



BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

411 – Supporting Positive Student Outcomes: Safety for All

DIRECTIONAL POLICY

400 – Safe, Inclusive and Progressive Schools

Title of Administrative Procedure:

Supporting Positive Student Outcomes: Safety for All

Date Approved:

June 2025

Projected Review Date:

June 2030

Directional Policy Alignment:

The Administrative Procedure aligns with the Safe, Inclusive, and Progressive Schools Directional Policy. The purpose of this policy is to provide a healthy, safe, inclusive, accepting, and secure learning environment for all.

Alignment with Multi-Year Strategic Plan:

The Supporting Positive Student Outcomes: Safety for All Administrative Procedure supports the Nurturing pillar in the Board's Multi-Year Strategic Plan through its commitment to creating a safe, supportive, and healthy learning environment for all students. The Board is committed to the safety and well-being of all members of our Catholic school community.

[CDSBEO Multi-Year Strategic Plan 2025-2030](#)

Purpose

The Catholic District School Board of Eastern Ontario is committed to the principles of equity and inclusive education and to providing all students with the knowledge, skills and values needed to live a meaningful and faith-filled life. The Board is committed to making each of its schools a caring and safe place for learning. It does so in the context of the Catholic community

which roots its mission in the partnership of home, school, and parish. A positive school climate is a crucial component of supporting positive student outcomes which is achieved through a whole-school approach.

Action Required

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

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

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

Guidelines

1) Staff and Student Safety: Positive Supports

Progressive discipline requires that positive supports be used as an approach to working with challenging situations. Using positive supports implies that staff:

- Understand and support students by utilizing specific teaching strategies (e.g., Applied Behavioural Analysis strategies, personalized self-regulation plans,

Restorative Practices, etc.).

- Apply a methodical approach of observation and data collection (e.g., ABC tracking).
- Analyze the relationship between the action and the context to determine the motivation behind (e.g., function of) the action.
- Attempt to discern the antecedents of the action and potential inducers.
- Analyze the stressors impacting on the student across the 5 domains of regulation (biological, emotional, cognitive, social, and pro-social).
- Reduce potential inducers and overall stress load on the student in the environment in certain settings and during certain events (e.g., transitions).
- Model, teach and support the student to adopt alternative methods of expression/communication.

The following are integral components of a positive support approach.

Data Tracking

Data tracking tools are designed to quickly record student actions while providing detailed information for evaluating and improving student programs. These tools should include basic details such as the date and time of incidents, analysis of the student's stress load, antecedents, brief descriptions, duration, interventions used, involved parties, and consequences. The Principal is responsible for ensuring accurate and up-to-date data tracking, which is reviewed during debriefs after incidents reported in online forms and during each reporting cycle or when updates are made to student plans (Safety Response Plan, Plan for Success and/or IEP) Individual Education Plans (IEPs). Effective data tracking is crucial for determining appropriate student programming and staff safety support planning.

Safety Response Plan

The Safety Response Plan is a plan developed for students whose unsafe action or actions presents a risk of injury to self and/or others. Principals are responsible for ensuring that Safety Response Plan are data-driven, realistic, developed collaboratively with school staff members, and that consultation with parents/guardians/caregivers occurs as part of the process. Consultation can also include Board professional staff, and external professionals and/or agencies involved with the child, where appropriate, and where consent has been obtained. However, final decisions on IEPs, Safety Response Plans and school procedures remain the responsibility of the school Principal to ensure implementation.

When a Safety Response Plan is first developed for a student, the school personnel should ensure that the Safety Response Plan information is updated. While Safety Response Plans are unique for each student, they generally include the following information:

- A description of the observable safety concern(s)
- Critical proactive supports, a description of the escalation cycle and responsive support provided
- Communication procedures for all staff

Safety Response Plans, initiated by the Principal, must be reviewed at least annually, each term/semester, or when a student's IEP changes. These plans are revised as needed, especially if a student's actions change or a violent incident occurs. Staff or parents/guardians can request a review at any time. The Principal addresses safety concerns and consults parents/guardians during plan creation or updates. All relevant staff are involved in the plan's development and review. Plans are discontinued when evidence shows no unsafe actions for a period, supported by data tracking. The Principal decides on initiating or removing plans, with necessary consultation.

