



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #668.0, Caring and Safe Schools

Procedure #668.1, Student Suspensions

Procedure #668.2, Student Expulsions

Procedure #668.3, Supporting Appropriate Behaviour and Bullying Prevention and Intervention

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Procedure #668.6, Emergency Preparedness

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Procedure #668.8, Safe Welcome Program: Elementary Schools

Procedure #668.9, Lockdown, School Sites

Procedure #668.10, Hold-and-Secure, School Sites

Procedure #668.11, Fire Planning and Drills, School Sites

The Caring and Safe Schools policy and its related procedures address the Board's commitment to creating and sustaining caring and safe school climates.

Who has responsibilities?

- Board of Trustees
- Director of Education
- Associated Directors of Education
- Superintendents
- Principals
- Staff members
- Students
- Human Resource Services
- Plant Services
- Child Care and Before and After School Providers
- Permit Holders
- Parents/Guardians
- Community partners

How is this policy and/or procedure related to Board priorities?

The Caring and Safe Schools policy and its related procedures support the three areas of the Multi-Year Plan: Student Achievement and Well-Being, Delivery of Effective and Sustainable Educational Programs and Stewardship of Board Resources. They reinforce the Board's commitment to ensuring a caring and safe school environment and demonstrating professionalism and accountability for high standards of practice in Board operations.

Department

Education and Community Services

Related Documents and/or Legislation

[Standards of Conduct](#)

[Human Rights: Code-Related Harassment and Discrimination](#)

[Accessibility for Ontarians with Disabilities Act](#)

[Child and Family Services Act](#)

[Education Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Canada Human Rights Act](#)

[Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12.](#)

[Safe Schools Policy and Practice: An Agenda for Action](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both parents and guardians in all Board policies and procedures.



Board Policy #668.0 Caring and Safe Schools

Policy Statement

The York Region District School Board is committed to creating and sustaining caring and safe schools which promote student learning, achievement and well-being. Each student has the right to learn in a safe, positive, respectful and inclusive environment free from harassment and discrimination and where every effort is made to mitigate risk or the potential for harm.

The Board values and respects equity, diversity and inclusivity. To support all students in becoming global citizens, strengths, needs and barriers to learning are identified and responded to as part of a whole-school approach.

It is essential that preventative measures are in place to promote and support an inclusive, caring and safe learning environment in order to manage potential threats.

Application

Inclusive, accepting, respectful and healthy relationships support individuals to reach their full potential. Norms, expectations and standards of behaviour reflect a responsible and civil society where inclusion, accessibility, acceptance and safety build the foundation of a caring and safe school climate. This is consistent with Board priorities including but not limited to the [Multi-Year Plan](#), policies and procedures, Ministry strategies and legislation including, but not limited to, the [Ontario Human Rights Code](#).

Building a caring and safe school climate requires a whole-school approach with;

- supportive leadership,
- effective teaching practices,
- healthy relationships,
- a systematic and responsive approach to addressing behaviour and the potential for harm, and
- engagement of families and the broader community.

All students benefit from clear, consistent behavioural expectations with positive modelling. To enhance caring and safe school climates, positive student behaviour supports are provided. Inappropriate behaviour is addressed, taking into account mitigating and other factors through a bias-free progressive discipline model that employs a restorative practice approach. Pre-expulsion mediation is key to this process and provides opportunity for student, staff and family engagement.

A clear focus on bullying prevention supports the development of healthy relationships, educates the school community and encourages timely reporting so that appropriate action can be taken.

Families play a critical role in the education of their children and in supporting their mental health and well-being and work collaboratively with the Board and external agencies to access resources that contribute to positive outcomes for students.

Mitigating and Other Factors

In fostering a bias-free approach to progressive discipline, prevention and early intervention practices support positive student behaviour among all students. Mitigating and other factors, as outlined in the [Ontario Regulation 472/07, Suspension and Expulsion of Pupils](#), must be taken into account when responding to and addressing inappropriate student behaviour.

Specific mitigating factors include:

- the student's ability to control their behaviour;
- the student's ability to understand the consequences of their behaviour;
- whether the student's continuing presence in a school creates an unacceptable risk of safety to others; and
- ***other factors, including;***
 - the student's history,
 - whether a progressive discipline approach has been used with the student,
 - whether the activity was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment,
 - how the suspension or expulsion would affect the student's ongoing education,
 - the age of the student, and
 - ***in the case of a student for whom an individual education plan has been developed,***
 - whether the behaviour was a manifestation of a disability identified in the student's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

Bullying

As outlined in the [Education Act](#), bullying may be physical, verbal, social and/or electronic. Aggressive and typically repeated behaviour by a pupil where,

- (a) 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; ("intimidation")

Student Progressive Discipline

"A whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." This means that "when inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that

are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.” (Adapted from Ontario Ministry of Education, ([Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour"](#)))

Restorative Practice

A preventative and reactive approach to building caring, safe and inclusive communities by focusing on strengthening relationships and repairing harm experienced by others. This practice is also a valued part of the progressive discipline model, helping build, strengthen and restore healthy relationships following an incident (Adapted from [Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12](#)).

Definitions

Caring and Safe School Climate

Consists of the learning environment and relationships found within a school and school community, where all members of the school community feel positive, 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 behavior.” ([Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour"](#))

Student Discipline Committee

A committee of the Board of Trustees that is authorized in accordance with the Education Act to exercise the powers and duties of the Board with regard to student suspension appeals and expulsion hearings.

Responsibilities

The Board of Trustees is responsible for:

- reviewing the Caring and Safe Schools policy in accordance with the priorities in the [Multi-Year Plan](#) and the approved policy review cycle;
- understanding and communicating with members of the community about the Caring and Safe Schools policy, as required;
- approving trustee membership on the Student Discipline Committee; and
- endorsing a whole school approach to caring and safe schools, which includes progressive discipline.

The Director of Education is responsible for:

- implementing and operationalizing the Caring and Safe Schools policy;
- allocating staff and resources to support the procedures within the Caring and Safe Schools policy; and
- providing system leadership for creating and maintaining caring and safe school climates.

History

Approved: 1998

Amended: 1999, 2002, 2009, 2010, February 2014

Working Document: April 2012, July 2013, July 2018

Revised: June 2019



Board Procedure #668.1 Student Suspensions

This procedure outlines how student suspensions are administered in the York Region District School Board.

Application

Where a student has committed one or more of the infractions outlined below where the infraction has a negative impact on the school climate, whether on or off school property, or during a school-related activity or event, the principal shall consider suspension as part of a progressive discipline approach.

These infractions, as outlined in the [Education Act](#) and Board procedure, include:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs other than cannabis;
3. being under the influence of alcohol or illegal drugs other than cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school or Board property or to property located on school/Board premises;
6. bullying or cyberbullying;
7. possessing cannabis, unless the pupil is a medical cannabis user;
8. being under the influence of cannabis, unless the pupil is a medical cannabis user;
9. habitual neglect of duty (with Superintendent of Education approval only);
10. opposition to authority;
11. any act considered by the principal to be injurious to the moral tone of the school;
12. any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; and/or
13. any act considered by the principal to be contrary to the Board or school code of conduct.

The principal must suspend a student and consider expulsion for one or more of the infractions identified in Procedure #668.2 Student Expulsions, as outlined in the Education Act.

A student may only be suspended once for any single incident. The number of days suspended may increase based on additional information; however, only one suspension can be issued per incident.

A student who is suspended from a school is not permitted to be on Board property or participate in school-related activities or events including, but not limited to, all school buildings, grounds, transportation, field trips, except for the purposes of attending the Alternative Classroom and Counselling for Expelled and Suspended Students (ACCESS).

A suspension shall be for no less than one school day and no more than 20 school days.

In exceptional circumstances, a student suspended from day school may be permitted to continue attending continuing education classes and/ or non-school related activities on Board property. A student suspended from continuing education classes may continue attending day school classes.

Definitions

Alternative Classroom and Counselling for Expelled and Suspended Students (ACCESS)

An academic and counseling program designed to allow secondary students serving a long-term suspension and/or expulsion to continue with their academic program in a structured and supportive environment.

Suspension

Temporary removal of a student from school for a specific period of time.

Violent Incident (*Adapted from Ministry of Education [Policy/Program Memoranda No.120: Reporting Violent Incidents to the Ministry of Education](#)*)

Any one or combination of the following that occur during school-run programs:

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

Responsibilities

Investigating and Suspending

Superintendents shall:

- advise on the suspension duration, supports for students, and mitigating and other factors, as requested by principal.

