



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, Inappropriate Behaviour and Bullying Prevention and Intervention***
- Procedure #668.4, Violence Threat Risk Assessment***
- Procedure #668.5, Student Progressive Discipline***
- Procedure #668.6, Emergency Preparedness***
- Procedure #668.7, Code of Student Conduct***
- 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***

Policy #668.0, Caring and Safe Schools and its related procedures address the Board's commitment to creating caring and safe school climates.

Related procedures include:

- Procedure #668.1, Student Suspensions
- Procedure #668.2, Student Expulsions
- Procedure #668.3, Inappropriate Behaviour and Bullying Prevention and Intervention
- Procedure #668.4, Violence Threat Risk Assessment
- Procedure #668.5, Student Progressive Discipline
- Procedure #668.6, Emergency Preparedness
- Procedure #668.7, Code of Student Conduct
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- Procedure #668.9, Lockdown, School Sites
- Procedure #668.10, Hold-and-Secure, School Sites
- Procedure #668.11, Fire Planning and Drills, School Sites

Major Changes to the Document	<p>Revisions to the Fire Planning and Drills, School Sites procedure formalize existing practice.</p> <p>Clarification of the definitions of fire drills, emergency refuge areas, evacuation plans for persons needing assistance and fire watch have been included and responsibilities associated with consistent implementation have been added.</p>
Who is affected by these changes and what is the impact on current practice?	The responsibilities of principals and superintendents have been updated to reflect current practice and align with the Board's responsibilities. All staff and students are responsible for understanding their roles and responsibilities outlined in the procedure.
Implementation Timelines	Immediate
Lead Superintendents/Subject Matter Expert	Superintendent of Schools – Operations Allan Hoyle Managers of Health and Safety Renate Kaskow or Tom Pawloski

Stakeholder Groups with Responsibilities under this Policy and Procedures

- 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

Relationship to Board priorities

The Caring and Safe Schools policy and its related procedures support the three areas of the Trustees' 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 safe school environment and demonstrating professionalism and accountability for high standards of practice in Board operations.

What are the timelines and next steps?

The Fire Planning and Drills, School Sites procedure (formerly known as Procedure #NP406.0, Fire Planning and Drills) was approved for circulation as a working document for six school months. Comments received will be scheduled for consideration by trustees and senior staff at the appropriate committee meetings in October 2015.

How do I find out more or provide feedback?

Questions about this procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert.

In accordance with *Board Policy #285.0, [Board Policies, Procedures and Supporting Documents](#)*, the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, it is most helpful if you:

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable;
- the reason(s) for your concern(s); and
- suggest specific alternate wording to reflect your position.

Specific recommendations or questions about the policy and procedure review process should be submitted via e-mail to policy.committee@yrdsb.ca, or to the attention of the Assistant Manager, Board and Trustee Services at or 905-727-0022 extension 2217 or mailed to [The Education Centre – Aurora](#).

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 biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #668.0 Caring and Safe Schools

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 positive and respectful surroundings free from harassment and discrimination. Inclusive, accepting, respectful and healthy relationships allow individuals to reach their full potential. This is consistent with all Board priorities, policies and procedures, and the Ontario Human Rights Code. Norms, expectations and standards of behaviour reflect a responsible and civil society where inclusion, acceptance and safety build the foundation of a caring and safe school climate.

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

Building a caring and safe school climate is complex. It requires supportive leadership, effective teaching practices, healthy relationships, a systematic approach to addressing behaviour, and the involvement of parents/guardians and the broader community.

Behaviour occurs in context, is learned, serves a function and can be changed over time. All students benefit from clear, consistent behavioural expectations with positive modeling. To enhance caring and safe school climates, positive student behaviour supports are provided and inappropriate behaviour is addressed taking into account mitigating and other factors, using a progressive discipline approach. A clear focus on anti-bullying supports the development of healthy relationships, educates the school community and encourages timely reporting of bullying incidents so that immediate and appropriate action can be taken.

Parents/guardians play a critical role in the education of their children and in supporting their social, emotional and academic growth. Students, families and schools face complex and challenging issues that often require Board supports and collaboration with external agencies to access resources that contribute to positive outcomes for all students and families.

Legislative Context

[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](#)

Definitions

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 behaviour which would enable him/her to prosper.