2) Assessment of Risk

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

- The staff member communicates the details of the concerning action to the school Principal or designate.
- If the identified concern meets the definition of workplace violence under [Administrative Procedure 802 : Workplace Violence Prevention](#), then the employee will complete and file an online Employee Violent Incident Report (EVIR).
- The Principal arranges for a meeting to discuss the action(s) of concern. The meeting should include a review of any Ontario Student Record (OSR) documentation, including the IEP, if applicable, and relevant assessments that may support understanding of the nature and causes of the dysregulation/action. The outcomes resulting from this meeting will include procedures for staff members to seek assistance, including alternate arrangements if the first contact is not available, as well as other measures that may reduce the incidents of unsafe action(s) to monitor progress/efficacy of interventions. Tracking will also be put in place after this meeting. When a meeting cannot be scheduled promptly, the Principal should organize and communicate procedures for staff members to seek assistance as well as other measures that may reduce the action(s) of concern.
- The meeting should also identify positive supports, including strategies to promote self-regulation skills, which may be outlined in the Safety Response Plan, Plan for Success, and/or IEP.
- Where the concern causing a potential risk-of-injury is of significant frequency or intensity, the Principal may determine that a formal Safety Response Plan needs to be put in place immediately. The procedures for communication to staff will also

need to be put into place following completion of the Safety Response Plan.

- A referral for central special education support may also be sought after the meeting.
- A meeting will be scheduled to review the tracking data as well as the impact of any positive supports/interventions.
- The Principal may determine that a Safety Response Plan is not required at that time, but the staff supports, interventions/strategies, and continued incident tracking are sufficient.
- In the case of a risk to safety, the Principal will consider whether a Violent Threat Assessment (VTRA), is appropriate, and if necessary, consult with the Superintendent of Safe Schools as per the CDSBEO VTRA Protocol.
- Meeting minutes will be recorded on case conference notes.

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

- A review of existing medical/neurological/developmental professional assessment information by appropriate professionals (e.g., physicians, psychology, social work, speech-language pathology, occupational therapy, physical therapy), where available.
- Whether the unsafe action(s) is/are a manifestation of an identified exceptionality or diagnosed medical condition.
- A review of the current IEP, if applicable, with respect to appropriate programming and accommodations.
- A review of the Safety Response Plan and Plan for Success as needed with respect to appropriate intervention and emergency response procedures.
- A review of current in-school staffing needs to ensure a caring and safe school environment for students and staff (this includes the staff training required (e.g., Behaviour Management Systems [BMS] Training, Applied Behaviour Analysis [ABA] strategies, self-regulation skills).
- A review of the protective and/or safety equipment required to ensure a safe working environment for the students and staff.
- A review of community agency support for the student and family, or the need for parent/guardian referral assistance in obtaining support.

3) Confidentiality and Safety

Education programs and services are subject to the provisions of privacy legislation including, but not limited to, the Education Act, Municipal Freedom of Information and Privacy Protection

Act (MFIPPA), the Child and Family Services Act (CFSA) and the Personal Health and Information Protection Act (PHIPA). Student information, including programs, services, and supports are private and confidential. That may include, but is not limited to, discussions, correspondence, and meeting notes for students whose unsafe action(s) may present a risk of injury. Staff are required to obtain appropriate informed consent prior to sharing this information.

Student Work Experience

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

Transportation

Students, including those that could present a risk of injury to self and/or others, may be provided with transportation to and from school and/or as part of their academic program. With regard to potential safety concerns while being transported, the transportation provider ((Student Transportation Services of Eastern Ontario (STEO)), will be made aware of the student's needs and/or safety requirements to reduce the risk of injury to self and/or others prior to the service being provided. In all cases, disclosure of a student's personal information shall be limited and narrow to fulfil the stated purpose. The school staff will obtain parent/guardian consent permitting the sharing of personal information, prior to transportation being provided. If parent(s)/guardian(s) refuse to share this information, then transportation may be withheld.

Childcare Centres in Schools

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

parent/guardian consent permitting the sharing of personal information about the child in the other setting.

4) Admission of Students with a Current Pattern of Unsafe Interactions

From Another School within CDSBEO

Ongoing, comprehensive, risk of injury management is part of the student transition process, and involves collaboration among school and board professionals, along with parent(s)/guardian(s) and community professionals. Upon receipt of parent/guardian consent, CDSBEO principals are to communicate with each other to ensure safe transition planning occurs. Once student admission has been finalized and prior to the student's start date, appropriate student information should be communicated to staff to support a successful transition to the new school.

