discipline and Promoting Positive Student Behaviour***, be received and posted as amended under Directional Policy – ***#900 – Safe and Accepting Schools***.

Carried