Adult Student

An adult student is a pupil of the York Region District School Board who is 18 years of age or older or who is 16 or 17 years of age and has withdrawn from parental control.

Bullying

Bullying means 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") (*From the Education Act*)

Bullying may be physical, verbal, social and/or electronic.

Mitigating and Other Factors

Mitigating and other factors must be taken into account when responding to and addressing inappropriate student behaviour. Specific mitigating factors include:

- the student's ability to control his/her behaviour;
- the student's ability to understand the consequences of his/her 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 his or her 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.

Progressive Discipline

A progressive discipline approach promotes positive student behaviour, combining prevention and intervention strategies and discipline with opportunities for students to continue their education. Inappropriate student behaviour is addressed using a continuum of developmentally sound and appropriate interventions, considering mitigating and other factors. There is a progressive application of consequences that may include, but is not limited to, a conversation with student and/or parent/guardian, office referral, community service, withdrawal of privileges, detention, peer mediation, restorative practices, counseling, suspension and expulsion.

Restorative Practice

Restorative practice responds to student behaviour by focusing on repairing harm experienced by others and rebuilding relationships. This practice is used as part of progressive discipline to build, strengthen and help restore healthy relationships (Adapted from *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010*).

Student

A student is a pupil of the York Region District School Board who is 16 or 17 years of age or younger and is under parental control.

Student Discipline Committee

The Student Discipline Committee is comprised of members of a committee of the Board of Trustees. It 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 [Trustees' 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;
- establishing a Student Discipline Committee and approving trustee membership; 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; and
- providing system leadership for creating and maintaining caring and safe school climates.

The Associate Directors of Education are responsible for:

- ensuring the *Caring and Safe Schools* policy and its related procedures are implemented, in accordance with all relevant legislation.

Superintendents of Schools and Principals are responsible for:

- supporting and maintaining a caring and safe school climate;
- ensuring staff, students, parents/guardians and community members are made aware of the *Caring and Safe Schools Policy* and have opportunities to contribute to creating caring and safe school climates;
- providing leadership to ensure the effective implementation of the *Caring and Safe Schools Policy*;
- engaging Board services, community partners and families to encourage coordinated supports for students, where appropriate;
- modeling and supporting the development of healthy attitudes, behaviours and relationships consistent with Board priorities, policies and procedures and that contribute to caring and safe school climates;
- fostering an environment where progressive discipline is adopted as a fundamental approach in promoting a caring and safe school climate; and
- attending to the needs and interests of all parties impacted by inappropriate behaviour, as appropriate

Teachers and Support Staff are responsible for:

- developing inclusive, respectful, safe, caring and engaging learning environments, in collaboration with the principal and school staff by;
 - modeling and supporting the development of healthy attitudes, behaviours and relationships consistent with Board priorities, policies and procedures,
 - providing positive, clear and regular communication about behavioral expectations and potential consequences,
 - supporting students with planning, goal setting and making a commitment to enhance a caring and safe school climate, and
 - using a progressive discipline approach.

All staff members are responsible for:

- supporting and maintaining a caring and safe school climate.

Students are responsible for:

- contributing to a caring and safe school climate in accordance with all Board priorities, policies and procedures and the school code of conduct by;
 - supporting and maintaining a caring and safe school climate,
 - acting with reasonable care towards themselves and others,
 - developing healthy attitudes, behaviours and relationships consistent with Board priorities, policies, procedures and the school code of conduct, and
 - actively and positively participating in school and school-related activities, such as, but not limited to, anti-bullying, character development, and equity and inclusivity initiatives; and
- understanding that they are accountable for inappropriate behaviour that has a negative impact on the school climate, whether occurring on or off school property and/or during a school-related activity or event.

Parent(s)/Guardian(s) and Community Partners are responsible for:

- supporting school staff and students in promoting a caring and safe school climate, in accordance with Board priorities, policies and procedures and the school code of conduct;
- modeling and supporting the development of healthy attitudes, behaviours and relationships in support of positive behavioural expectations;
- understanding that students are accountable for inappropriate student behaviour that has a negative impact on the school climate, whether occurring on or off school property and/or during a school-related activity or event; and
- working with Board and school staff to coordinate supports for students, where appropriate.