From Outside of the Board

Upon receipt of parent/guardian consent, CDSBEO principals can communicate with non-CDSBEO principals to gather information in order to inform a successful and timely entry into school, including Safety Response Plans, Plans for Success and/or IEPs, when appropriate.

Actions may include, but are not limited to:

- Dual Board meeting/Initial Transition meeting (information gathering)
- Initiating an assessment of risk as per the VTRA Protocol
- Communicating the entry timeline to staff and parents/guardians. Entry may be reasonably delayed until a Safety Response Plan is completed, resources obtained, and staff is made aware of the contents of the Safety Response Plan.
- Identifying staff needs (training and equipment requirements) to ensure a safe school environment
- Designating the staff who are to be involved in revising/preparing the Safety Response Plan (will include the classroom teacher and education workers, if applicable).
- Involving community agencies/services during the entry process (consultation, transition supports and follow-up).
- Identifying which additional Board services, if any, can be provided or recommended to the family.
- Identifying needed community agency/service supports (if not already present) for the student/family during the referral process.

If a Principal from another school board is requesting information about a student who was formerly enrolled in a CDSBEO school, they would need to provide a written consent from the

student's parent(s)/guardian(s), the student if over the age of 18, or a 16- or 17-year-old student who has withdrawn from parental control.

5) Notification of Risk of Injury

The Occupational Health and Safety Act requires that "Employers must take every precaution reasonable in the circumstances for the protection of a worker (OHSA 1990, 25(2) (d), 32.0.5)." Accordingly, school Principals will ensure that all employees who have regular contact with students with a current history of unsafe actions in school are informed of any risk of injury when interacting with these students, prior to working with the student. The duty to inform employees is limited and applies only when: (a) the employee can be expected to encounter the person in the course of their work; and (b) the risk is likely to expose the employee to injury.

Principals will ensure that appropriate Safety Response Plans are in place and implemented. The Principal will also ensure that staff are informed of any student whose unsafe action(s) presents a risk of injury to staff or other students, and that staff are informed of all safety strategies and interventions that are in place or are to be implemented. Staff will be informed that they must report concerns of unsafe student actions to the Principal or their designate.

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

6) Response to Inappropriate Student Behaviour

Pursuant to section 300.4 of the Education Act, an employee of the Board who observes a pupil behaving in a way that is likely to have a negative impact on school climate, must respond to the behaviour. This requirement applies to all Board employees who work directly with students (teachers, non-teaching staff in social work, child and youth work, educational assistants, psychology, speech/language, and related fields).

Board employees who observe behaviours such as: racist, sexual, sexist, or homophobic comments, slurs, and jokes or graffiti, as well as activities for which suspension and expulsion must be considered must respond by asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate and/or disrespectful, and providing support for positive behaviour change. All allegations of gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour, and bullying must be taken seriously and school staff are to act in a timely, sensitive, and supportive manner.

Under the amended Regulation 472/07, Board employees are not required to respond under section 300.4 if responding would, in the employee's opinion, cause immediate physical harm to

himself or herself, or to that of a student or another person. For example: a staff member that has charge of a student with special education needs may not respond if doing so would mean leaving the student unattended, potentially placing them in immediate physical danger. Board employees are expected to verbally inform the principal as soon as possible if they do not immediately respond.

Staff are to support all students, including those who disclose/report such incidents by:

- Providing information and professional supports
- Making information readily available to students who wish to discuss issues affecting their behaviour (e.g., relationships, bullying, etc.)

The Board will support students who are involved in serious incidents, along with their families by:

- Assisting school teams in the development of plans to support these students.
- Outlining a process for parent(s)/guardian(s) to follow when they are not satisfied with the supports that their child receives.
- Providing information/support to schools on how to refer students who are victims to a community agency that can provide the appropriate type of confidential support when their parents are not notified (e.g., Kids Help Phone)
- If transferring a student is the best course of action to maintain school safety, to protect a student and to support positive student behaviour, the Board will coordinate a transition meeting. All teaching and non-teaching staff involved in the transition meeting will respect the confidentiality of the information shared.

