

PROCEDURE

Safe and Supportive Schools

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Definitions

“School Environment” refers to activities that occur on school property, on school buses whether for regular transportation to and from school or for special activities, at all events or activities that are related to school, and in circumstances where engaging in an activity could have a negative impact on the school climate.

“School Community” refers to students, parents and guardians, volunteers, teachers and other staff members, Trustees, all facility users, and service providers.

“A Violent Incident” is characterized by verbal or written threats: bullying, verbal/physical aggression or assault, harassment of any form, or criminal act by an individual or group or individuals which has the effect of impairing or might have the effect of impairing the health or welfare of any students or staff members.

“Serious Violent Incidents” that must be reported to the police are defined as:

- possession of a weapon, including, but not limited to firearms;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- any hate-motivated violence (i.e., incidents involving homophobia, racism, harassment, etc.);
- gang-related incidents;
- vandalism causing extensive damage;
- threats of serious physical injury; and/or
- relationship-based violence.

For further direction, access the Police or School Board Protocol and the Code of Conduct Policy #322 for consequences of violent incidents.

“Assault” is defined to include the definition set out in the Criminal Code of Canada and includes but is not limited to the actual application of force and the threatened or attempted application of force.

“Sexual Assault” occurs when a person, without consent, intentionally applies force or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

“**Harm**” means any hurt or injury that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

“**Bodily Harm**” refers to any hurt or injury that is more than merely trifling or transient in nature which interferes with the health or comfort of the person and includes but is not limited to injuries that receive medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple minor injuries.

“**Bullying**” is defined in subsection 1(1) of the Education Act as 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 race, disability, or the receipt of special education.

Bullying can be, but is not limited to:

- Physical (i.e., hitting, pushing, slapping, tripping, etc.);
- Verbal (i.e., name-calling, insults, threats, or making sexist, racist, homophobic or transphobic comments, etc.);
- Social (i.e., excluding others from a group, spreading gossip or rumours, humiliating others, and shunning or ignoring, etc.);
- Electronic (i.e., spreading rumours, images, or hurtful comments, or impersonating another person through the use of e-mail, cell phones, text messaging, internet websites, social networking, blogs, or other technology, etc.); or
- Written or other means.

“**Cyber-Bullying**” is included in the definition of ‘bullying’ and includes bullying by electronic means

- Creating a web page or a blog in which the creator assumes the identity of another person;
- Impersonating another person as the author of content or messages posted on the internet; and/or

- Communicating inappropriate materials electronically to more than one (1) individual or posting materials on a website that may be accessed by one (1) or more individuals.

“Harassment” is defined in the Ontario Human Rights Code as “engaging in a course of vexatious comment or conduct that is known or ought to be known as unwelcome”. The code specifically prohibits harassment because of race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, age, record of offenses, marital status, sexual orientation, family status, or disability.

“Discrimination” is any intentional or unintentional act which creates a distinction between certain individuals or groups based on a prohibited ground or grounds and results in negative, adverse, or differential treatment. Prohibited grounds are defined in the Ontario Human Rights Code, and include but are not limited to: race, national or ethnic origin, colour, creed (religion), age, sex, sexual orientation, family status, physical and/or mental disability, gender identity and gender expression, and citizenship.

“Intimidation” is defined in the Criminal Code of Canada and includes but is not limited to, compelling another person to do anything, or preventing them from doing anything he or she has a lawful right to do. Such actions may include, but are not limited to:

- Using threats of violence;
- Persistent following or following in a disorderly manner;
- Hiding property owned or used by the person or hindering the person or hindering his or her use of that property;
- Besetting or watching the place where the person works or resides; and/or
- Blocking or obstructing the person’s passage.

“Hazing” is an unacceptable initiation activity by an individual or group which humiliates, demeans, harasses, or threatens to harm an individual or a group.

“Trespasser”, under the Trespass to Property Act, is any individual not acting under a right or authority conferred by law. A trespasser is any individual who enters the premises, where entry is prohibited by means of a notice, engages in an activity prohibited under the act, or fails to leave the premises immediately after being directed to do so by the occupier of the premises, or a person authorized by the occupier. The Access to School Premises Regulation (Section 305, Education Act) defines authorized entrants to the Board premises.

“Staff” includes all employees of, or volunteers to, the Keewatin-Patricia District School Board.

“Gang” is a group of persons who, while acting or congregating together, display a pattern of delinquency such as assault, intimidation, or harassment, which may result in violent activities.

“**Weapons**”, as defined by the Criminal Code of Canada are “anything used or intended for use in causing death or injury to persons whether designed for such purpose or not or anything used or intended for use for the purpose of threatening or intimidating any person.”

“**School Property**” includes schools, school property, buses contracted to the Board, and any property associated with school field trips or other school-organized activities.

“**Inappropriate Use of Electronic Communications/Media**” is the intentional use of an electronic device or communication medium, all features of a phone, a cell phone, digital camera, e-mails, school hotlines, web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of ‘Harassment’ (as set out above).