Principals shall:

- **upon learning about and/or investigating an incident;**
 - act in accordance with the [Police and School Board Protocol](#), as required,
 - ensuring the parent(s)/guardian(s) or adult student are consulted, as appropriate, and
 - engage the support of the superintendent and relevant student services staff, as required;
 - when addressing a situation related to bullying, adhere to the Supporting Appropriate Behaviour and Bullying Prevention and Intervention procedure,
 - using practices that support positive behaviour and bias-free progressive discipline (taking mitigating and other factors into account not only in response to inappropriate behaviour but in all interactions with students along the “continuum of progressive discipline”), determine appropriate action which may include suspension;
- **when suspending a student;**
 - determine the duration,
 - make all reasonable efforts to orally inform the adult student, or the student and their

- parent(s)/guardian(s) within 24 hours,
- inform all staff who support the student including, but not limited to classroom teachers, special education resource teacher, student success teacher and coach(s),
- coordinate the school work to be completed,
- provide written notice to the superintendent, adult student, or the student and their parent(s)/guardian(s) that includes;
 - the reason,
 - the duration,
 - whether the suspension is from day school, summer school or continuing education classes or both, and
 - information about the ACCESS program if the suspension is for six or more school days, as appropriate, and
 - information about the right to appeal including, but not limited to, relevant policies, procedures and guidelines, and contact information for the superintendent,
- file and retain a copy of the suspension letter in the Ontario Student Record;
 - until the end of current school year for non-violent incidents with no further occurrences, at a minimum,
 - for five years for violent incidents with no further occurrences, at a minimum, and as required for repeat occurrences,
- understand that if notice is sent by regular mail or courier, it will be deemed to have been received on the fifth school day after it was sent;
- understand that if notice is sent by fax or email, it is deemed to have been received the first school day after it was sent; and
- arrange a re-entry meeting with the student, the parent(s)/guardian(s), staff and community partners, following the suspension, as appropriate.
- **for students who will be attending the ACCESS program;**
 - ensure all appropriate information has been forwarded to the principal overseeing the program,
 - complete the student action plan,
 - forward the student's Individual Education Plan and Safety Plan, where appropriate,
 - ensure an intake meeting is arranged with the principal overseeing the program;
 - forward school work to be completed, and
 - consult with superintendent regarding transportation.

Teachers and other staff who support students in a school or classroom shall:

- in cases where a student is suspected of engaging in any activity for which suspension or expulsion must be considered file a [Safe Schools Incident Reporting Form Part I](#) and/or a report in a timely manner as outlined in the Supporting Appropriate Behaviour and Bullying Prevention and Intervention procedure

Teachers shall:

- in conjunction with the principal, provide school work for the student to complete during the suspension, and
- consider adjusting due dates of assessments based on student needs.

Student Services shall:

- support superintendents and principals, as required.

Adult students, or students and students' parent(s)/guardian(s) shall:

- participate in the principal's investigation;
- review information provided by the principal about the suspension and appeal process;
- understand that;
 - if notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent,
 - if notice is sent by fax or email, it is deemed to have been received the first school day after it was sent,
 - the ACCESS program will be offered for students who are suspended for six or more days, and
 - secondary students are responsible for their own transportation to ACCESS;
- attend a re-entry meeting, as appropriate.

Students who have been suspended shall:

- comply with the conditions outlined in the suspension letter;
- reflect and engage in supportive or restorative conversations; and
- complete work assigned.

Appeal Process

Student Discipline Committee shall:

- consider suspension appeals in accordance with the Education Act and Board policy;
- include only the following individuals in an appeal hearing;
 - the superintendent(s) identified to support caring and safe schools, or designate,
 - the superintendent(s) identified to support schools, or designate,
 - the principal,
 - the adult student or student's parent(s)/guardian(s),
 - the student, where appropriate,
 - interpreter and/or support person, as required,
 - legal counsel;
- proceed with the appeal if any individual who has received proper notice of the location, date and time of the appeal fails to attend or comply with the necessary timelines;
- consider the submissions of both parties and determine whether to;
 - uphold the suspension and its duration,
 - modify the suspension and order an amendment to the student's record, as necessary,
 - withdraw the suspension and order the record removed even when the suspension has been served, or
 - issue another appropriate order; and
- communicate the final decision in writing to the adult student or student's parent(s)/guardian(s), superintendent and principal.

Superintendent responsible for caring and safe schools shall:

- consult with other superintendents as required,
- if the superintendent of schools recommends the suspension be upheld, and the adult student or student's parent(s)/guardian(s) continue with the appeal;
- when considering an appeal, coordinate the preparation of a report that includes;
 - an overview of the incident and rationale,
 - a copy of the original suspension letter,

- a copy of the appeal request, and
- a copy of the Superintendents of Education, Student Achievement and School Operations report,
- provide a copy of the report to the Student Discipline Committee and the principal and ensure that the item is placed on the committee's agenda,
- inform all relevant parties of the appeal date, and
- provide the adult student or the student's parent(s)/guardian(s) with a guide to the appeal process.

Superintendents of Education, Student Achievement and School Operations shall:

- upon receiving written notice of the intention to appeal, promptly advise the principal and the adult student or the student's parent(s)/guardian(s) that a suspension review will take place;
- in consultation with the principal, review the rationale, duration and mitigating or other factors;
- decide to uphold, modify or withdraw the suspension and communicate the decision to the adult student or parent(s)/guardian(s), and the principal;
- if the suspension is upheld and the adult student or student's parent(s)/guardian(s) still wish to appeal;
 - advise them that they must provide written notice to the superintendent of schools,
 - notify the school principal and the Superintendent of Schools, Well-Being and Engagement, and
 - prepare a written report on the incident, in consultation with the principal; and
- attend the appeal hearing, as required.

Principal shall:

- review the rationale, duration and mitigating or other factors with the superintendent of schools and Superintendent of Schools, Well-Being and Engagement, as required; and
- attend the appeal hearing.

Adult Students or Parent(s)/Guardian(s) of Students shall;

- understand that they have the right to appeal a suspension;
- understand that a student will continue to serve the suspension during the appeal process;
- understand that they must provide a written intention to appeal to the superintendent of schools within 10 school days of the start of the suspension;
- understand that the appeal hearing must take place within 15 school days of receiving the notice of intention to appeal, unless both parties agree to an extension;
- understand they have the right to attend the appeal hearing; and
- understand that the Student Discipline Committee's decision is final.

History

Working Document: April 2012, July 2018

Revised: 2002, 2009, February 2014, March 2015, June 2019

Board Procedure #668.2 Student Expulsions

This procedure outlines how student expulsions are administered in the York Region District School Board.

Application

Where a student has committed one or more of the infractions outlined below where the infraction has a negative impact on the school climate, whether on or off school property, or during a school-related activity or event, the principal will suspend the student and shall consider expulsion:

These infractions, as outlined in the [Education Act](#), include:

1. possessing a weapon or replica weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs;
6. committing robbery;
7. giving alcohol to a minor;
8. giving cannabis to a minor;
9. bullying or cyber-bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying and/or cyber-bullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person; and/or
10. any infraction outlined in Board Procedure #668.1 Student Suspension that 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;
11. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others; and/or
12. the pupil has demonstrated through a pattern of behaviour, such as, but not limited to neglect of duty, truancy or opposition to authority that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper; and
13. any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled. 2007, c. 14, s. 4; 2012, c. 5, s. 14.

Definitions

[Child and Family Services Review Board](#)

Has been mandated by The Education Act [311.7 (6)] to hear appeals from expulsions from a school or all schools of a school board.

Expulsion

A student who is expelled is removed from all schools in the Board and given the opportunity to continue their education through the Alternative Classroom and Counseling for Expelled and Suspended Students (ACCESS).

An expelled student shall not attend continuing education classes and may not be eligible to attend summer school.

Additional Grounds for Expulsion

In addition to the grounds for expulsion in the Education Act, these are also grounds for expulsion in the York Region District School Board:

- (a) the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others; and
- (b) the pupil has demonstrated through a pattern of behaviour (e.g., neglect of duty, truancy or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behavior which would enable him/her to prosper.

Pre-expulsion Mediation

Originally started to best accommodate our students with special education identifications, pre-expulsion mediations are held as part of the process of a school's issuing of a 20-day suspension pending expulsion. This pre-expulsion mediation:

- allows an intermediary approach of counselling and links to supports, while reinforcing Board and school expectations of student behaviour;
- is only offered once to students;
- includes parents as well as the student; and
- can result in upholding a suspension, or proceeding to expulsion hearing.