7) When an Employee is Threatened, Put at Risk of Injury or Injured

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

- The employee will request immediate assistance, if required
- The employee will report the circumstances to their Principal or supervisor immediately.
- An online Employee Incident Injury Report will be used to document the circumstances of any harm caused by a student that is non-violent. It should be completed immediately after the incident or as soon as possible.
- If the incident is violent in nature, the employee will complete an online Employee Violent Incident Report, as well as an online Safe Schools Incident Report if applicable.
- The Principal will report to the area to assist the employee who has been subject to

aggressive or violent action(s), and they will help them in seeking medical intervention if necessary.

- The Principal will investigate the circumstances, mitigating and otherwise, surrounding the incident and complete the supervisor portion of the online reporting form(s). Based on the findings of the investigation, the principal will determine the appropriate response, including steps to prevent a recurrence.
- The Principal will hold a post-incident debrief with all staff involved as soon as possible after the incident. The Principal will decide the most appropriate time to hold the debrief.
- If there has been a violent incident, the Principal will ensure that the online Employee Violent Incident Report is completed.
- The CDSBEO Multi-Site Joint Health and Safety Committee (JHSC) will be notified through the Online Reporting Tool.
- A Safety Response Plan will be developed (if not already in place). Central staff will be consulted, as part of the development of such plan.
- The Principal will make staff aware of resources for support, including the Employee and Family Assistance Plan (EFAP) and services that can be provided by CDSBEO's Wellness and Disability Management Coordinator.

8) Staff Absences

Prior planning for staff absences is crucial, especially for students with self-regulation needs. Student plans (Safety Response Plans, Plans for Success and IEPs) should be shared with replacement staff to review prior to the start of the school day. Principals should consider developing contingency plans for when staff are absent. Students should interact with contingency plan staff beforehand. Contingency plans may be communicated to parents of students needing intensive support.

9) Personal Protective Equipment (PPE)

The Occupational Health and Safety Act (OHSA) and Education Act requires that the CDSBEO, as an employer, assess risk to personal safety regularly and respond to reduce the risk for all students and staff. Section 25(2)(h) of the OHSA requires that, where safety risks can be eliminated or reduced through the use or wearing of PPE, this equipment will be provided to, and used by, staff, including occasional staff. PPE is used in conjunction with, not in place of, the implementation and teaching of social-emotional and self regulation skills and/or behaviour management strategies, as part of a Safety Response Plan.

The need for PPE will be determined collaboratively by the school team and central staff. When the school Principal, through discussion with the staff who support a student and through

examination of the tracking data, believes that the student's action(s) presents a risk of injury that could be mitigated through the use of PPE, a request shall be made to the Special Education department. If the student has special needs, the Special Education Consultant and/or Student Community Liaison Consultant for the school shall be made aware of the request.

As part of the ongoing consultation process, parent(s)/guardian(s) will be informed when PPE is going to be accessed as a safety measure. If requested, parents/guardians will be shown the equipment and understand the purpose and circumstances in which it is being accessed.

When PPE is accessed to lessen the potential risk-of-injury, its ongoing use will be monitored through behaviour data tracking in order to discern the continued need for the equipment.

10) Behaviour Management System Training (BMS)

Staff members who work on a regular basis with students whose unsafe actions/expression presents a risk of injury to themselves, or others are required by CDSBEO to have up-to-date training in managing areas that prevents the risk of injury; BMS Training is the current CDSBEO approved safety training. It focuses on the identification and prevention of behaviour that can escalate into crisis and the teaching of non-verbal, verbal, and physical intervention techniques that will enable staff to effectively defuse escalating dysregulation. BMS re-certification occurs on an annual basis. Staff who have received BMS Training will respond to escalating or violent student action(s) by using the safest and least intrusive interventions before proceeding to more intrusive and physical interventions as the situation requires.

Where the above referenced staff members do not have qualifications in the current board-approved safety training (e.g., BMS), the principal is to arrange for training on the next available training session, or earlier, if necessary, with the Special Education department.

Under the Occupational Health and Safety Act (OHSA), workers have a right to refuse work or do particular work where the worker has reason to believe that workplace violence is likely to endanger themselves. However, Regulation 857 - Teachers, made under the OHSA, states that this right does not apply to teachers, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy. In alignment with AP 802, the Board, along with all of its employees, in recognizing the Internal Responsibility Systems Philosophy, will take every reasonable precaution under the circumstances to protect the health and safety of the employee.