Roles and Responsibilities

1. The Keewatin-Patricia District School Board will:

- Provide a focus on Character Development throughout the Board, with an emphasis on building positive interpersonal relationships and respect for others;
- Require schools to develop and implement a school-wide progressive discipline plan that is consistent with the KPDSB’s policies and procedures;
- Require schools to conduct anonymous school climate surveys of their students, staff, and parents at least once every two (2) years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, gender expression, and sexual harassment;
- Require schools to share climate survey results with their safe schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys;
- Promote the use of a restorative practice model in order to manage and prevent conflict by focusing on repairing harm and strengthening relationships;
- Ensure effective prevention and intervention strategies related to bullying behaviour are implemented;
- Develop a bullying prevention and intervention plan for schools of the Board and require all schools of the Board to implement the Board plan. The Board must solicit students, teachers, Principals, and other staff of the Board, volunteers working in schools, parents, School Councils, and members of the local community when developing the Board plan;
- Make the Board bullying prevention and intervention plan available to the public on the Board’s website and on each school’s website;

- Review the Board bullying prevention and intervention plan at least once every two (2) years. Boards must solicit the views of those listed above when reviewing their plan;
- Outline a range of prevention and awareness-raising programs, interventions, support, and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
- Outline the procedures that are in place to support students – as well as their parents who are victims of serious student incidents. These procedures must outline what schools are required to do to support these students, including the development of specific plans to protect victims, and must outline a process for parents to follow if they are not satisfied with the supports that their children receive;
- Require schools to use the most appropriate response, as outlined in the Board's or school's progressive discipline policy, to respond to a student's behaviour;
- Develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services to support students and their families;
- Provide ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum;
- Provide opportunities for students to improve the school climate through assuming leadership roles (i.e., peer mediation, mentorship, etc.);
- Support students who want to establish and lead activities or organizations that promote gender equity; activities or organizations that promote anti-racism; activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name Genders & Sexualities Alliance or another name;
- Provide training opportunities for school administrators, teachers, and other school staff on the Board's policy on progressive discipline and restorative practices. These training opportunities must include ways of responding to gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour, as well as their duty to report under the Child and Family Services Act;
- Provide training and support for school administrators and teachers through such opportunities as new-teacher induction programs and professional development opportunities to create and sustain safe teaching and learning environments;
- Review the Board's Code of Conduct to ensure it is aligned with a progressive discipline approach;

- Communicate the policies and procedures with respect to progressive discipline and the code of conduct to all members of the school community;
- Outline the process for delegation of authority of Principals to Vice-Principals and to teachers in the absence of the principal and Vice-Principal; and
- Establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of KPDSB policies and procedures on progressive discipline.

2. School Principals will:

- Provide a focus on Character Development throughout the school environment, with an emphasis on building positive interpersonal relationships and respect for others;
- Develop and implement a school-wide progressive discipline and bullying prevention and intervention plan that is consistent with KPDSB's policies and procedures;
- Make the Board bullying prevention and intervention plan available to the public on the school's website;
- Review the school's progressive discipline and bullying prevention and intervention plan at least once every two (2) years. KPDSB must solicit students, teachers, Principals, and other staff of the Board, volunteers working in schools, parents/guardians, School Councils, and members of the local community when developing the Board plan;
- Conduct anonymous school climate surveys of their students, staff, and parents/guardians at least once every two (2) years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, gender expression, and sexual harassment;
- Share climate survey results with their safe and supportive schools team and build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys;
- Utilize a restorative practice model when appropriate in order to manage and prevent a conflict by focusing on repairing harm and strengthening relationships within the school environment;
- Outline a range of prevention and awareness-raising programs, interventions, support, and consequences including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
- Use the most appropriate response, as outlined in the KPDSB's or school's progressive discipline policy to respond to a student's behaviour;
- Ensure that the range of interventions, supports, and consequences used by the school are clear and developmentally appropriate. For students with special education needs the information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, consequences, and supports;

- Include learning opportunities for students and staff in order to reinforce positive behaviours and help students make good choices;
- Provide ongoing dialogue with parents/guardians on student achievement and behaviour at every step of the progressive discipline continuum;
- Provide opportunities for students to improve the school climate through assuming leadership roles (i.e., peer mediation, mentorship, etc.);
- Support students who want to establish and lead activities or organizations that promote gender equity, activities, or organizations that promote anti-racism, activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities, or activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name Genders & Sexualities Alliance or another name;
- Review the school's Code of Conduct to ensure it is aligned with a progressive discipline approach;
- Communicate the KPDSB's and school's policies and procedures with respect to progressive discipline and Code of Conduct to all members of the school community; and
- Establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of school policies and procedures on progressive discipline.

3. School staff, under the leadership of the Principal, are expected to:

- Provide a focus on Character Development throughout the school environment, with an emphasis on building positive interpersonal relationships and respect for others;
- Use the most appropriate response, as outlined in the KPDSB's Safe and Supportive Schools Procedure and the school's progressive discipline and bullying prevention and intervention plan to respond to a student's behaviour; Staff may respond to incidents by:
 - Identifying the inappropriate behaviour;
 - Asking the student to stop the inappropriate behaviour;
 - Explain why it is inappropriate or disrespectful;
 - Asking the student to change their behaviour in the future; and/or
 - Providing support for positive behaviour.
- Support a restorative practice model when appropriate in order to manage and prevent conflict by focusing on repairing harm and strengthening relationships within the school environment;
- Maintain consistent standards of behaviour for all students;
- Ensure that the range of interventions, supports, and consequences used are clear and developmentally appropriate;
- Include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;

- Engage in ongoing dialogue with parents/guardians on student achievement and behaviour at every step of the progressive discipline continuum;
- Provide opportunities for students to improve the school climate through assuming leadership roles (i.e., peer mediation, mentorship, etc.);
- Model appropriate demeanour and respect for all members of the school community;
- Support procedures that allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- Provide ongoing support for those who have been harmed by bullying, for those who are responsible for harming others, for those who have been affected by observing bullying behaviour; and
- Communicate the KPDSB's and school's policies and procedures with respect to progressive discipline and the Code of Conduct to students and parents/guardians.

Progressive Discipline Strategies and Interventions

1. Interventions and Consequences

- a) Early intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. For example, early interventions may include, but are not limited to:
 - i) Verbal reminders;
 - ii) Restorative Practices questions and affective statements;
 - iii) Review of expectations;
 - iv) Contact with parents/guardians; and/or
 - v) A written work assignment with a learning component.
- b) Ongoing intervention strategies may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to:
 - i) Meetings with parents/guardians;
 - ii) Volunteer service to the school community;
 - iii) Restorative Practice conferencing;
 - iv) Conflict mediation;
 - v) Peer mentoring; and/or
 - vi) Referral to counselling.