Responsibilities

Superintendent responsible for caring and safe schools shall:

- provide advice to Superintendents of Schools, as required;
- **if a student is recommended for expulsion;**
 - facilitate a pre-expulsion mediation,
 - determine if the student will be proceeding to an expulsion hearing
 - review the expulsion report,
 - schedule a hearing with the Student Discipline Committee, and
 - provide written notice to the Student Discipline Committee, superintendent of schools, the principal, and adult student or the students' parent(s)/guardian(s) that includes,
 - a statement of referral to the Student Discipline Committee,
 - the hearing date,
 - relevant Board policies and procedures,
 - a copy of the suspension letter,
 - a copy of the principal's report,
 - a statement that the student and parent(s)/guardian(s) have the right to respond in writing and/or orally at the hearing, and

- notice that if the Student Discipline Committee does not expel, they will uphold, shorten or withdraw the suspension, and this decision is final and cannot be appealed,
 - information about the right to appeal the expulsion, and
 - contact information for the Superintendent responsible for caring and safe schools;
- respond to questions or concerns from the student and/or parent(s)/guardian(s) about the process;
- **upon written request, determine whether to re-admit an expelled student**
 - taking into consideration;
 - the impact on the school climate, including on any victims, where applicable,
 - evidence the student has learned from the incident and sought counselling, where appropriate, and
 - evidence of readiness for re-entry to a Board school as per the expectations of the ACCESS program;
 - determine the most appropriate placement for a re-admitted student; and
 - inform the student in writing of the decision to re-admit.

Superintendents of schools shall:

- determine, with the principal, whether or not to recommend expulsion;
- submit the principal's report to the superintendent responsible for caring and safe schools with relevant details about the incident;
- respond to questions or concerns from the student and/or parent(s)/guardian(s) about the process; and
- attend the expulsion hearing or arrange for a designate.

Principals shall:

- **upon learning about and/or investigating an incident,**
 - act in accordance with the [Police and School Board Protocol](#), as required,
 - engage the support of the superintendent and relevant student services staff, as required,
 - ensuring parent(s)/guardian(s) or adult students are consulted, as appropriate,
- using practices that support positive behaviour and bias-free progressive discipline (taking mitigating and other factors into account not only in response to inappropriate behaviour but in all interactions with students along the "continuum of progressive discipline"), determine, in consultation with superintendent of schools, whether or not to recommend expulsion;
- **if expulsion is not recommended;**
 - issue suspension as outlined in the Student Suspensions procedure; and
- **if expulsion is recommended;**
 - issue a 20-day suspension, as outlined in the Student Suspension procedure,
 - attend the pre-expulsion mediation,
 - if the decision after the mediation is to continue to expulsion, submit the [principal's report](#) to the superintendent of schools,
 - attend the expulsion hearing, and,
 - file and retain a copy of the expulsion report, hearing order and re-admit form in the Ontario Student Record for:
 - a minimum of five years with no further occurrences, and
 - five additional years if expelled again, or longer if determined by the principal.

Student Discipline Committee shall:

- include only the following individuals in an expulsion hearing;
 - the Superintendent responsible for caring and safe schools or designate,
 - the Superintendents of schools,
 - the principal,
 - the adult student or student's parent(s)/guardian(s),
 - the student, where appropriate,
 - interpreter and/or support person, as required, and
 - legal counsel;
- proceed with the hearing if any individual who has received proper notice of the location, date and time of the appeal fails to attend or comply with the necessary timelines;
- consider expulsions in accordance with the *Education Act* and Board policy and procedures, including taking into account;
 - mitigating and other factors, and
 - written and/or oral submissions of all parties;
- **if the committee decides not to expel a student;**
 - taking into account the submissions of the parties and mitigating and other factors, determine whether to,
 - consider alternative discipline or any other conditions such as, but not limited to, the need for counseling, attendance at the ACCESS program,
 - uphold the suspension and its duration, or
 - modify the suspension and shorten its duration and amend the record accordingly, or
 - withdraw the suspension and order the record removed even when the suspension has been served, and
 - give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension;
- **if the committee decides to expel a student;**
 - provide written notice of the decision to expel the student to all parties, and to the student if they were not a party, which shall include,
 - duration of the expulsion,
 - recommendations and other conditions, such as, but not limited to:
 - counseling,
 - attendance at the ACCESS program
 - whether the student can return to their home school once the conditions of the expulsion have been met;
 - information about the right to appeal the expulsion,
 - notice that a student attending the ACCESS program shall not participate in school-related activities where the program is on school property, and
 - notice that an expelled student is a student of the Board, even where the student attends a program for expelled students at another school board, unless the student does not attend the program or registers at another school board.

Adult students, or students and their parent(s)/guardian(s) shall:

- participate in the principal's investigation;
- review the information provided by the principal or the Superintendent responsible for caring and safe schools about the suspension, expulsion and appeal process;
- adhere to the requirements outlined in the Student Suspensions procedure, as required;

- understand that:
 - the ACCESS program will be offered for students who are expelled;
 - secondary students are responsible for their own transportation to ACCESS, as required;
 - the Student Discipline Committee's decision with respect to a suspension is final; and
 - they have the right to appeal the expulsion.
- attend a re-entry meeting following a suspension or expulsion, as appropriate;

Students who have been expelled shall:

- comply with the conditions outlined in the expulsion order; and
- understand that they are entitled to apply in writing to the Superintendent responsible for caring and safe schools for re-admission to a school of the Board once they have successfully completed a program for expelled students and satisfied established objectives.

Appeal Process

Superintendent responsible for caring and safe schools shall:

- consult with the adult student or parents(s)/guardian(s) of students; and
- attend expulsion appeal hearings, as required.

Adult students or the Parent(s)/Guardian(s) of the Student may:

- appeal a Board decision to the Child and Family Services Review Board; and
- understand that appeals made to the Child and Family Services Review Board are final.

Department

Education and Community Services

History

Working Document: March 2012, July 2018

Revised: 2002, 2009, February 2014, June 2019



Board Procedure #668.3 Supporting Appropriate Behaviour and Bullying Prevention and Intervention

This procedure outlines how bullying prevention and intervention will be administered in the York Region District School Board. Prevention and intervention work hand in hand in ensuring caring, safe, supportive, inclusive and respectful learning environments. Responding and reporting are not limited to bullying, but extend to “any inappropriate/disrespectful behaviour”.

Definitions

Well-Being School Teams

Required under legislation Well-Being School Teams. These teams will build on the past work of Safe School Action Teams contribute to the creation of caring, safe, equitable, inclusive, and respectful learning environments in schools.

Responsibilities

Well-Being School Teams shall:

- work with the principal to review school data to support the development of a caring and safe climate for learning in the school that is safe, respectful, inclusive, equitable and caring; and
- consider teaching strategies that focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.

Principals shall:

- ensure that the School Improvement Plan for Student Achievement and Well-Being includes implementation, monitoring and refinement practices to support bullying prevention, using the [Board's Anti-Bullying Mandate](#) as a guide.

Safe Schools Incident Reporting Form Parts 1 & 2

- respond to a [Safe Schools Incident Reporting Form Part I](#) by;
 - providing a receipt to the employee who reported the incident, using the [Safe Schools Incident Reporting Form Part II](#), and
 - indicating on the receipt if action was taken or not, and ensuring that no information that could identify the student is included on the receipt;
 - if a violent incident:
 - have the employee reporting the incident complete a [Safe Schools Incident Reporting Form Part I](#),
 - check off the violent incident box at the bottom of the form and file it in the student's Ontario Student Record,
 - ensure violent incident is checked off in Trillium and the required information is populated,
 - provide a receipt to the employee reporting the incident using the [Safe Schools Incident Reporting Form Part II](#), and

- conduct a Threat Assessment, as required, in accordance with Board Procedure #668.4, Violence Threat Risk Assessment;
- file a copy of the [Safe Schools Incident Reporting Form Part I](#), indicating action taken, in the Ontario Student Record (OSR) of the student(s) whose behaviour was inappropriate;
- redact all other student names from the form before filing it in the OSR(s);
- ensure that the form is filed in the OSR(s) as per the following guidelines:
 - if a violent incident:
 - one year if the suspension was withdrawn
 - three years if the student was suspended
 - five years if the student was expelled
 - if a nonviolent incident, no sooner than end of current school year with no further occurrences or longer if determined by Principal;
- ensure that [Safe Schools Incident Reporting Forms Part I](#) are **not** placed in the OSR of the victim unless parents/guardians of the victim (or the victim if the victim is 18; or has withdrawn from parental control at the ages of 16 or 17) expressly request this;
- ensure that copies of the [Safe Schools Incident Reporting Forms Part I](#) are not placed in the OSR if the victim is also an aggressor and if the parents have not been notified;