Related Policies and Procedures

Policy and Procedure #238.0, Parent, Family and Community Engagement

Policy and Procedure #240.0, Respectful Workplace and Learning Environment

Policy and Procedure #250.0, Violence Prevention and Intervention (Working Document)

Policy and Procedure #261.0, Equity and Inclusivity

Policy and Procedure #325.0, Continuing Education

Policy and Procedure #380.0, Character Development

Policy and Procedure #601.0, Supports for First Nation, Métis and Inuit Students

Policy and Procedure #610.0, Reporting Children in Need of Protection

Policy and Procedure #663.0, Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals

Procedure #668.1, Student Suspensions (Working Document)

Procedure #668.2, Student Expulsions (Working Document)

Procedure #668.3, Inappropriate Behaviour and Bullying Prevention and Intervention (Working Document)

Procedure #668.4, Violence Threat Risk Assessment (Working Document)

Procedure #668.5, Student Progressive Discipline (Working Document)

Procedure #668.6, Emergency Preparedness (Working Document)

Procedure #668.7, Code of Student Conduct (Working Document)

Procedure #668.8, Safe Welcome Program: Elementary Schools (Working Document)
Procedure #668.9, Lockdown, School Sites
Procedure #668.10, Hold-and-Secure, School Sites
Procedure #668.11, Fire Planning and Drills, School Sites

Department

Education and Community Services

Policy History

Approved 1998
Amended 1999
Amended 2002
Amended 2009
Amended 2010
Working Document April 2012
Working Document July 2013
Revised February 2014

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 biological/adoptive parents and guardians in all Board policies and procedures.



Board Procedure #668.1 Student Suspensions

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

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;
3. being under the influence of alcohol or illegal drugs;
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. habitual neglect of duty (with Superintendent of Schools approval only);
8. opposition to authority;
9. any act considered by the principal to be injurious to the moral tone of the school;
10. any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; and/or
11. 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 *Board Procedure #668.2 Student Expulsions*, as outlined in the *Education Act*.

A student may only be suspended once for any single incident.

Definitions

Suspension

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.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Student Suspensions* procedure.

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 an incident, contact police in accordance with the [Police and School Board Protocol](#) and advise the superintendent of schools accordingly;
- investigate the incident, ensuring the adult student or the student's parent(s)/guardian(s) are consulted in a timely manner, as appropriate;
- consult with superintendents and relevant student services staff, as appropriate;
- for a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property;
 - complete and file a Violent Incident Form in the student's Ontario Student Record, and
 - conduct a Threat Assessment, as required, as outlined in *Board Procedure #668.4, Violence Threat Risk Assessment*;
- using a progressive discipline approach, determine appropriate action which may include suspension;
- when suspending a student;
 - determine the duration of the suspension,
 - make all reasonable efforts to orally inform the adult student, or the student and the student's parent(s)/guardian(s) within 24 hours,
 - inform the student's teacher(s),
 - gather school work from the teacher(s) to be completed by the student during the suspension,
 - provide written notice of the suspension to the superintendent of schools, adult student, or the student and the student's 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,
 - 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 of schools,
 - file a copy of the suspension letter in the Ontario Student Record for one year,
 - 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,
 - 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,
- if the student is suspended for fewer than six days, provide student with school work to be completed;
- when suspending a student for six or more days;
 - if the student will be attending ACCESS,
 - complete the intake form and forward to the Principal of ACCESS,
 - complete the student action plan,
 - forward the student's Individual Education Plan and Safety Plan, where appropriate,
 - arrange an intake meeting for the parent(s)/guardian(s) and students at the ACCESS program,
 - forward school work to be completed, and
 - consult with superintendent of schools regarding transportation; and
- arrange a re-entry/transition meeting following suspension with the student, the parent(s)/guardian(s), staff and community partners, as appropriate.

Teachers shall:

- in conjunction with the principal, provide school work for the student to complete during the suspension.

Student Services shall:

- provide recommendations and advice, where required.

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

- provide information, as appropriate, to comply with the principal's investigation;
- review the 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;
- 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;
- understand that the ACCESS program will be offered for students who are suspended for six or more days;
- understand that secondary students are responsible for their own transportation to the ACCESS program; and
- attend a re-entry/transition meeting following a suspension, as appropriate;

Students who have been suspended shall:

- comply with the conditions outlined in the suspension letter; and
- complete work assigned.