- c) Consequences for inappropriate behaviour should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on taking responsibility for and improving, their behaviour. These consequences may include, but are not limited to:
- i) Meeting with parent(s)/guardian(s), student, and Principal;
 - ii) Referral to community agency;
 - iii) Detentions or loss of privileges;
 - iv) Short-term suspension; and/or
 - v) Long-term suspension or expulsion.

2. Considerations:

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- The particular student and circumstances (i.e., the mitigating, or other, factors, etc.);
- The nature and severity of the behaviour; and/or
- The impact on the school climate (i.e., the relationships within the school community, etc.).

3. Restorative Practices Continuum:

In considering the application of a restorative practice approach to responding to, or in preventing, inappropriate behaviours or conflict in the school environment, there is a continuum of response available:

- Affective responses in which the wronged person lets the offender know how they feel about the offending incident or behaviour;
- Affective questions which are posed by the victim or a staff member to the offender to solicit responses as to how the victim may be feeling;
- Small informal conference involving the parties to the incident with an opportunity for all sides to be heard;
- Large group informal conference involving the parties to the conflict as well as supporters of both victims and offenders with an opportunity for remorse and repairing of the harm in an informal setting; and/or
- Formal restorative practice conference involving a facilitator, a scripted format, and a formal agreement established to repair harm and set appropriate consequences.

Responding to Incidents

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct it immediately so that the students involved can learn that it is unacceptable.

1. KPDSB employees who work directly with students, including administrators, teachers, and other school staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants), must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with Subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism, and behaviour identified under Sections 306 and 310 of Education Act.
2. When KPDSB employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student's IEP.
3. KPDSB employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, for serious incidents, KPDSB employees must report these to the Principal and confirm their report in writing. For other incidents, where suspension or expulsion would not be considered but KPDSB employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible.

Disclosure of Student(s)' Personal Information

1. KPDSB employees who work directly with students may need to know, for any particular student, those behaviours that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR). Principals are only permitted to share information documented in the OSR with KPDSB employees who do not access the OSR, if disclosure is necessary so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, Principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

2. Prior to disclosure of information documented in the OSR, if disclosure is deemed necessary, the Principal must inform staff that they must treat any information disclosed about a student or incident as confidential. Principals may wish to consult “A Guide to Privacy and Access to Information in Ontario Schools, 2019” by the Information and Privacy Commissioner of Ontario for further clarification.

Reporting to the Principal

The purpose of reporting serious incidents is to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

1. Section 300.2 of Part XIII of the Education Act states that an employee of the Board who becomes aware that a student at a school of the Board may have engaged in a serious incident shall report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.
2. In cases where immediate action is required, a verbal report to the Principal may be made. A written report must be made when it is safe to do so. All employee reports made to the Principal must be confirmed in writing, using the *Safe Schools Incident Reporting Form – Part I – Appendix M*. Where the Principal is the sole witness to an incident, the Principal is similarly required to use the reporting form to confirm in writing what they witnessed. Each report will be assigned a report number.
3. The Principal must investigate all reports submitted by KPDSB employees. Once the investigation is complete, the Principal must communicate the results of the investigation to the teacher who made the report. If a KPDSB employee who is not a teacher made the report, the Principal will communicate the results of the investigation to that employee if the Principal considers it appropriate to do so.
4. If the Principal has decided that action must be taken as a result of a serious student incident, they will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form, both students who engaged in the activity and students who have been harmed, must be removed from the form before it is filed in the student’s OSR.
5. Where the Principal has taken action in the case of more than one (1) student, a copy of the reporting form and documentation indicating the action taken, must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other

students that appear on the form, both students who engaged in the activity and students who have been harmed, must be removed from the form before it is filed in the OSR of the student whose behaviour was inappropriate.

6. In the case of the student who has been harmed, no information about the incident must be placed in their OSR unless that student's parents/guardians expressly request that it be placed in the OSR.
7. In situations where the student who has been harmed has also engaged in a serious incident, information regarding the incident and the action taken will be placed in the student's OSR.
8. The form and documentation must be kept in the OSR for a minimum of one (1) year.
9. In all cases, the Principal must provide the employee who reported the incident with a written acknowledgement of receipt of the report, using *Safe and Supportive Schools Reporting Form – Part II – Appendix M*, and must specify whether the investigation has been completed or is still in progress. Information that could identify the student(s) involved must not be part of the acknowledgement.
10. If no further action is taken by the Principal, the Principal is not required to retain the report.
11. In addition to employees of the KPDSB, third parties specified below who are under contract or agreement with KPDSB are required to report such incidents in writing to the Principal of the school. Reporting requirements:
 - a) For school bus drivers must be included in transportation policies and contracts; and
 - b) For employees and contractors who are providing before and after school programs for Full-Day Kindergarten on the school site, must be included in their agreements.
12. Early childhood educators in Board-operated extended-day programs, as well as employees and contractors of third-party operators as described above, must report to the Principal as soon as reasonably possibly using the *Safe and Supportive Schools Reporting Form – Part I – Appendix M*.
13. Other individuals who are not employees of the KPDSB who come into direct contact with students on a regular basis may also be required to report such matters to the Principal.
14. In certain situations, members of the College of Psychologists of Ontario of the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student, shall report incidents of behaviour for which suspension or

expulsion must be considered to the Principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with Section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the Code of Ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to themselves or others.