11) Calling 9-1-1

Calling 9-1-1 for emergency assistance by police and/or medical services should be given primary consideration where the unsafe action(s) and/or physical attributes of the student pose imminent risk of harm with the potential for substantial physical injury to self and/or others.

Principals shall consult with the joint Police and School Board Protocol, and possibly with their respective Family of Schools Superintendent, when considering what information should be released to law enforcement officials for the purpose of reducing the potential risk-of-injury, in order to proactively identify and outline additional supports the police are prepared and able to offer, with respect to implementing violence-prevention strategies in the school. In all cases, disclosure of information shall be limited to fulfill the stated purpose.

12) Debriefing Incidents

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

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

13) Students with Special Needs

Principals are responsible for ensuring that IEPs, data tracking tools, Safety Response Plans and Plans for Success are developed collaboratively by all school staff involved with a student with special needs, and that consultation with centrally based special education staff and outside agencies are included in the process where appropriate.

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

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

- The student does not have the ability to control their actions (as a function of a medical condition)
- The student does not have the ability to understand the foreseeable consequences of their actions (as a function of cognitive development)
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

For a student with special needs who is demonstrating unsafe actions, the IEP should identify alternative curriculum expectations in the areas of social skills, self-regulation, and social communication, along with appropriate teaching strategies and evaluation methods.

Responsibilities

The Board of Trustees is responsible for:

- Ensuring alignment of this Administrative Procedure with the Safe, Inclusive and Progressive Schools Directional Policy.
- Reviewing the Supporting Positive Student Outcomes: Safety for All Administrative Procedure as part of the regular policy and procedures review cycle.

The Director of Education is responsible for:

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

The Superintendent of Special Education is responsible for:

- Overseeing delivery of Special Education Services.
- Overseeing the facilitation of system-wide Behaviour Management System training
- Reviewing staffing and resource allocation in response to schools' needs
- Reviewing and revising this Administrative Procedure, as necessary.

The Superintendent of Human Resources or designate is responsible for:

- Acting as a resource for and ensuring compliance with the Occupational Health and Safety Act
- Communicating with the Ministry of Labour, and/or the Multi-Site Joint Occupational Health and Safety Committee where appropriate.
- Assisting with procedures for employee support and deployment where appropriate.
- Communication to union and association affiliates and responding to concerns where appropriate.
- Reviewing and revising this Administrative Procedure as necessary

The Superintendent of Safe Schools is responsible for:

- Ensuring compliance with provincial regulations as well as CDSBEO Administrative Procedures.
- Supporting Principals with decision-making around Safe Schools calls.
- Overseeing the implementation of CDSBEO AP 414 Suspension, Expulsion and Appeal and Programs and CDSBEO AP 428 Principal Initiated Alternative Learning Program,
- Reviewing and revising this Administrative Procedure, as necessary.

Superintendents of School Effectiveness are responsible for:

- Supporting Principals with the implementation of this Administrative Procedure.
- Ensuring Principals are supported in following the procedures and strategies as outlined in the Administrative Procedure and communicating expectations as required.

Principals and Vice-Principals are responsible for:

- Ensuring the safety of staff and students at the school through the facilitation of supportive and planned responses to address academic, social/emotional, developmental and safety needs.
- Reviewing with all staff annually all emergency procedures, including those for summoning immediate assistance when required.
- Reviewing with all staff early in the school year their obligations to report unsafe incidents, and the forms which facilitate this reporting.
- Conducting an investigation into all potential and reported incidents of unsafe action(s) and establish a school plan to alleviate the safety concern.
- Using progressive discipline appropriately, including consideration of all mitigating factors.
- Completing the supervisor portion of the online reporting tool and reporting incidents of workplace violence requiring medical attention to their Family of Schools Superintendent, and to the Occupational Health and Safety Coordinator immediately. Ensuring that all those who work regularly with students demonstrating unsafe interactions are notified of any risk-of-injury, the nature of the action(s) that could present a risk-of-injury, the intervention strategies in place to prevent injury, the expected staff response should the incident occur and the specific incident reporting procedures.
- Establishing and communicating clear processes for the development, review and communication of Safety Response Plans, Plans for Success and IEPs, when appropriate.
- Initiating the review of Safety Response Plans.