Notification of Parents/Guardians Following Serious Incident

- notify the parents/guardians of students **who have engaged in serious student incidents** and disclose:
 - where the principal believes a student has been harmed,
 - where a suspension or expulsion is being considered, and
 - where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted,
 - and share with parents/guardians the nature of the activity that resulted in harm to the pupil, the nature of the harm to the pupil; and the supports that will be provided for the student in response to his or her engagement in the activity, including the nature of any disciplinary measures (consequences) and/or copies of any Safety Plan, and no further details,
- notify the parents of students **who have been harmed as the result of a serious student incident** and disclose:
 - where the principal believes a student has been harmed,
 - where a suspension or expulsion is being considered, and
 - where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted,
 - share with parents/guardians the nature of the activity that resulted in harm to the pupil, the nature of the harm to the pupil; and the steps taken to protect the pupil's safety, including the nature of any disciplinary measures (consequences) taken in response to the activity, and no further details,
 - that the pupil(s) disciplined shall no longer be attending the same school as the victim, with no further information;
 - supports available for the pupil who has been harmed, including, but not limited to, in school and Board supports (such as school social workers, Inclusive Schools and Community Services, Guidance, Student Services, etc.) and community and professional supports (York Regional Police, Victim Services, York Region Public Health, Women's Support Network, Kids Help Phone, etc.);

- inform parents/guardians that if they are not satisfied with the measures being taken to protect and support the victim, they may contact the superintendent to request a review of the measures being taken by the school.
- when notifying parents/guardians of students who have been harmed as the result of a serious student incident, **do not share** any further information about the aggressor, including the name, personal information or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm;
- ensure that parents/guardians of students who have engaged in or have been harmed by serious student incidents **are not notified** when:
 - a student is 18 or older, or is 16 or 17 and has withdrawn from parental control,
 - in the opinion of the principal doing so would put the pupil at risk of harm from a parent or guardian of the pupil, such that the notification is not in the pupil's best interests,
- if a decision is made not to contact the parents/guardians of students who have engaged in or have been harmed:**
 - document why that decision was made,
 - inform his/her superintendent about why contact was not made,
 - inform the staff member who reported the incident initially about why the parent was not informed,
 - inform other staff who work with the pupil as appropriate, and
 - call Children's Aid Society as required by the Child and Family Services Act if there is reason to believe that a student under 16 is in need of protection; and
- involve appropriate school and Inclusive Schools and Community Services staff when the situation involves students who are minoritized and/or marginalized by their social identity, applying appropriate interventions, supports, and consequences and considering all mitigating and other factors.

Teachers and other staff who support students in a school or classroom shall:

- promote caring, safe and inclusive classroom environments that focus on healthy relationships and character education by including developmentally appropriate and subject related bullying prevention curriculum;
- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents including those incidents that contravene the Ontario Human Rights Code;
- respond, if in the employee's opinion it is safe to respond, to any student behaviour that is likely to have a negative impact on the school climate which includes,
 - all inappropriate and disrespectful behaviour at any time at school and at any school-related event including incidents of bullying; racist, sexual, sexist or homophobic comments, slurs and jokes or graffiti; as well as all other activities and behaviours that can lead to suspension or expulsion.

All Staff (including, but not limited to, bus drivers, volunteers and third-parties) shall:

- communicate with administration to ensure a caring and safe school climate;
- file a report as soon as in cases where a student may have engaged in any activity for which suspension or expulsion must be considered through the following:
 - report any incident that may lead to suspension or expulsion using the [Safe Schools Incident Reporting Form Part I](#);
 - make a verbal report to the principal in cases where an immediate action is required, followed by a written report ([Safe Schools Incident Reporting Form Part I](#)) made when it is safe to do so;
 - report the incident to the principal no later than the end of the school day.

Department

Education and Community Services

History

Approved: August 2011

Working Document: July 2018

Revised: February 2014, June 2019



Board Procedure #668.4 Violence Threat Risk Assessment

Violence Threat Risk Assessment entails multidisciplinary teams engaging in a data collection process (through interviews and a review of other relevant information) to investigate the context of a threatening situation and determine the initial levels of risk that serious violence will occur. Necessary risk-reducing interventions are then developed and implemented. It is important to note that threat assessment is one component of a broader prevention effort and is intended specifically to help school staff address the issues of threats or violence, against an individual and/or site.

Procedure Definitions

Threat

An indication of intent to do harm or act out violently against someone or something. Threats may be implied, verbal, written, drawn, posted on the internet, sent electronically or by information technology of any type, made by gesture or reasonably inferred from the surrounding circumstances of events. Threats may be direct, indirect, conditional or veiled.

Threat making behaviour

Any action that an individual, who in any manner knowingly utters, conveys, or causes any person to receive a threat.

Threat assessment

The process of determining if a situation actually poses a risk of harm to members of the school community. As outlined in the York Region District School Board Threat Assessment and Intervention Protocol, threat assessment is a process that begins immediately upon one of the following:

- Serious violence or violence with intent to harm or kill;
- Verbal/written threats to kill others (“clear, direct and plausible”);
- The use of technology (e.g.: computer, mobile phone) to communicate threats to harm/kill others or cause serious property damage (e.g. “burn this office down”);
- Possession of weapons (including replicas);
- Bomb threats (making and/or detonating explosive devices);
- Fire setting;
- Sexual intimidation or assault;
- Ongoing issues with bullying and/or harassment;
- Gang-related intimidation and violence;
- Hate incidents motivated by factors including, but not limited to; race, culture, religion, and/or sexual orientation.

Worrisome Behaviour

May include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute 'uttering threats' as under this protocol, but cause concern for members of the school community because of their violent and destructive content. Worrisome behaviour may indicate that a student is moving toward an increased risk of violent behaviour and requires an In-School Team Meeting.

In-School Threat Assessment Team

The team that assesses the risk of violent behaviour and proposes a plan of action to support the student. It consists of school administration, York Regional Police and a clinician (School Social Worker and/or Psychological Services staff)* at a minimum. Other team members may include the following:

- teaching staff;
- school support staff;
- teacher liaison(s);
- representatives from other signed community partner(s) (i.e. Children Aids Society, York Student Support Network, Kinark Child and Family Services, Blue Hills Child and Family Centre, etc.); and
- Student Services staff (i.e., Student Services Coordinator, IDT SERT/ISW, etc.)*.

*The need for parent/guardian or student (depending on the student's age) consent can be waived in emergency situations. When the situation is not urgent, informed consent must be obtained.

Responsibilities

Superintendent of Education, Well-Being and Engagement shall:

- ensure that opportunities are available for Board staff to acquire awareness, knowledge, skills, and attitudes necessary to address threats or serious violence against individual(s) and/or site(s).

Superintendents of Education, Student Achievement and School Operations shall:

- assist schools to maintain caring, safe, orderly and inclusive school climates for learning and teaching;
- work with principals to develop and implement strategies with a focus on identifying, understanding and responding to worrisome behaviours in students that may lead to targeted violence against self or others; and
- support the implementation of effective practices for a common understanding of the nature of threat assessment and related protocols and procedures (link to Police-Board Protocol, Threat Assessment Protocol, etc.).

Principals shall:

- implement effective practices for a common understanding of the nature of threat assessment and related protocols and procedures;
- receive and review documents regarding threat assessment;
- establish a school-based Threat Assessment Team whose members are trained in threat assessment and can respond to worrisome behaviours and threats when needed;
- ensure that all reports of worrisome and/or threatening behaviour are assessed following the York Region District School Board [Threat Assessment and Intervention Protocol](#);
- ensure that all reports of worrisome and/or threatening behaviour are retained according to the following guidelines:

- Notice of Threat Assessment
 - 1 copy to be placed into the Ontario Student Record – retirement + 5 years
- Stage 1 & Stage 2 Threat Assessment Incident Reports **accessible** to (through SSNET) (31 years or indefinitely in the case of child abuse allegations)
 - Current Principal
 - Current SO
 - Caring and Safe Schools
 - Chief Psych and SW
 - Coordinating VTRA Team
- provide opportunities for staff training to build capacity in effective prevention/intervention strategies to lower the risk of violence in schools;
- share information about York Region District School Board Threat Assessment Procedure with students, staff, parents, volunteers, and community members annually, at a minimum;
- attend to the needs and interests of those who have been being involved in threatening situations, including those who are potential or identified targets of violence;
- involve appropriate school and Student Services staff when the situation involves students with special education needs, applying interventions, supports, and consequences consistent with the expectations of the Individual Education Plan and Safety Plan and considering all mitigating and other factors;
- contact the parents prior to the Threat Assessment meeting to gather any relevant evidence;
- contact the parents after the Threat Assessment meeting to discuss the interventions and supports that have been recommended for their child;
- implement the Board's progressive discipline procedure consistently and with consideration of the recommendations of an In-School Threat Assessment team; and
- facilitate information sharing and collaboration between those involved in a specific threat assessment at the school to lower the risk of targeted violence and maintain a caring and safe school environment.