15. Boards must follow directions provided by the Police-School Board Protocol with respect to incidents that require police notification and response.
16. If the Principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:
 - a) One (1) year if the student's suspension was quashed or withdrawn and the record of the suspension expunged. Documentation of any other action taken, other than suspension or expulsion, must also be retained for this period;
 - b) Three (3) years if the student was suspended for the violent incident; or
 - c) Five (5) years if the student was expelled for the violent incident.
17. In circumstances where KPDSB employees have reason to believe that a student may be in need of protection, according to the requirements of the Child, Youth, and Family Services Act, KPDSB employees must continue to call a Children's Aid Society.

Notice to Parents/Guardians

1. If the Principal believes that a student of the school has been harmed as a result of a serious student incident, the Principal shall, as soon as reasonably possible, notify the parent or guardian of the student who has been harmed and the parent or guardian of the student has engaged in the activity causing harm.
2. A Principal shall not, without the student's consent, notify a parent or guardian of a student who is:
 - Eighteen (18) years or older; or
 - Sixteen (16) or seventeen (17) years old and has withdrawn from parental control.
3. A Principal shall not notify a parent or guardian of a student under this section if in the opinion of the Principal doing so would put the student at risk of harm from a parent or guardian of the student, such that the notification is not in the student's best interest.

4. If a Principal does not notify a parent/guardian of a student who was involved in a serious student incident, the Principal shall:
 - Document the rationale for the decision not to notify a parent/guardian of the student;
 - Inform the appropriate supervisory officer of the decision not to notify the parent/guardian of the student;
 - If a teacher informed the Principal of the harm, inform the teacher of the decision not to notify the parent/guardian of the student; and
 - If the Principal determines it is appropriate to do so, inform other KPDSB employees of the decision not to notify the parent/guardian of the student.
5. When notifying a parent or guardian of the student who is harmed under this section, the Principal shall disclose:
 - The nature of the activity that resulted in harm to the student;
 - The nature of the harm to the student;
 - The steps taken to protect the student's safety including the nature of any disciplinary measures taken in response to the activity; and
 - The supports that will be provided for the student in response to the harm that resulted from the activity.
6. When notifying a parent or guardian of a student who has engaged in a serious student incident, the Principal shall disclose:
 - The nature of the activity that resulted in harm to the other student;
 - The nature of the harm to the other student;
 - The nature of any disciplinary measures taken in response to the activity; and
 - The supports that will be provided for the student in response to their engagement in the activity.
7. When notifying parents/guardians of these incidents, the Principal must invite parents/guardians to have a discussion with them about the supports that will be provided to their child.

Suspension of Student(s)

- It is the policy of the Keewatin-Patricia District School Board to deal with the suspension of students in accordance with the Education Act and the regulations made thereunder;
- Those activities leading to a possible suspension are described in section 7 of KPDSB Policy 321 – Safe and Supportive Schools; and
- The administrative procedures for student suspension are described in section 3 of the KPDSB’s Suspension and Expulsion Administrative Procedures:
 - Activities leading to Mandatory Suspension Pending Possible Expulsion for Students in Grades 4 to 12 are described in section 8 of KPDSB Policy 321 – Safe and Supportive Schools.

1. Principals Investigation

- a) When a student is suspended pending a decision on expulsion, the Principal shall conduct an investigation in accordance with the Principal’s authority under the Education Act and regulations thereunder.
- b) The administrative procedures for a Principal’s investigation are described in section 7 of the KPDSB’s Suspension and Expulsion Administrative Procedures.

2. Programs for Students on Long-Term Suspension

- a) Long-term suspensions are suspensions of more than five (5) school days.
- b) A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the KPDSB program for suspended students.
- c) For students suspended for six (6) to ten (10) days, the program provided for in the SAP must include an academic component to support the student in continuing their education.
- d) For students suspended for eleven (11) to twenty (20) days, the program provided for in the SAP must include both an academic component and a non-academic component to support the student in continuing their education. Other supports that may have been in place for the student should also be considered while the student is on suspension. In the case of students with special education needs, appropriate support consistent with the student’s IEP shall be provided.
- e) The administrative procedures dealing with supports of suspended students are described in section 5 of the KPDSB’s Suspension and Expulsion Administrative Procedures.

3. Re-Entry Meeting

- a) At the conclusion of a long-term suspension (suspensions of more than five (5) school days) and prior to resuming and re-entering classes, the suspended student is required to attend a re-entry meeting with a school administrator.
- b) The administrative procedures dealing with re-entry of suspended students are described in section 15 of the KPDSB's Suspension and Expulsion Administrative Procedures.

Appeal of a Suspension

1. The Board designates the Superintendent of Education or such other qualified individual as it may decide, as the Supervisory Officer to receive notices of intention to appeal a suspension. The designated person shall have the powers to assist in setting dates, determining if pre-hearings are required to be scheduled, and otherwise ensure the appeal proceeds in an efficient manner in accordance with this Policy and the Education Act and regulations, and has all powers necessary to accomplish these tasks.
2. Suspension Appeals shall be dealt with in accordance with section 10 of the KPDSB's Suspension and Expulsion Administrative Procedures.
3. The Suspension Appeal Hearing Committee shall have the powers set out under the Education Act, Regulations, guidelines, policies of KPDSB and its procedures, and the Statutory Powers Procedure Act.
4. The decision of the Board on an appeal under this section is final.

Expulsion of Student(s)

1. When a student is suspended for activities that may lead to expulsion, the Principal shall promptly conduct an investigation to determine whether to recommend to the Board that the student be expelled. As promptly as possible, the Principal will:
 - Complete their investigation;
 - Prepare the Principal's Expulsion Report; and
 - Complete the Recommendation for Expulsion Letter to the Superintendent of Education.