Appeal Process

The 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 of Schools – Operations or designate,
 - the superintendent 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,
 - legal counsel for the appellant and/or the Board;
- 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, or
 - modify the suspension and order an amendment to the student's record, as necessary, or
 - 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 to the adult student or student's parent(s)/guardian(s) in writing, superintendent of schools and principal.

The Superintendent of Schools - Operations shall:

- consult with superintendents of schools, 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;
 - 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 superintendent of school's 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 Schools shall:

- upon receiving written notice of the intention to appeal, promptly advise the school 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 – Operations, and
 - prepare a written report on the incident, in consultation with the principal; and
- attend the appeal hearing, as required.

The Principal shall:

- review the rationale, duration and mitigating or other factors with the superintendent of schools and Superintendent of Schools – Operations, 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.

Department

Education and Community Services

Procedure History

Revised 2002

Revised 2009

Working Document April 2012

Revised February 2014

Revised March 2015



Board Procedure #668.2 Student Expulsions

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

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. 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
9. 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;
10. 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
11. 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.

Definitions

Expulsions

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.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Student Expulsions* procedure.

The Associate Director(s) of Education shall:

- advise the Superintendent of School – Operations, as required.

The Superintendent of Schools – Operations shall:

- advise superintendents of schools and consult with the Associate Director(s) of Education, as required;
- if a student is recommended for expulsion;
 - review the expulsion report,
 - schedule the hearing on the Student Discipline Committee agenda, 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 of Schools – Operations;
- respond to questions or concerns from the student and parent(s)/guardian(s) about the process;
- determine whether to re-admit an expelled student when a request has been received in writing, and
 - consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable,
 - require the student to demonstrate that he or she has learned from the incident and has sought counselling, where appropriate, and
 - require the student to prepare 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, if a referral for expulsion is warranted;
- advise the Superintendent of Schools – Operations of the incident with relevant details;
- submit the principal's report to the Superintendent of Schools – Operations; and
- respond to questions or concerns from the student and parent(s)/guardian(s) about the process.

Principals shall:

- upon learning about an incident, contact police in accordance with the [Police and School Board Protocol](#) and advise the superintendent of schools accordingly;
- investigate the incident, ensuring the adult student or the student's parent(s)/guardian(s) are consulted in a timely manner, as appropriate;
- determine, in consultation with superintendent of schools, whether or not to recommend expulsion;
- if expulsion is not recommended, issue suspension in accordance with *Board Procedure #668.1 Student Suspensions*; and
- if expulsion is recommended;
 - issue a 20-day suspension, following the process outlined in *Procedure #668.1 Student Suspension*,
 - provide information about the ACCESS program to the students and/or parent(s)/guardian(s), and
 - if the student will be attending ACCESS,
 - complete the intake form and forward to the Principal of ACCESS,
 - complete the student action plan,
 - forward the student's Individual Education Plan and Safety Plan, where appropriate,
 - arrange an intake meeting for the parent(s)/guardian(s) and students at the ACCESS program,

- gather school work from the teacher(s) to be completed by the student and forward to ACCESS staff, as appropriate, and
- consult with superintendent of schools regarding transportation,
- understand that a parallel police investigation may be conducted, and
- prepare the [principal's report](#) to be submitted to the superintendent of schools.

The Student Discipline Committee shall:

- consider expulsions in accordance with the *Education Act* and Board policy and procedures;
- solicit and consider the views of all parties about whether the suspension should be confirmed, shortened or withdrawn, if an expulsion is not imposed;
- consider other matters, as appropriate, and include only the following individuals in an expulsion hearing;
 - the Superintendent of Schools – Operations or designate,
 - the superintendent 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 for the appellant and/or the Board;
- 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 mitigating and other factors;
- consider the written and/or oral submissions of all parties;
- decide;
 - whether to expel the student,
 - the duration of the expulsion,
 - other conditions such as, but not limited to, the need for counseling, attendance at the ACCESS program, and
 - whether the student can return to his or her home school once the conditions of the expulsion have been met;
- communicate the final decision to the adult student or the student's parent(s)/guardian(s), the principal and superintendent of schools in writing;
- if the committee decides **not to expel a student**;
 - take the submissions of the parties into account, including mitigating and other factors, in determining 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 he or she was not a party, which shall include,
 - duration of the expulsion,
 - any other conditions, such as, but not limited to, the need for counseling, attendance at the ACCESS program,
 - 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 students' parent(s)/guardian(s) shall:

- provide information, as appropriate, to comply with the principal's investigation;
- review the information provided by the principal or the Superintendent of Schools - Operations about the suspension, expulsion and appeal process;
- understand that the ACCESS program will be offered for students who are expelled;
- understand that secondary students are responsible for their own transportation to the ACCESS program;
- attend a re-entry/transition meeting following a suspension or expulsion, as appropriate;
- understand that the Student Discipline Committee's decision with respect to a suspension is final; and
- understand that they have the right to appeal the expulsion.