Staff shall:

- report all incidents of worrisome and/or threatening situations to the principal; and
- use teaching and learning practices, which promote student engagement and build healthy and strong relationships so that all threats to the safety and well-being of the school community are reported.

Students shall:

- work in partnership with school staff and parents to maintain safe learning environments.

Parents shall:

- Work in partnership with school staff and parents to maintain caring and safe learning environments; and
- Participate in supporting the administrator in the evidence gathering portion of the Threat Assessment, as required.

Community Partners shall:

- work in partnership with school staff and parents to maintain caring and safe learning environments; and
- participate in Threat Assessments as required.

Department

Education and Community Services

History

Approved: August 2010

Working Document: April 2012, July 2018

Revised: February 2014, June 2019



Board Procedure #668.5

Student Bias-Free Progressive Discipline

This outlines how the Board's Student Bias-Free Progressive Discipline procedure will be implemented in support of the York Region District School Board's goals of student achievement and well-being. Progressive discipline supports students in an ongoing manner to respond to behaviour in developmentally and contextually appropriate ways.

The goal of this procedure is to support a caring and safe learning and teaching environment in which every student can reach their full potential. Appropriate action will be taken to address behaviours that are contrary to provincial, Board, and school codes of conduct. In cases where a student with special needs has an Individual Education Plan (IEP), interventions, supports, and consequences will be consistent with the expectations in the IEP (Ontario Ministry of Education, *Caring and Safe Schools in Ontario*, 2010). Similarly, in cases where a student is racialized and/or marginalized by their social identity, interventions, supports, and consequences will be consistent with the expectations in *Supporting Bias-Free Progressive Discipline in Schools* (Ontario Ministry of Education, 2013). As well, Board and school administrators will consider all mitigating and other factors for all students.

Responsibilities

Superintendents of Education, Student Achievement and School Operations shall:

- foster an environment where progressive discipline is adopted as a fundamental approach in promoting a caring and safe school climate.

Principals shall:

- foster an environment where progressive discipline is adopted as a fundamental approach in promoting a caring and safe school climate;
- provide students with opportunities to have input in improving schools climate through leadership roles;
- access data about school climate and culture to determine contextually appropriate responses;
- use preventative strategies, such as issue awareness and establish clear expectations, and the use of restorative practices;
- help school staff provide support to students who wish to participate in gay-straight alliances and other student-led activities that promote understanding and development of healthy relationships;
- engage their school councils and student councils to support these student-led activities;
- provide staff with training on progressive discipline and duty to report any activity for which suspension or expulsion may be considered;
- actively engage parents in the progressive discipline approach with ongoing dialogue, while recognizing the diversity of parent community;
- use early intervention strategies that may include;
 - consultation with parents,
 - detentions,
 - verbal reminders,

- review expectations, and
 - the use of assignments that require reflections on behaviour;
- use ongoing interventions that may include meeting with parents, performing volunteer service, conflict mediation, peer mentoring, referrals to counselling, in-school suspension and/or suspension or expulsion if necessary;
- always consider the following when determining a response:
 - the particular student and circumstances (mitigating and other factors),
 - the nature and severity of the behaviour, and
 - the impact on the school climate (i.e. relationships in the school);
 - ensure that consequences are developmentally appropriate;
 - for students with special needs, ensure that the interventions, supports and consequences are consistent with the individual's IEP and safety plan;
- use restorative practices, such as informal discussions or formal conferences, to reintegrate students who have been formally excluded through suspension or expulsion; and
- when transferring students as a progressive discipline action:
 - it is encouraged not to move the student who has been harmed,
 - coordinate a meeting between the schools involved to put in place a transition,
 - strategy to identify any additional supports and resources that the student may require,
 - include the receiving teacher and appropriate non-teaching staff, and
 - invite the student and his or her parents to the meeting.
- not use the Exclusion provision (also referred to as “refuse to admit” in the Education Act) as a form of discipline; however, if refusal to admit to the school or classroom is used for safety purposes (if detrimental to the physical or mental well-being of other pupils), parents should be informed as soon as possible and told of their right to appeal under clause 265 (1)(m) of the Education Act;
- notify the parent/guardians of the pupil(s) who have engaged in or who have been harmed by serious student incidents in accordance with *Board Procedure #668.3: Supporting Appropriate Behaviour and Bullying Prevention and Intervention*.

Teachers and other staff who support students in a school or classroom shall:

- assist in establishing a safe and supportive school environment within the school;
- utilize a continuum of progressive discipline interventions, supports and consequences;
- document interventions and supports provided to students;
- take seriously all allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive and supportive manner;
- provide students with contact information about professional supports and make this information readily available to students who wish to discuss issues of healthy relationships, gender identity and sexuality;
- engage parents in the progressive discipline approach; and
- access resources available when responding to incidents.

Department

Education and Community Services

History

Approved: August 2010

Working Document: April 2012, July 2018

Revised: February 2014, June 2019



Board Procedure #668.6 Emergency Preparedness

This procedure outlines the responsibilities of individuals to assist in the management of an emergency at a school or work location.

Definitions

Building Occupants

Building occupants include, but are not limited to, students, staff, parents, visitors, volunteers, permit holders and child care operators.

Emergency

Emergency is defined as a situation in which the normal operations of the school or work location cannot continue and/or where student and staff safety is brought into question. Some examples may include:

- serious health issue such as, but not limited to, severe student or staff injury, communicable disease or anaphylactic reaction;
- catastrophic event such as, but not limited to fire, flood, explosion, tornado or hurricane;
- serious environmental concern such as, but not limited to, power failure, air quality concern, natural gas leak or catastrophic chemical spill;
- lockdown or hold and secure such as, but not limited to, a serious threat or act of violence;
- missing student(s) or child protection issue;
- bomb threat;
- bus accident where serious injuries are sustained;
- serious vandalism such as, but not limited to, hate graffiti or major damage to property;
- death on school property or at a school-related activity; and
- student demonstration that compromises safety.

Responsibilities

Director of Education shall:

- allocate staff and resources to support the *Emergency Preparedness* procedure.

The Associate Directors of Education shall:

- ensure organizational structures are in place to respond to an emergency in the Board; and
- provide appropriate resources to support schools and work locations to implement and communicate emergency preparedness plans.

The Superintendents of Schools - Operations shall:

- coordinate the development and revision of the [Emergency Preparedness Guide](#);
- coordinate training, as required, and provide support to Superintendents of Education, Student Achievement and School Operations in an emergency; and
- liaise with public authorities and agencies charged with emergency response.

The Superintendent of Plant Services shall:

- ensure organizational structures are in place in Plant Services to respond to an emergency;
- support Superintendents of Education, Student Achievement and School Operations, principals and managers in an emergency; and
- cooperate with public authorities and agencies charged with emergency response.

Superintendents shall:

- ensure organizational structures are in place to respond to an emergency in schools or work locations;
- support school and work locations in the development and communication of emergency preparedness plans;
- cooperate with public authorities and agencies charged with emergency response; and
- liaise with Corporate Communications, principals and/or managers to develop a communication plan during and after an emergency.

Principals, Managers and Supervisors shall:

- call 911 in an emergency;
- maintain familiarity with the [Emergency Preparedness Guide](#);
- develop an emergency preparedness plan;
- ensure building occupants are familiar with their emergency preparedness responsibilities;
- cooperate with public authorities and agencies charged with emergency response;
- call the superintendent and Corporate Communications in an emergency;
- work with Corporate Communications to develop a communication strategy in order for the school or work location to return to normal operations as soon as possible;
- communicate to staff any emergency preparedness activities; and
- communicate information regarding the emergency preparedness plan.