2. The steps to follow in the event that a Principal decides to recommend expulsion can be found under sections 8 and 9 of the KPDSB's Suspension and Expulsion Administrative Procedures.
3. In the event that the Principal does not recommend expulsion, the steps described under section 7 of the KPDSB's Suspension and Expulsion Administrative Procedures shall be followed.
4. Delegation Committee: The powers and duties of the Board to conduct an expulsion hearing and make a decision on the expulsion of a student following such hearing shall be exercised and performed by a committee of three (3) or more members of the KPDSB, as designated by the Chairperson of the Board. The Director of Education, or Designate, will act in an advisory role to the committee on procedural matters during the expulsion hearing and the committee's subsequent deliberations.
5. After completing the expulsion hearing, the Expulsion Committee will decide, in accordance with section 11 of the KPDSB's Suspension and Expulsion Administrative Procedures:
 - Whether to expel the student; and
 - If the student is to be expelled, whether the student is to be expelled from their school only or from all schools of the KPDSB.
6. Notice of the KPDSB's Expulsion Committee decision shall be provided promptly to:
 - All parties to the expulsion hearing; and
 - The student, if the student was not party to the expulsion hearing.
7. Status of Expelled Students:
 - a) An expelled student continues to be a student of the Board if the student attends a program for expelled students offered by the Board or offered by another Board under an agreement between the Boards for programs for expelled students.
 - b) An expelled student ceases to be a student of the Board if the student is assigned to a Board program for expelled students and does not attend the program, or the student registers as a pupil of another Board.
 - c) If a student who has been expelled from one Board registers as a pupil of another Board, the other Board may assign the student to a school of that Board or assign the student to a program for expelled students, unless the student satisfies the requirements of *section 8* below.
 - d) If the Board assigns an expelled student to a school without knowing that they have been expelled by another Board, the Board may subsequently remove the student

from the school and promptly assign them to a program for expelled students, unless the student satisfies the requirements of *section 8* below.

8. Return to School After an Expulsion:

- a) A student who has been expelled from all schools of the Board is entitled to be readmitted to a school of the Board if the student has since been expelled, successfully completed a program for expelled students, or has satisfied the objectives required for the successful completion of a program for expelled students.
- b) The determination of whether a student has completed a program for expelled students or has satisfied the requirements of a program for expelled students is to be made by the person who provides the program for expelled students.
- c) A student who has been expelled from all schools of the Board may apply in writing to the Director of Education to be readmitted to a school of the Board, if the student has successfully completed a program for expelled students or has satisfied the objectives required for the successful completion of a program for expelled students as determined by the person who provides the program for expelled students. The Board shall readmit the student to a school of the Board and shall promptly inform the student in writing of their readmittance.
- d) A student who has been expelled from one (1) school of the Board but not from all schools of the Board may apply in writing to the Director of Education to be reassigned to the school from which they were expelled.
- e) A student who has successfully completed a program for expelled students provided by any Board or has satisfied the objectives for the successful completion of a program for expelled students as determined by the person who provides the program for expelled students, shall not be required to attend a program provided by the readmitting Board or be refused entry on the basis that the student completed a program for expelled students by another Board.

9. Re-Entry After an Expulsion

- a) **Re-Entry Meeting:** at the conclusion of an expulsion and prior to resuming and re-entering classes, the returning student is required to attend a re-entry meeting that includes KPDSB staff and staff of the school to which the student is seeking readmission. The parent(s)/guardian(s) will be encouraged to attend and participate as well as any other relevant persons who may be seen as ongoing supports for the student. The purpose of the meeting will be the development of the re-entry plan for the student.

- b) Re-Entry Plan: the re-entry plan should contain a description of the re-entry process for a successful transition back to school and should identify both the academic and non-academic supports that are needed to sustain and support the student in their transition back to school.

Definitions – Notice and Delivery

1. For the purpose of these procedures, the term “notice” shall be defined as the effective delivery of documentation to any person or to the person’s lawyer or agent.

Notice is deemed to be effective when delivered:

- By regular, registered, or certified mail, on the fifth day after the day of mailing;
- By fax, on the same day of transmission; or
- By overnight courier, on the second day after the document was given to the courier by the party providing notice.

2. For the purpose of these procedures, the term “delivery” shall mean the effective delivery of documentation to the Board:

Delivery may be executed by:

- Hand delivery to the Principal’s office during school hours;
- Regular, registered, or certified mail addressed to the Principal, which shall be delivered when actually received by the school;
- Fax; or
- Courier, when actually signed for by a secretary or administrator of the school.

Dealing with Violent Incidents

1. Early and Ongoing Identification

Schools within the KPDSB will, at the earliest opportunity, document students’ at-risk behaviour and will record violent incidents in the Ontario Student Record (OSR).

2. Violent Incident Reporting

When reporting violent incidents, the *KPDSB Violent Incident Reporting Form – Appendix M* will be used. To review the guidelines for reporting, refer to *section 4* below. It should be noted that the Principal shall report the incident to the parent/guardian of the victim, unless, in the opinion of the Principal, doing so would put the student at risk of harm from a parent or guardian of the student such that the notification is not in the student’s best interests.

3. Dealing with the Aftermath of a Violent Incident

The KPDSB will take a lead role in developing rehabilitative actions or programs within the school context, designed to develop an understanding for:

- Promoting the security and healing of the victims through guidance and student support services, and where appropriate, Restorative Practices healing circles;
- Tracking the incident in the O.S.R with the approval of the parent/guardian;
- Supporting the well-being and security of witnesses and the broader school community;
- Addressing the underlying problems that may have contributed to the violent incident (i.e., abuse in the home, gang-related activities, substance abuse, behavioural difficulties; sexism, racism, etc.); and
- Facilitating the ongoing involvement of community agencies and the community to address the issues that may have contributed to the incident.