Students who have been suspended shall:

- comply with the conditions outlined in the suspension letter; and
- complete work assigned.

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 of Schools - Operations 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

The Superintendent of Schools – Operations shall:

- consult with adult student and 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 which is designated to hear and determine appeals of Board decisions to expel students; and
- understand that appeals made to the Child and Family Services Review Board are final.

Department

Education and Community Services

Procedure History

Revised 2002

Revised 2009

Working Document March 2012

Revised February 2014

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Board Procedure #668.3 Inappropriate 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 safe, caring, supportive, inclusive and respectful learning environments. Responding and reporting are not limited to bullying, but extend to “any inappropriate/disrespectful behaviour”.

Definitions

Positive School Climate

A positive school climate is “the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm.” A positive climate exists when all members of the school community feel safe, comfortable, and accepted and there is a common understanding of behavioural expectations and consequences.

Positive Climates for Learning Teams

In the York Region District School Board, Safe Schools Action Teams required under legislation will be called *Positive Climates for Learning Teams*. These teams will build on the work of current school Safe School Action Teams and/or other school-based teams that contribute to the creation of safe, caring, equitable, inclusive, and respectful learning environments.

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

Board employees who work directly with students include administrators, teachers, and support staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants).

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Inappropriate Behaviour and Bullying Prevention and Intervention* procedure.

Positive Climates for Learning Teams shall:

- act as the Safe Schools Action Team;
- ensure that a school climate survey is conducted every two years and that the results are shared with the team;
- develop a positive 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.

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

- 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 and inappropriate/disrespectful behaviour; and
- file a report in cases where a student may have engaged in any activity for which suspension or expulsion must be considered.

Staff shall:

- respond to any incidents observed in the school that may negatively affect the school climate;
- report any incident that may lead to suspension or expulsion using the *Safe Schools Incident Reporting Form Part I*;
- communicate with administration to ensure a positive school climate;
- report activities for which suspension or expulsion must be considered to the principal as soon as reasonably possible;
- consider the safety of others and themselves first;
- take into account the urgency of the situation in reporting the incident;
- report the incident to the principal *no later than the end of the school day*;
- make a verbal report to the principal in cases where an immediate action is required, followed by a written report made when it is safe to do so and by the end of the day of the incident at the latest; and
- 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.

Principals and Vice-Principals shall:

- ensure that the School Plan for Continuous Improvement includes;
 - the definition of *bullying included in this Procedure*,
 - prevention and awareness-raising strategies for bully prevention,
 - intervention and support strategies, including plans to protect victims,
 - reporting requirements for staff,
 - training strategies for members of the school community,
 - communication of community and Board supports available,
 - communication and outreach strategies, and
 - monitoring and review processes;
- respond to a *Safe Schools Incident Reporting Form Part I* by;
 - providing a written 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;
- destroy the *Safe Schools Incident Reporting Form Part I* if no action is taken;
- 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 filed in the OSR(s) is maintained for at least one year;
- 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;
- when communicating information to parents/guardians of victims, ensure that the names of the pupil(s) disciplined are not revealed, and that no confirmation of the identity of the pupil(s) disciplined is provided;
- inform parents/guardians of victims that the pupil(s) disciplined shall no longer be attending the same school as the victim, with no further information;
- ensure that parents/guardians 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, considering,
 - that if, as a result of the victim's disclosure, the victim would be a child in need of protection and, if so, make a report to the Children's Aid Society (CAS), and if in doubt, the principal or vice-principal shall inquire with the CAS about the appropriateness of making a report,
 - the need for documentation in the Student Information System why parents/guardians were not notified,
 - the need to inform the superintendent of schools that the parent/guardian was not informed and why,
 - the requirement to inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice-principal of the potential for harm, that parents/guardians were not informed and why,
 - informing other staff working to support the pupil, as appropriate,

- notify parents/guardians,
 - 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 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,
- ensuring that only the specific consequences for the aggressor are revealed to parents/guardians of victims (i.e. detentions assigned, recess withdrawn, suspension issued but **not** the length of suspension), and that no further information about the aggressor is provided,
- ensure that other personal information about the pupil(s) disciplined is not provided to the parents/guardians of victims,
- and do not share with parents/guardians the name or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm,
- about supports available for the pupil,
- and provide a copy of any Safety Plan for the pupil to parents/guardians, and
- 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.