Corporate Communications shall:

- notify the Director of Education, Associate Director(s) of Education, Chair of the Board, local trustee(s), and any other required staff of an emergency;
- support strategic communications at the emergency site or remotely as required; and
- assist in developing a communication strategy in order for the school or work location to return to normal operations as soon as possible.

All building occupants shall:

- be familiar with their emergency preparedness responsibilities; and
- follow emergency preparedness procedures in an emergency.

Department

Education and Community Services

History

Replaces Policy: #217.0, Emergency and Crisis Management

Approved: 2009

Formerly Procedure: #NP217.0, Emergency Preparedness

Working Document: July 2013, July 2018

Revised: February 2014, June 2019



Board Procedure #668.7 Code of Student Conduct

The York Region District School Board is committed to supporting all students in becoming healthy and contributing members of a civil society. Developing caring and safe school climates is at the heart of all Board efforts to promote student learning, achievement and well-being and, in turn, student success. Learning takes place best when students feel safe and supported.

York Region schools focus on safety, responsible citizenship and civility as defined by the standards of behaviour for the province of Ontario in the Provincial Code of Conduct, Policy and Procedure #242.0 [Standards of Conduct](#), Policy and Procedure #241.0 [Human Rights: Code-Related Harassment and Discrimination](#) and the [Ontario Human Rights Code](#).

Application of Procedure

This procedure outlines the York Region District School Board Code of Student Conduct and sets standards of behaviour for students and members of the school community. The Code of Conduct supports a caring and safe school environment and creates a shared understanding of expectations of behaviour by:

- encouraging positive communication within the school community,
- ensuring that all members of the school community are treated with equity, respect and dignity, demonstrating and encouraging the Board's 10 Character Attributes (respect, responsibility, honesty, empathy, fairness, initiative, perseverance, courage, integrity and optimism);
- promoting responsible citizenship by encouraging appropriate participation in the civic life of the school community,
- maintaining an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
- encouraging the use of respectful conflict resolution,
- discouraging the use of alcohol, tobacco, cannabis and illegal drugs (except for possession of cannabis for medical purposes, as outlined in the [Student Health Supports](#) policy and procedure), and
- preventing bullying in schools.

To enhance caring and safe school climates, positive student behaviour supports are provided and inappropriate behaviour is addressed using a progressive discipline approach that takes into account mitigating factors.

Definitions

School Climate

The sum total of all the personal relationships within a school. These relationships must be based on mutual acceptance, respect, inclusion, responsibility, and civility regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age, ability or disability.

Standards of Respectful and Responsible Behaviour

These apply on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate including, but not limited to, before school, after school, on weekends and through electronic communications.

All members of the school community must adhere to the following standards of respectful and responsible behaviour.

- Respect the rights of others;
- Respect differences between people;
- Respect and treat others equitably, being inclusive of people based on a protected ground(s) as per the [Ontario Human Rights Code](#);
- Ensure verbal, non-verbal and electronic communication is conducted respectfully;
- Respect the need of others to work in a caring and safe and healthy environment that encourages teaching and learning;
- Demonstrate the Board's 10 Character Attributes (respect, responsibility, honesty, empathy, fairness, initiative, perseverance, courage, integrity and optimism) in all day-to-day interactions;
- Treat each other with dignity and respect;
- Show care and respect for the property of others;
- Take appropriate measures to help those in need;
- Seek help to resolve conflict with respect and civility;
- Dress and present themselves suitably for a learning or working environment.
- Follow all safety procedures.

Inappropriate Behaviour

Students are expected to demonstrate behaviours that positively impact the learning environment by following the *Caring and Safe Schools* policy and related procedures.

The list below identifies inappropriate behaviour that must be avoided at all times:

- Engaging in bullying, whether in person or through technology.
- Committing sexual or physical assault.
- Trafficking in humans, weapons, contraband tobacco, cannabis, or illegal drugs.
- Committing theft or robbery.
- Being in possession or under the influence of alcohol, cannabis or illegal drugs, or supply alcohol, cannabis or illegal drugs to others.
- Being in possession of a weapon or replica weapon, including firearms.
- Using, or encouraging others to use, an object to threaten, intimidate, or injure another person.
- Uttering threats.
- Engaging in hate propaganda or other types of behaviour caused by hate or bias.
- Committing an act of vandalism that causes damage to Board property, or disrupts the operations of the Board.

Responsibilities

All staff members shall:

- model responsible behaviour and be accountable for their actions;
- support the caring and safe school climate;
- practice standards of respectful and responsible behaviour;

- demonstrate respect for all students, staff, parents, volunteers and other members of the school community;
- demonstrate care for the school community and commitment to academic excellence in a caring and safe and respectful teaching and learning environment;
- help students work to their full potential by developing their character and addressing their well-being, to support their coming to school prepared, on time and ready to learn
- empower students to be positive decision makers;
- foster open, honest and timely communication with all members of the school community;
- maintain consistent standards of behaviour for all students; and
- prepare students to be responsible citizens.

Students shall:

- understand that they are critical partners in establishing and supporting the caring and safe school climate and are expected to learn and practice the standards of respectful and responsible behaviour;
- contribute to the caring and safe school climate;
- accept responsibility for protecting their own rights while respecting the rights of others;
- be accountable for their actions; and
- uphold the standards of responsible behaviour by;
 - communicating respectfully verbally, non-verbally and through technology,
 - making positive decisions that develop character and promote well-being,
 - coming to school prepared, on time and ready to learn, to the best of their ability,
 - showing respect for themselves and for others,
 - following the established rules and taking responsibility for their own actions,
 - refraining from any action or behaviour that may put their safety or the safety of others at risk, and
 - reporting incidents of inappropriate or unsafe behaviour.

Parent(s)/Guardian(s) shall:

- be partners in supporting the caring and safe school climate;
- communicate relevant and important information about their child(ren) to the principal; and
- practice high standards of respectful and responsible behaviour by;
 - demonstrating respect for all students, staff, parents/guardians, volunteers and other members of the school community,
 - supporting the efforts of staff to maintain a caring and safe and respectful learning environment for all students,
 - engaging in their child's school work and monitoring progress,
 - maintaining open, honest and timely communication with the school,
 - ensuring their child attends school regularly and on time, and
 - helping school staff address issues involving their child.

History

Working Document: July 2013, July 2018

Revised: February 2014, June 2019



Board Procedure #668.8 Safe Welcome Program: Elementary Schools

This procedure outlines the Board's Safe Welcome Program in elementary schools. The involvement of parents/guardians and the broader community is important in building a caring and safe school climate. The Safe Welcome Program ensures that all elementary school doors are locked 15 minutes after the morning bell and that all visitors to the school enter through the front doors and report to the main office during the school day.

Definitions

Portables

External classrooms temporarily located on school property and not attached to the school building.

Port-a-Packs

A series of external classrooms, temporarily located on school property and not attached to the school building, that are attached to each other with an internal hallway.

Safe Welcome Program

A program designed to support student, staff member, permit holder and occupant safety and well-being, and a focused learning and working environment. Elementary school doors, including access to hallways in port-a-packs, will be locked 15 minutes after the morning bell and remain locked until the end of the school day, thereby moderating access to schools, including, but not limited to, summer programs, permits and other elementary school building uses. All visitors must enter the school through the main entrance and report to the main office. Equipment such as, but not limited to, an intercom system, video camera surveillance and remote lock releases, will be used to allow visitors access to the school through the front door.

Visitors

Include, but are not limited to, parents/guardians, volunteers, couriers, maintenance staff members, Board personnel and community members.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Safe Welcome Program: Elementary Schools* procedure.

Superintendents of Schools – Operations shall:

- monitor the implementation of the Safe Welcome Program; and
- discuss with the superintendent of schools situations where local school needs require a site specific solution to an aspect of this procedure.

Superintendents of Education, Student Achievement and School Operations shall:

- ensure that the Safe Welcome Program is implemented in all elementary schools; and
- discuss situations where local school needs require a site specific solution to an aspect of this procedure with the Superintendent of Schools – Operations.