4. Procedures for Reporting Violent Incidents to the Police and the Ministry of Education – and Training for Recording Violent Incidents

a) Duties of Principals, Teachers, and Students

The Principal, teachers, and students of the KPDSB shall be governed by the requirements of the Education Act and regulations, as well as the Child, Youth, and Family Services Act, Human Rights Code, Trespass to Property Act, and the Laws of Ontario and Canada.

b) Record Keeping of Violent Incidents Leading to Suspension/Expulsion, and of Reports to the Police

i) Insertion of information in the O.S.R.:

Any violent act at school for which the student is suspended, expelled, or reported to the police shall be recorded on a Safe Schools Incident Reporting Form and filed in the O.S.R. containing:

- A description of the serious violent incident leading to a suspension, expulsion, or call to the police;
- A reference of the call to the police (if applicable);
- A referenced to the school/KPDSB disciplinary response to the incident (if applicable); and
- A copy of the KPDSB's letter(s) to the student and/or parent(s)/guardian(s) regarding the suspension or expulsion for violent behaviour.

c) Removal of Information from the Ontario Student Record (O.S.R.)

- i) The information relating to the suspension for violent behaviour shall not be removed from the O.S.R. unless three (3) consecutive years have passed, and no further serious violent incidents have been reported by the school to the police.
- ii) The information relating to the expulsion shall be removed five (5) years after the date on which the School Board expelled the student.
- iii) Where an expelled student has been readmitted to school by a School Board, and is expelled again, the information relating to the expulsion shall not be removed from the O.S.R. until five (5) consecutive years have passed without any further expulsion.
- iv) Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three (3) years if no further serious violent incident is reported to the police during that time.

d) Transfer of Ontario Student Record (O.S.R.)

If the student transfers to another school, the information in the O.S.R. relating to the serious violent incident that led to the suspension or expulsion, as well as the report to the police, will remain in the O.S.R. unless removed under *section c) ii) and section c) iii)* above. The transfer will occur in accordance with Section 6.1 of the Ontario Student Record Guideline, 2000.

Report No: _____	SAFE SCHOOLS INCIDENT REPORTING FORM – PART I	Appendix M#1
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____	
3. Time of Incident	Date: _____ Time: _____	
4. Type of Incident (check all that apply)	<p>If a student in junior kindergarten to Grade 3 engages in any of the activities listed below, the Principal will conduct an investigation regarding the allegations to determine if the student should be suspended.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Issuing a bomb threat or causing a bomb threat to be issued <input type="checkbox"/> Any activity that is motivated by bias, prejudice, or hate <input type="checkbox"/> Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Engaging in an act that causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school <input type="checkbox"/> Engaging in an act that causes extensive damage to the property of the KPDSB or goods that are on School Board Property <p>Activities for which suspension must be considered under section 306(1) of the Education Act for students in Grades 4 to 12 only:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol or, unless the person is a medical cannabis user, cannabis or illegal drugs <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying, including cyber-bullying <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Willful destruction of school property <input type="checkbox"/> Use of profane or improper language <input type="checkbox"/> Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school <input type="checkbox"/> Possession of vaping devices/paraphernalia for the purpose of selling <input type="checkbox"/> Possession of drug paraphernalia 	

Activities for which expulsion must be considered under section 310(1) of the Education Act for students in Grades 4 to 12.

- Trafficking in weapons or in illegal drugs
- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Committing robbery
- Bullying, if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate
- Giving alcohol or cannabis to a minor
- Issuing a bomb threat or causing a bomb threat to be issued
- Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others
- Engaging in an act that causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school
- Engaging in an act that causes extensive damage to the property of the KPDSB or goods that are on School Board Property

5. Report Submitted By: Name: _____

Signature: _____ Date: _____

Contact Information: Location: _____ Telephone: _____

6. FOR PRINCIPAL'S USE ONLY – Check if the incident was a **violent incident**, as defined in the Policy/Program Memorandum No. 120.

- Violent Incident**
- Police Called** (list date and time) _____

Information is collected under the authority of Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school Principal.



SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: _____
name date

Investigation Complete

- Principal to communicate results to the teacher at a mutually convenient time*
- Principal to communicate results to other KPDSB employee at a mutually convenient time, as appropriate*

Investigation In Progress

- Once investigation is completed, Principal to communicate results to the teacher at a mutually convenient time
- Once investigation is completed, Principal to communicate results to other KPDSB employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

NOTE – Only Part II is to be given to the person who submitted the report.