Department

Education and Community Services

Procedure History

Approved August 2011

Revised February 2014

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Board Procedure #668.4 Violence Threat Risk Assessment

Research indicates that few students actually follow through with violence against a target they have threatened; many threats are made on impulse or as a result of immediate responses such as anger. Multidisciplinary threat assessment teams engage in a data collection process, through interviews and a review of other relevant information, to investigate the context of the threat and determine the initial levels of risk that the threat will be carried out. Necessary risk-reducing interventions are then implemented. It is important to note that threat assessment is a minor component of a broader prevention effort and is intended specifically to help school staff address the issue of targeted violence.

Procedure Definitions

Threat

A threat is any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, drawn, posted on the internet, or made by gesture only. Threats may be direct, indirect, conditional or veiled.

Threat making behaviour

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

Threat assessment

Threat assessment is the process of determining if a threat maker (someone who utters, writes, emails, etc. a threat to kill a target or targets) actually poses a risk to the target or targets they have threatened.

Worrisome Behaviour

Worrisome behaviour may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute 'uttering threats' as defined by law, 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.

In-School Threat Assessment Team

The In-school Threat Assessment Team is the team that assesses the risk of violent behaviour and proposes a plan of action to support the student. It consists of school administration and teacher representation at a minimum. Other team members may include the following:

- school support staff;
- student and community liaisons;
- Student Services staff (i.e., Student Services Coordinator, School Social Workers; etc.);
- York Regional Police; and
- Psychological Services staff*

*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

The Director of Education shall:

- allocate staff and resources to support the *Threat Assessment* procedure.

Associate Director of Education, Student Achievement and Well-Being shall:

- ensure that opportunities are available for Board staff to acquire awareness, knowledge, skills, and attitudes necessary to develop and maintain a safe, caring and supportive learning and teaching environment.

Superintendents of Schools shall:

- assist schools to maintain safe, orderly and positive 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](#);
- 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 identified as making threats as well as 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;
- implement the school progressive discipline plan consistently; 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 safe school environment.

Staff shall:

- report all incidents of worrisome and/or threatening behaviour 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 and Community Partners shall:

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

Department

Education and Community Services

Procedure History

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Board Procedure #668.5 Student Progressive Discipline

The Board strives to provide responsive services that are developmentally and contextually appropriate with supports for each student.

This procedure outlines how the Board's Student Progressive Discipline Policy will be implemented in support of the York Region District School Board's goal of student achievement and well being, character development and strong literacy skills. Progressive discipline supports students in an ongoing manner to change behaviour.

The goal of this procedure is to support a safe learning and teaching environment in which every student can reach his or her 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. As well, the Board and school administrators will consider all mitigating and other factors.

Definitions

Progressive Discipline

The term, "progressive discipline" refers to 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." Specifically, 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 appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices" (Ontario Ministry of Education, 2009) (*Caring and Safe Schools in Ontario*).

Progressive discipline addresses student behaviour which utilizes a continuum of prevention programs to promote positive behaviour and healthy relationships including early and on-going interventions, supports, and consequences, as necessary.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Student Progressive Discipline* procedure.

Principals and Vice-Principals shall:

- 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 approaches;
- 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, 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 and use restorative strategies to reintegrate students who have been formally excluded through suspension or expulsion; and
- not use Exclusion as a form of discipline; however, if exclusion is used for safety purposes, parents should be informed as soon as possible and told of their right to appeal under clause 265 (1)(m) of the Education Act.

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;
- respond to student behaviour that is likely to have a negative impact on the school climate such as inappropriate and disrespectful behaviour, if it is safe to do so, which may include;
 - swearing,
 - homophobic or racial slurs,
 - sexist comments or jokes,
 - graffiti or vandalism, and
 - behaviour for which a student can be suspended or expelled;
- respond in an appropriate way, when aware that the student involved has special education needs;
- verbally inform the principal as soon as possible if an incident would cause immediate physical harm to themselves or to a student or another person; and
- access resources available when responding to incidents.