Elementary Principals shall:

- ensure caretaking staff members;
 - lock all school entrances, including front doors and the external entrances to port-a-packs, 15 minutes after the morning entry bell,
 - unlock the front door at the end of the school day immediately after the afternoon dismissal bell,
 - relock the front door at the same designated time each afternoon/evening,
 - accommodate child care programs in the school building as follows:
 - unlock the door(s) closest to the child care program after the front door is relocked at the end of the school day,
 - liaise with the child care provider to determine the appropriate time to lock the designated door(s), and
 - determine appropriate procedure for door locking for summer, Professional Activity Day, school holiday and other programs, and
 - unlock the front door, or other door agreed upon, for permit holders 15 minutes before the permit begins, locking that door 15 minutes after the permit begins;
- in consultation with school staff members, develop a school-level protocol outlining;
 - when doors will be unlocked before school and in the event of a school function,
 - access to and from playground areas including, but not limited to, secured kindergarten and recess areas, while doors are locked,
 - that students and staff members using outdoor facilities for program must re-enter the building through the front door or, if available, using an existing entry system, including but not limited to, a swipe card,
 - how students in portables and port-a-packs access the main school building and re-enter portables and port-a-packs during class time, for instance using a swipe card,
 - how the building will be supervised when there is an equipment malfunction, and
 - a method to identify authorized visitors while they are in the building;
- delegate responsibility for allowing entrance to the school building to office staff members, ensuring that questionable entrance requests are referred immediately to the principal or designate;
- ensure office staff members are trained in the appropriate procedure to provide access;
- review the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol with office staff members at least twice per year, and with staff members new to the building as required;
- ensure that no student is ever permitted to use the entry system to allow visitors into the school building;
- communicate the Safe Welcome Program to students, parents/guardians and community members annually or more frequently as required;
- ensure that staff members, parents/guardians, volunteers and community members are aware that external doors are never to be propped open or unlocked during the school day, unless assigned by the principal;
- ensure that all individual portable doors are locked at all times;
- communicate with child care providers to ensure the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol are followed;
- work with caretaking and Board staff members to address equipment failure;
- determine which exterior doors may provide access for school functions, such as, but not limited to, book fairs, parent teacher nights, area and/or regional sporting events and concerts; and

- discuss situations where local school needs require an alternative to the procedure with the superintendent of schools.

School Office Staff Members shall:

- welcome visitors to the school;
- provide access to the building in accordance with school-level protocol;
- never delegate responsibility for providing entry to students;
- refer questionable entrance requests to the principal or designate when needed; and
- notify the principal or designate of any equipment malfunction.

Elementary Teachers shall:

- reinforce the *Safe Welcome Program: Elementary Schools* procedure with students;
- ensure students understand and follow the school-level protocol for entering the main school building from portables and port-a-packs; and
- when using outdoor facilities, re-enter the building in accordance with the school-level protocol.

All staff members, parents/guardians, volunteers and community members shall:

- be aware of, understand and follow the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol;
- not prop open or unlock external doors as an entry or re-entry method for any reason, unless assigned by the principal;
- never allow unauthorized entry into the building;
- exercise vigilance and notify the principal or designate of any unauthorized person attempting to enter or in the building; and
- notify the principal or designate of any equipment malfunction.

Caretaking Staff members shall:

- lock all school entrances, including front doors and the external entrances to port-a-packs, 15 minutes after the morning entry bell;
- unlock front doors at the pre-determined time before school starts according to the school-level protocol;
- unlock the front door immediately after the afternoon dismissal bell;
- relock the front door at the same designated time each afternoon/evening;
- accommodate child care programs in the school building as follows:
 - unlock the door(s) closest to the child care program after the front door is relocked at the end of the school day,
 - liaise with the child care provider to determine the appropriate time to lock the designated door(s), and
 - follow the pre-determined procedure for door locking for summer, Professional Activity Day, school holiday and other programs;
- unlock the front door, or other door agreed upon, for permit holders 15 minutes before the permit begins, locking that door 15 minutes after the permit begins;
- provide authorized access to the school building after school office hours, as required;
- allow access for deliveries after the delivery person has entered the building through the front door and reported to the office;
- ensure that receiving doors remain locked at all times; and
- notify and work with the principal or designate to correct any equipment malfunction.

EarlyON Child and Family Centres staff members shall:

- ensure that all visitors use the front door, report to the main office and follow the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol.

Child Care Program staff members shall:

- be aware of, understand and follow the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol;
- ensure that doorways connecting their facilities with the main school building are locked at all times;
- ensure that program classroom doors are locked at all times;
- ensure that access doorways to their facilities are locked at all times, and a process is established to ensure a safe, welcome environment;
- liaise with the principal to determine the appropriate time to lock the designated door(s) at the end of the school day; and
- be aware of and follow the pre-determined procedure for door locking for summer, Professional Activity Day, school holiday and other programs.

Administrative Services shall:

- ensure that permit holders are aware of and adhere to the *Safe Welcome Program: Elementary Schools* procedure; and
- include *Safe Welcome Program* requirements in all documentation for permit holders including, but not limited to, the website.

Permit holders shall:

- not prop open or unlock external doors as an entry or re-entry method for any reason;
- never allow unauthorized entry into the building;
- immediately notify caretaking staff members or the principal or designate, or administrative services of any unauthorized person attempting to enter or in the building; and
- adhere to the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol at all times.

Visitors, including parents/guardians, volunteers and community members shall:

- adhere to the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol at all times;
- understand and reinforce the importance of school safety and the protocol for entering the school;
- not prop open or unlock external doors as an entry or re-entry method for any reason, unless authorized by the principal;
- enter the school through the main entrance in accordance with the school-level protocol; and
- report to the main office after being granted access to the school.

Students shall:

- not prop open or unlock external doors as an entry or re-entry method for any reason, including but not limited to, outdoor activities;
- adhere to the *Safe Welcome Program: Elementary Schools* procedure and school-level protocol; and
- never allow unauthorized entry into the building.

Department

Education and Community Services

History

Working Document: November 2013, January 2014, August 2014, July 2018

Revised: June 2019

This procedure outlines the responsibilities and required actions of staff and others with respect to Lockdown.

Definitions

Lockdown

A school emergency response to the presence or suspected presence of an armed intruder or other similar violent threat within the school.

School Staff

All Board employees assigned to work in a school building.

Others

Others include, but are not limited to the following:

- visitors;
- external service providers/contractors/trade persons/bus drivers;
- daycare staff;
- parents;
- lease holders;
- inspectors, officers (Police, Ministry of Labour, Fire Department, Municipal);
- Board staff; and
- shared use/multi-use groups.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Lockdown, School Sites* procedure.

Superintendents shall:

- ensure all school administrators have developed a site-specific Lockdown Plan;
- ensure Corporate Communications and Student Transportation Services staff are made aware of the Hold-and-Secure; and
- remain available by phone to school staff during a Lockdown.

Principals shall:

- establish and maintain an Emergency Response Team;
- lead Emergency Response Team to develop a site specific plan for Lockdown;

- engage daycare staff and other daytime school user groups and shared/multi-use groups in the development of the Lockdown plan and related training;
- conduct a minimum of two Lockdown drills per year;
- ensure the Lockdown Plan includes procedures for students and staff participating in activities outside the school building, such as, but not limited to trips and sporting events;
- ensure students and staff are trained in Lockdown procedures;
- follow the instructions of the person in charge;
- ensure students are trained to remain quiet and out of sight as much as possible during a Lockdown;
- ensure that the Lockdown Plan includes family reunification locations and procedures;
- ensure all staff, including temporary staff, receive instruction on the Lockdown procedure;
- notify parents of any specific Lockdown incident; and
- communicate information concerning the school Lockdown plan to parents through school newsletters, School Council and school website.

During the Lockdown Principals, Vice-Principals and Designates shall:

- call 911;
- announce the Lockdown using the Public Address (PA) system by reading the scripted Lockdown message;
- notify daytime user groups/tenants and daycare operators of Lockdown;
- notify Superintendent and Manager, Corporate Communications;
- advise staff supervising off-site activities of the Lockdown by phone;
- follow direction of Police upon their arrival;
- announce the lifting of the Lockdown when advised by the Police; and
- following the Lockdown event, complete and retain a Lockdown report for each Lockdown or Lockdown drill held in the school.

Corporate Communications Services shall:

- liaise with York Regional Police Headquarters during the Lockdown;
- contact security monitoring company and advise of Lockdown;
- advise Superintendent and school Principal, Vice-Principal or Designate concerning the status of the emergency, as reported by police;
- provide communications support during and after the Lockdown;
- ensure Student Transportation Services staff are made aware of the Lockdown; and
- notify Administrative Services.

Plant Services shall:

- ensure that doors, locks and Public Address (PA) systems are maintained in good repair;
- ensure the development and provision of school site drawings to Administrative Services that include the location of portables;
- inform current security monitoring company of their duties under Lockdown;
- inform the Corporate Communications of current provider of alarm monitoring services; and
- ensure Lockdown Instructions are posted in each room.