** In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.*



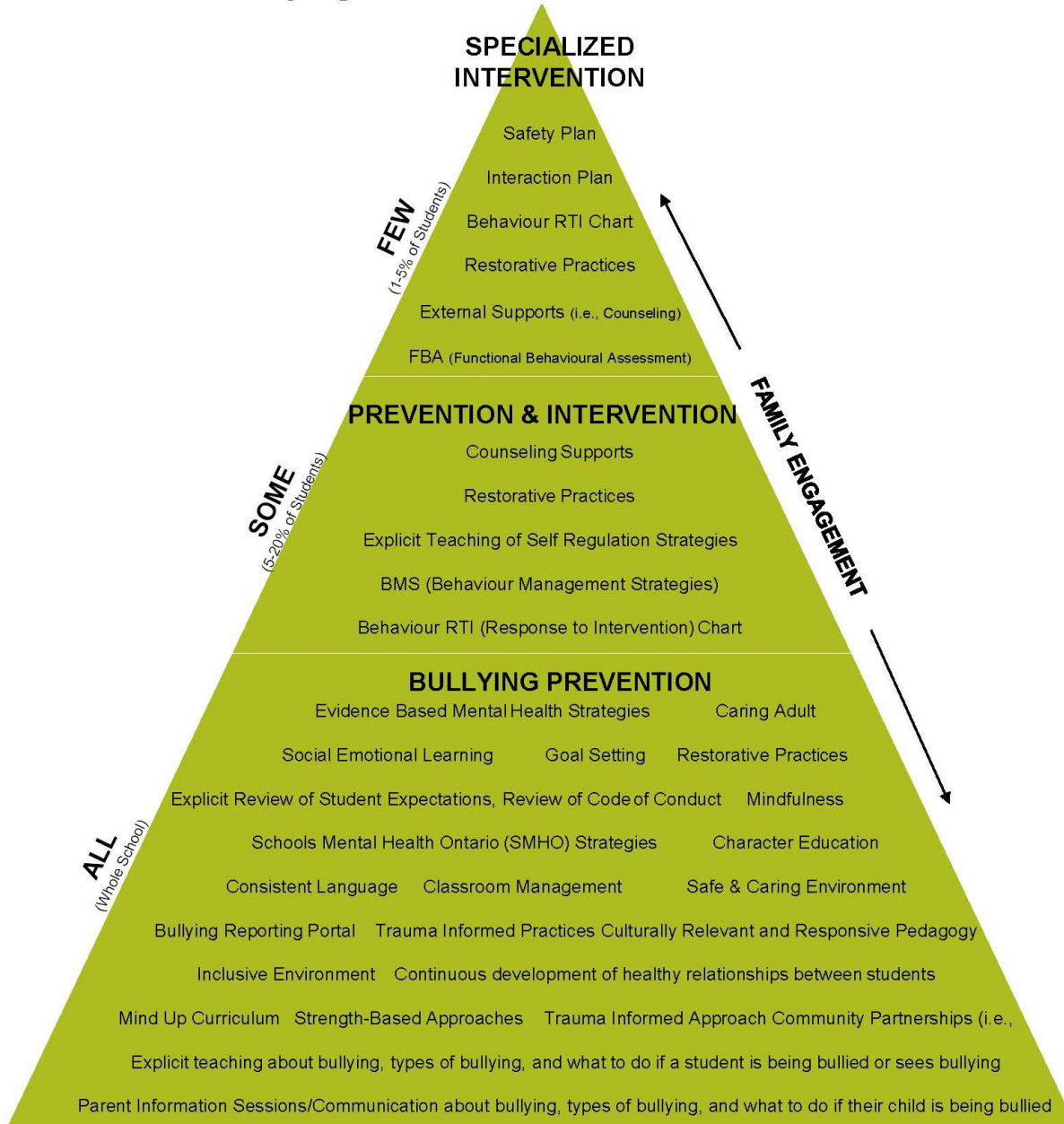
Procedure Section: **School Administration**
Procedure Name: **Safe and Supportive Schools**

300
321

Appendix M - # 2

Violent Incident Report- *see E-Base Violent Incidents Application*

Bullying Prevention and Intervention Plan



DEFINITION OF BULLYING:

Bullying means repeated and aggressive behaviour by a pupil where,

- The behaviour is intended by the pupil to cause, or the pupil ought to know that the behaviour would be likely to cause harm, fear, or distress to another individual, including psychological harm or harm to the individual's reputation, or
- Creating a negative environment at a school for another individual, and
- 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.

For the purposes of the definition of bullying, behaviour includes the use of physical, verbal, social, electronic, written or other means.

January 2022



**School Bullying Prevention and Intervention Goal and Action Plan
20__ - 20__ School Year**

School Name: _____

Action Team (list team members i.e., principal, teachers, support staff members, students, parents, community partners, etc.): _____

Goal:

Actions required to achieve goal:

Resources – What do we need to help us achieve our goal?	Evidence of Impact	Monitoring – Check Ins Dates, Successes/Barriers, Next Steps

Responding to a Serious Student Incident

A serious student incident may be situations that involve a weapon, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences, or other situations the principal deems a serious student incident.

Immediate Response:

- **Ensure safety:** Prioritize the safety of the student. If the incident involves extreme violence or a medical emergency, call emergency services immediately.
- **Secure the area:** Isolate the area where the incident occurred to prevent further harm or disruption.
- **Administer first aid:** Provide immediate medical assistance if necessary (call on qualified staff at the school to provide this).

<i>Click on specific elements in this table to take you to that section of the document</i>	
Supporting a disclosure of a serious student incident	
Remember that making a disclosure is a highly vulnerable experience	
If an educator or other staff member receives a disclosure	If an administrator or designate receives a disclosure or is informed of a serious student incident or disclosure
<p style="color: blue;">Disclosure in class Keep the student(s) safe Explain your role</p> <p>NOTIFICATIONS</p> <p style="color: blue;">Children's Aid Society - Duty to Report School Administration</p>	<p style="color: blue;">Keep the student(s) safe</p> <p>NOTIFICATIONS</p> <p style="color: blue;">Children's Aid Society - Duty to Report Police Parent/Guardian Superintendent and Safe Schools</p> <p style="color: blue;">Documentation Investigation Support and/or Counselling Disciplinary Action Monitoring and Follow Up Debriefing with Staff</p>

Supporting a disclosure of a serious student incident:

Remember that making a disclosure is a highly vulnerable experience

- Listen to the student without judgement.
- Consider your bias: avoid protecting your own feelings; strive to understand the choices a student has made, the barriers they experience, and empathize with their current situation.
- Consider Trauma-Informed and Culturally Responsive Approach to Disclosures: It is important to be mindful that the re-telling of their story/situation may be traumatic and the person receiving the disclosure should make all efforts to reduce re-traumatization.
- Be aware of, and soften, your body language.
- Let them lead in sharing, avoid leading the conversation (do not probe for their story, instead listen respectfully, provide support).
- Avoid making promises you aren't able to keep (i.e., assurance of confidentiality). Assure the student that their safety is a priority.