- Ensuring that parents are informed of positive supports in place for their children, and that they are consulted in the development of Safety Response Plans, Plans for Success and IEPs, when appropriate.
- Ensuring that preventive programming and instructional interventions are implemented to respond to unsafe student action(s).
- Ensuring that staff, permanent and occasional, are provided with the required information and instruction related to a Safety Response Plan and Plan for Success, to work with students who are likely to demonstrate unsafe student action(s).
- Ensuring that personal protective equipment (PPE), if required, is provided, monitored, and used in accordance with this administrative procedure.
- Promoting staff awareness and acceptance of Behaviour Management Systems (BMS) principles.
- Promoting staff awareness and understanding of practices that promote positive mental health and well-being.
- Should a student be transferring to another CDSBEO school, upon receiving parental/guardian consent, the CDSBEO principals will communicate any relevant information around safety concerns.
- Ensuring that tracking has been initiated, where appropriate.
- Ensuring that a Plan for Success or IEP is in place, including alternative program page(s) to support skill building in the area(s) of social-emotional learning, self-regulation, and communication.
- Ensuring that post-incident debriefs occur, when required, as per this administrative procedure.

Staff are responsible for:

- Implementing early, ongoing, preventive, supportive and planned interventions to address students' academic, social/emotional, developmental and safety needs.
- Bringing safety concerns to the attention of the Principal.
- Following procedures laid out in the student's Safety Response Plan and/or Plan for Success.
- Co-creating the Safety Response Plan and/or Plan for Success if the staff member works directly with the student on a regular basis.
- Providing copies of student's Safety Response Plan and Plan for Success for occasional staff when absent.
- Contributing to a post-incident debrief, when necessary.
- Wearing PPE as required.
- Maintaining the confidentiality of student information

Students are responsible for:

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

Parents are responsible for:

- Providing school staff with all relevant information in order to program appropriately for the student.
- Being knowledgeable about, and/or contributing to a student's Safety Response Plan, Plan for Success and IEP, if applicable.
- Being knowledgeable about, and or/contributing to their child's IEP.
- Supporting the school staff in implementing the Safety Response Plan, Plan for Success, and/or IEP.

Progress Indicators

- Students are served in classrooms that have caring and safe climates with preventive, supportive and planned responses to address academic, social/emotional, developmental and safety needs.
- Incidents of unsafe interactions decrease.
- Staff feel a sense of self-efficacy in addressing unsafe situations.
- School climate surveys indicate that staff and students feel safe, included and supported in their learning and work environments respectively
- Incidents of unsafe interactions are tracked and responded to in a timely manner to ensure the necessary intervention and resources are provided.

Definitions**Data Tracking**

This is ongoing pre-determined tracking of actions/observations. It is an important component in identifying patterns in the student's actions, modifying, or adjusting intervention strategies, and evaluating the success of the Safety Response Plan and/or Plans for Success, and possibly the IEP.

Imminent Risk of Harm

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

Safety Response Plan

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

Plan for Success

A Plan for Success is often in place in lieu of creating an IEP for alternative programming only. It includes goals and measures to track student progress in the areas of social emotional learning.

Violent Threat Risk Assessment (VTRA)

The overarching goal of the Violent Threat Risk Assessment (VTRA) is to reduce violence and promote safety by proactively identifying and addressing potential threats through a collaborative, multi-disciplinary approach. VTRA promotes the safety of students, parent(s)/guardian(s), school staff, community members, the school or other buildings or property. A VTRA is conducted through deliberate communication of pertinent student information between school and community partners, following an established protocol. Information is shared confidentially and is used exclusively for the assessment or for actions directly stemming from it. The VTRA process includes three-steps:

- Gathering data and implementing immediate risk reducing interventions;
- Conducting a multi-disciplinary risk assessment; and
- Executing a comprehensive multidisciplinary intervention.

Workplace Violence

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

References

- [Caring and Safe Schools in Ontario – Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)
- [CDSBEO AP 414 Suspension, Expulsion Appeal Programs](#)

- [Child, Youth and Family Services Act, 2017](#)
- [Education Act](#)
- [Police and School Board Protocol](#)
- [Municipal Freedom of Information and Privacy Protection Act](#)
- [Occupational Health and Safety Act](#)
- [Bill 168 – Violence and Harassment in the Workplace](#)
- [Ontario Human Rights Code](#)
- [PPM 145: Progressive Discipline and Promoting Positive Student Behaviour](#)
- [The Personal Health and Information Protection Act](#)