School Staff shall:

- follow directions given by the person in charge during Lockdown;
- follow the site-specific Lockdown Plan;
- participate in Lockdown drills as required, referring to Lockdown instructions posted in each room;

- minimize visibility into the secure areas, **if it is safe to do so**;
- take all reasonable steps to maximize the safety of students, such as, but not limited to using furniture in a portable to create physical barriers between walls and occupants;
- cooperate fully with Police, Fire and Ambulance responders; and
- assist with family reunification following the Lockdown.

Students shall:

- participate in Lockdown drills;
- remain in or go to the nearest secure area when Lockdown is announced;
- follow the instructions of the person in charge;
- remain in a secure area until instructed to leave; and
- remain quiet and turn off cell phones and other personal electronic equipment.

Others shall:

- remain in or go to the nearest secure area when Lockdown is announced;
- follow the instructions of the person in charge; and
- remain quiet and turn off cell phones and other personal electronic equipment.

Department

Education and Community Services

History

Approved: June 2010

Working Document: July 2018

Revised: June 2019



Board Procedure #668.10 Hold-and-Secure, School Sites

This document details the responsibilities of staff and others under circumstances requiring 'Hold-and-Secure' protective measures in schools.

Definitions

Hold-and-Secure

Protective measures applied in school buildings under circumstances of security concern due to threats to school occupants from events occurring near the school. All exterior doors are locked. The regular activities in the school continue. Access to and exit from the school are controlled.

School Staff

All Board employees assigned to work in a specific school building.

Others

Others include, but are not limited to the following:

- visitors;
- external service providers/contractors/trade persons/bus drivers;
- daycare staff;
- parents;
- lease holders;
- inspectors, officers (Police, Ministry of Labour, Fire Department, Municipal);
- Board staff; and
- shared use/multi-use groups.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Hold-and-Secure, Schools Sites* procedure.

Superintendents shall:

- ensure all school administrators have developed a site specific Hold-and-Secure Plan; and
- ensure Corporate Communications and Student Transportation Services staff are made aware of the Hold-and-Secure.

Principals shall:

- establish and maintain an Emergency Response Team;
- work with the Emergency Response Team to develop a site specific plan for Hold-and-Secure;

- engage daycare staff and shared/multi-use groups and other daytime school user groups in the development of the Hold-and-Secure Plan;
- ensure that the Hold-and-Secure Plan includes a protocol for controlling access to and exit during a Hold-and-Secure;
- ensure all staff (including temporary staff upon arrival at the school), receive instruction on the Hold-and-Secure procedure;
- communicate Hold-and-Secure information to students;
- ensure students are trained in Hold-and-Secure;
- communicate information concerning the Hold-and-Secure Plan to parents through school newsletters, school council and school website;
- notify parents concerning a specific Hold-and-Secure incident in collaboration with Corporate Communications and the superintendent; and
- ensure daytime user groups/tenants and daycare operators have direct lines of communication with the main office.

During the Hold-and-Secure

- ensure all exterior doors, including portable doors, are locked;
- notify daytime user groups/tenants and daycare operators of the Hold-and-Secure;
- ensure all students and staff participating in outside activities are moved into the main building;
- move all students and staff from outside buildings into the main building if access to washroom facilities will be a problem;
- notify the superintendent and Corporate Communications;
- provide liaison between police, school population and parents;
- advise staff supervising off-site activities of the Hold-and-Secure by phone; and
- notify daytime user groups/tenants and daycare operators that the Hold-and-Secure has ended.

Corporate Communications shall:

- liaise with York Regional Police Headquarters during the Hold-and-Secure;
- advise superintendent and school principal, vice-principal or designate concerning the status of the threat, as reported by police; and
- provide communications support during and after the Hold-and-Secure.

Plant Services shall:

- ensure that doors, locks and Public Address (PA) systems are maintained in good repair.

Staff and others shall:

- follow directions given by the person in charge during Hold-and-Secure;
- follow the Hold-and-Secure procedure;
- continue regular activities; and
- strictly follow school access/exit protocol during a Hold-and-Secure.

Caretakers shall:

- lock all exterior doors.

Students shall:

- follow the instructions of the person in charge;
- continue with regular school activities; and
- not leave the school until the Hold-and-Secure is lifted.

Department

Education and Community Services

History

Approved: June 2010

Working Document: July 2018

Revised: June 2019



Board Procedure #668.11 Fire Planning and Drills, School Sites

This procedure outlines the process for fire planning and fire drills.

Definitions

Fire Drill

A planned and monitored exercise intended to train staff and students on procedures and responsibilities to safely evacuate the building during a fire emergency. Schools must hold fire drills three times in each term or semester during the school year.

Emergency Refuge Area

An identified location in the school for temporary student and staff member refuge. This is a staging area intended for use by students and staff members who require assistance to exit the building during a fire emergency. These areas are clearly signed and identified in the school fire plan.

Evacuation Plan for Persons Needing Assistance

Everyone needing assistance to evacuate during a fire emergency must have a written Evacuation Plan. The plan must be developed using the Emergency Evacuation Plan for either [students](#) or [adults](#). A copy of each plan must be placed in Section 4 of the office Fire Safety Binder.

[Fire Watch](#)

When any fire protection equipment or system is not functioning, a Fire Watch must be implemented until the problem is rectified.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Fire Planning and Drills, School Sites* procedure.

Human Resource Services, Health and Safety staff members shall:

- keep a copy of all fire plans;
- liaise with principals to develop fire plans and submit them to local fire departments for approval;
- provide two copies of approved fire plans to schools; and
- post the most recent copy of each fire plan document on the BWW.

Plant Services staff members shall:

- provide training for principals and caretakers in fire safety;
- provide and update all drawings required for fire plan documents; and
- provide schools with signage for emergency refuge areas.

Superintendents of Education, Student Achievement and School Operations shall:

- ensure that principals follow this procedure and comply with the Ontario Fire Code;
- ensure that principals designate a primary and secondary alternate locations for students and staff members to be used during evacuation when necessary; and
- ensure that a record of evacuation locations is maintained in the Community Education Centre and that a copy is forwarded to the Senior Managers of Legal, Legislative and Administrative Services and Corporate Communications.

Principals shall:

- review fire safety with staff members at the beginning of every school year;
- schedule, and maintain a record of, six fire drills each year, three per term or semester, recognizing that one unplanned fire evacuation may count;
- if acting as night school or summer school principal, ensure one fire drill is conducted each semester;
- designate, in consultation with the superintendent of schools, the evacuation locations for the school site;
- maintain the fire plan in the main office in a clearly marked location, allowing emergency responders access during events when the building is not occupied;
- ensure that a second copy of the fire plan binder is kept in the caretaker's office;
- update the fire plan annually and as required, in accordance with the [Fire Plan Update Guide](#) at the beginning of each school year and as required including, but not limited to, emergency contact information and student and staff member evacuation plans;
- provide parents with access to the evacuation plan;
- forward an electronic copy of the fire plan to Health and Safety each time changes are made, as required;
- work with Caretaking staff members to determine the nearest emergency exits for each classroom and two emergency refuge areas for the school and ensure they are clearly identified using [Board approved signage](#) (emergency refuge areas must be designated in consultation with the local fire department);
- recognize a Fire Prevention Officer may visit the school, view the fire plan and request a fire drill;
- ensure a copy of the Fire Prevention Officer Inspection Report is forwarded to Health and Safety and Plant Services (Assistant Manager of Maintenance);
- communicate with parents that appropriate footwear should be provided for students to wear inside; and
- work with the Supervisor of Facility Services during a fire protection system malfunction to initiate a [fire watch](#).

Child Care and Before and After School Providers shall:

- hold fire drills monthly; and
- understand that participation in the school's fire drills counts as part of their fire drill requirements.

Staff members shall:

- pull the fire alarm in the event of a fire;
- follow the fire plan for the emergency evacuation of all students;
- communicate to students that appropriate footwear should be worn at all times.

Students shall:

- only pull the fire alarm in the event of a fire;
- understand that misuse of the fire alarm may result in disciplinary action up to and including suspension and/or expulsion;
- wear footwear at all times; and
- follow instructions during the evacuation of the building.

Permit Holders shall:

- follow all requirements for Permit Holders as outlined in the Fire Plan.

Department

Human Resource Services

History

Approved: 2009

Working Document: January 2015, July 2018

Revised: June 2019