If an educator or other staff member receives a disclosure:

Disclosure in class	Educators need to be prepared for disclosures in the moment during classroom presentations and/or lesson plans. The educators should make every attempt possible to support the student in a confidential space.
Keep the student(s) safe	<ul style="list-style-type: none"> ● Be aware that a threat to their safety may be imminent and an immediate response and intervention is required. ● Do not leave the student alone. ● Schools must have a designated safe, confidential space that can be accessed. From a trauma-informed perspective, access to culturally appropriate aspects should be provided if requested by the student (i.e., smudging, grounding exercises, calming strategies, etc.). ● If there is an immediate threat to safety, notify your administrator and follow your emergency procedures.
Explain your role	<p>*Always make the student aware that you are obligated to disclose any information regarding abuse/illegal activity with your administrator and possibly the police and a children’s aid society.</p> <ul style="list-style-type: none"> ● Explain that your priority is the student’s safety. ● If the student has identified you as a key support and the administrator determines this is appropriate, offer to be present in subsequent conversations between the student and administration.
Notification to Children’s Aid Society - Duty to Report	<ul style="list-style-type: none"> ● For students under 16 years of age, staff must report to the administrator and the children’s aid society. ● For students 16 and 17 years of age, staff must report to the administrator and may report to a children’s aid society. See KPDSB Policy 310.
Notify School Administration	<ul style="list-style-type: none"> ● Immediately notify your school administrator regardless of the age of the student.

If an administrator or designate receives a disclosure or is informed of a serious student incident or disclosure:

<p>Keep the student(s) safe</p>	<p>*Always make the student aware that you may be obliged to disclose any information regarding abuse/illegal activity with police and a children’s aid society.</p> <ul style="list-style-type: none"> ● Ensure the student remains supervised by school staff. ● Ensure the student is not being re-victimized by having them repeat their story. ● Schools should have a designated safe, confidential space that can be accessed. From a trauma-informed perspective, access to culturally appropriate aspects should be provided if requested by the student (i.e., smudging, grounding exercises, calming strategies, etc.).
<p>Notification to Children’s Aid Society - Duty to Report</p>	<ul style="list-style-type: none"> ● If you received the disclosure or were the first to become aware of the serious student incident, call a children’s aid society - refer to the Joint Protocol for Student Achievement of when to report. ● Students under the age of 16: Verify that staff who received the disclosure have called the children’s aid society and provide you with documentation or call the children’s aid society if the disclosure was made to you. ● Student age 16 or 17 years: Verify whether the staff who received the disclosure has contacted the children’s aid society and provided you documentation. Record the decision to call a children’s aid society and contact your Superintendent for further consultation if the decision is made not to call.
<p>Notification to Police</p>	<ul style="list-style-type: none"> ● Notify local police or emergency services if the situation requires their intervention (see Police & School Board Response Protocol for mandatory reporting).
<p>Notification to Parent/Guardian</p>	<ul style="list-style-type: none"> ● Notify parents(s) or guardian(s) of the student(s) involved as soon as possible (unless directed by police or children’s aid society not to, or the student is 18 years or older, or the student is 16 or 17 and has withdrawn from parental control, or information is shared which leads you to believe that contacting parents/guardians/caregivers will increase safety concerns for the student).
<p>Notification to Superintendent and Safe Schools</p>	<ul style="list-style-type: none"> ● Notify your school Superintendent of the incident and seek guidance. They will notify the Safe and Supportive Schools Administrator.

Documentation	<ul style="list-style-type: none"> ● Incident report: The principal or designate will complete a detailed incident report, including the time, location, individuals involved, witnesses, and a description of what happened. ● Collect evidence: Gather any physical evidence, surveillance footage, or witness statements that may be relevant.
Investigation	<ul style="list-style-type: none"> ● Conduct interviews: If there is an active police investigation, contact the lead officer to see if you can proceed with the school investigation. Ensure this step is taken prior to conducting interviews. Interview the students involved, witnesses, and any staff members present to gather comprehensive information. (<i>You may need to call upon specialized staff such as your Special Education Resource Teacher or other staff with a connection to the student to help interview, or consider having another administrator present to take notes</i>). ● Review policies, procedures, or protocols that may be relevant to the situation (if unsure, contact your Superintendent or Safe Schools Administrator): Ensure the investigation aligns with school policies and procedures, this may include the Police and School Board Response Protocol, Policy and Procedures 321 and 329, as well as others on the KPDSB website, and if it involves the bus, Policies and Procedures on the Northwestern Ontario Student Services Consortium website. ● Determine the cause: Identify the root cause of the incident to prevent future occurrences.
Support and/or Counselling	<ul style="list-style-type: none"> ● Provide Support: Offer counselling services to the all affected students, including offender, victim, witnesses. Supports provided should be at the Tier 2 level (i.e., KPDSB student counsellors and/or community based mental health services). ● Ensure the staff member who received the disclosure is supported. ● Depending on the incident, consider creating a return to school safety plan for the student's return to the school community.

Disciplinary Action	<ul style="list-style-type: none"> ● Review all interviews and evidence to determine if disciplinary action is required (refer to School Board policies and procedures, as well as school Code of Conduct). Consult with the Superintendent and Safe and Supportive Schools Administrator.
Monitoring and Follow Up	<ul style="list-style-type: none"> ● Monitor the affected students - keep track of the well-being of students and staff involved in the incident. ● Review and improve school procedures - analyze the incident to identify any gaps in processes at the school level and make necessary improvements. Ensure these are clearly communicated with all staff. ● Review procedures on training for staff, and ensure staff know how to handle serious student incidents.
Debriefing with Staff	<ul style="list-style-type: none"> ● Set a time within 24 hours of the incident for staff that were involved in the disclosure to debrief. ● You may wish to reach out to the Safe and Supportive Schools Administrator and/or your Superintendent to consult on the debrief and what you will be sharing. ● Remind staff of the supports available through the EFAP program. ● During the debrief: <ul style="list-style-type: none"> ○ Ensure confidentiality is respected. ○ Everyone is allowed to talk about what happened and how they felt during and after the incident. ○ Review current protocols in place and update if needed. ● Provide ongoing follow up and support as needed. ● Consider if there are any external partners who may be able to assist/participate in the debriefing as appropriate, such as the police.