All staff and bus drivers shall:

- report as soon as possible, or no later than the end of the school day, any activity for which suspension or expulsion must be considered ; and
- where immediate action is required, give a verbal report to the principal and a written report, using the [Safe Schools Incident Reporting Form – Part I](#), when it is safe to do so.

Principals shall:

- ensure that each Safe Schools Incident Reporting Form – Part 1 is given a report number;
- provide the employee who reported the incident with a receipt of the report, using the Safe [Schools Incident Reporting Form – Part II](#);
- specify whether action has been taken or no action is required;
- if no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Information that could identify the student(s) involved must not be part of the acknowledgement;
- if action must be taken, a copy of the reporting forms will be filed in the perpetrator(s)' Ontario Student Record (OSR). Names of all other students that appear on the form – both aggressors and victims – must be removed from the form;
- report to the parent/guardian of the victim the nature of the incident and the harm that came to the victim;
- report the steps taken to protect the victim's safety;
- share with the parent the consequences imposed on the student who is being disciplined (but not their identify or details) including the fact that the student is being moved to another school, if this has happened;
- provide the parents with contact information about professional supports such as community agencies, public health, Kids Help Phone, the Lesbian, Gay, Bisexual and Transgendered Youth Line (YorkLink);
- develop a specific plan to protect victims of serious incidents;
- **in some cases, NOT contact the victim's family, including;**
 - where it is the opinion of the principal that reporting to the parent would put the victim at risk of harm or not be in the pupil's best interests, and
 - when a student is aged 18 or older or has withdrawn from parent control if aged 16 or 17.
- **if a decision is made not to contact the victim's family;**
 - document why that decision was made in Trillium,
 - 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
- when transferring students;
 - it is preferable not to move the victim,
 - 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.

Department

Education and Community Services

Procedure History

Approved August 2010

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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 schools 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 schools, 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 Public Affairs and Communications Services, 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 Public Affairs and Communications Services in an emergency;
- work with Public Affairs and Communications Services 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.

Public Affairs and Communications Services 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

Procedure History

Replaces Policy #217.0, Emergency and Crisis Management

Approved 2009

Formerly Procedure #NP217.0, Emergency Preparedness

Working Document July 2013

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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 #240.0, Respectful Workplace and Learning Environment* 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 respect and dignity,
- 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 and illegal drugs, 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

School climate is 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

The standards of respectful and responsible behaviour 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 fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age, ability or disability.
- Ensure verbal, non-verbal and electronic communication is conducted respectfully.
- Respect the need of others to work in a 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 peacefully.
- 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 weapons or illegal drugs.
- Committing theft or robbery.
- Being in possession or under the influence of alcohol or illegal drugs, or supply alcohol 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

The Director of Education shall:

- allocate staff and resources to support the *Code of Student Conduct* procedure.

All staff members shall:

- model responsible behaviour and be accountable for their actions;
- support the positive 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 safe and respectful teaching and learning environment;
- help students work to their full potential by developing their character and addressing their well-being;
- 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 a positive school climate and are expected to learn and practice the standards of respectful and responsible behaviour;
- contribute to the positive 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,
 - 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 a positive school climate;
- communicate relevant and important information about their child(ren) to the principal; and
- practise 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 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.

Procedure History

Working Document July 2013
Revised February 2014

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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

Portables are external classrooms temporarily located on school property and not attached to the school building.

Port-a-Packs

Port-a-packs are 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

The Safe Welcome Program is 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

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 Schools 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.

Parent and Family Literacy Centre 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

Procedure History

Working Document November 2013

Working Document January 2014

Working Document August 2014

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Board Procedure #668.9 Lockdown, School Sites

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 Public Affairs and 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, Public Affairs and 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.

Public Affairs and 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 Manager, Public Affairs and 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

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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 Public Affairs and Communications Services 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 Public Affairs and Communications Services 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 Public Affairs and Communications Services;
- 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.

Public Affairs and Communications Services 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

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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 fire drill is 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 emergency refuge area is 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 Schools 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 Administrative Services and Public Affairs and 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

Procedure History

Approved 2009

Working Document January 2015

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