

STUDENTS

Security and Safety

1.0 Introduction

- 1.1 This procedure provides general information along with proactive prevention and response strategies for security and safety issues that may arise in schools. Administrators are advised to refer to these strategies when preparing or revising Staff Handbooks, Student Handbooks/Agendas and internal Safe and Accepting Schools protocols.
- 1.2 For guidelines and information on dealing with emergencies, refer to Procedure: 911 Emergency Response Guideline.

2.0 Security and Safety of Students, Staff, Parents and Community

- 2.1 School climate is a crucial component of prevention. It can be defined as the sum total of all of the personal relationships within a school (Policy/Program Memorandum 145 - Progressive Discipline and Promoting Positive Student Behaviour). When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive climate exists when all members of the school community feel safe, comfortable, and accepted. Maintaining a safe environment is the responsibility of the entire school community including students, staff and parents.
- 2.2 In order to assess the safety of the school, schools will establish a Safe and Accepting Schools Team that will assess the School Climate by gathering data using the School Climate/Well-Being Survey, the Violence Risk Threat Assessment Tool and the Equity Well-being Assessment Tool (Refer to Procedure – Positive School Climate).
- 2.3 General Guidelines

- (i) Supervision

There are two forms of supervision in schools: formal and informal. The formal supervision of the school is directed through schedules that comply with the Collective Agreements of employee groups. Informal supervision occurs whenever employees interact with students. According to PPM 145 and Bill 157 - Keeping Our Kids Safe at School Act: "Board employees who work directly with students – including administrators, teachers, and non-teaching staff – must respond to behaviour that is likely to have a negative impact on the school climate." The response may include asking a student to stop the inappropriate behaviour; naming the behaviour and/or explaining why it is inappropriate and asking the student to correct the behaviour. Board 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 (Regulation 472/07). For incidents for which suspension or expulsion must be considered, board employees must immediately report these incidents to the principal and confirm their report in writing (Refer to Appendix D-5).

- (a) *Lunches and Recess*

- Ensure that adequate staff supervision is assigned
- Consider organizing activities to engage students
- Create a formal schedule assigning staff to specific locations
- Ensure staff actively supervise
- School offices should be staffed by an adult or if students are performing office duty they should be supervised by an adult
- Ensure occasional teachers know procedures for supervision

(b) Before and After School

- Ensure appropriate and adequate staff supervision at all times during the school day and at events outside the school day
- Create a formal schedule assigning staff to specific locations
- Students who are hall monitors or performing office duty should be supervised by adults
- Ensure that any student allowed access to the building before the morning bell or after the last bus has left has appropriate adult supervision
- Ensure that adequate training is provided for students who undertake supervisory responsibilities
- Ensure all staff are aware of the Working Alone Guidelines (Refer to the Health and Safety Portal)

(ii) Responding to and Reporting Behavioural or Violent Incidents

- Board employees who work directly with students – including administrators, teachers, and non-teaching staff – must respond to behaviour that is likely to have a negative impact on the school climate
- School administrators must inform the Area Superintendent as soon as possible if the student is suspended for 10 days or more, or if an injury or significant damage to property is involved
- Violent Incident Reporting
 1. For a serious incident, contact AO/SO (Refer to Appendix D).
 2. If there is a critical injury, contact the Health & Safety Department (Refer to Appendix D-1).
 3. It is a school responsibility for staff to do a thorough investigation, following the Durham District School Board's expectations for an investigation (Refer to Appendix A).
 4. If the incident is against staff, but is not WSIB reportable, staff will complete the Employee Violent Incident Form (Refer to Appendix D-2).
 5. When the Violent Incident involves staff and results in a Workplace Safety and Insurance Board (WSIB) reportable event, fill in the Parklane Report (Refer to Appendix D-3).
 6. If a student is injured, the administrator completes an Ontario School Boards' Insurance Exchange (OSBIE) Student Accident Form (Refer to Appendix D-4).
 7. If the incident may result in suspension/expulsion, complete the Ministry Incident Reporting Form (Refer to Appendix D-5).
 8. Complete the electronic reporting form for Violent Incidents required by the Ministry of Education as outlined in PPM 120 – Reporting Violent Incidents to the Ministry of Education (Refer to Appendix D-6).
 9. If a student has been restrained, complete the Physical Containment Report as outlined in Procedure: Management Process for Risk-Of-Injury (Ri) Behaviours (Refer to Appendix D-7).
 10. If in the opinion of the administrator and the supporting team, a Behaviour Safety Plan is necessary, a plan will be devised and the expectations communicated to the appropriate parties. Behaviour Safety Plans are developed collaboratively, by school and Board staff members with parent consultation. The plan will be communicated to those staff who interact directly with the student (Refer to Appendix D-8).

Note: Please refer to Procedure - Police/School Board Protocol and Procedure - 911 – Emergency Response Guideline when dealing with a serious incident and/or a student or staff injury. It is important to document the incident in case of potential legal action, medical follow-up and/or student discipline; e.g., Administrator's notes, witness statements and photographs

If the incident meets the criteria for a Violence Risk Threat Assessment (VTRA) consult with the Administrative Officer for Safe Schools. If a Level 1 VTRA is initiated refer to Appendix D-9

(iii) The Investigative Process

- It is the duty of the principal to maintain a safe and secure learning environment (Refer to Appendix A)
- It is the duty of a school principal to carry out an investigation of incidents where the question of maintaining order and discipline is involved (Refer to Appendix A, Section IV: Initial Steps to Follow After an Incident)
- The authority for search/seizure has been confirmed by the court providing there are reasonable grounds for a search (Refer to Appendix A, Section VI: Gathering Evidence and Conducting Searches)
- The interview process shall be conducted in a manner to maintain fairness and openness for all (Refer to Appendix A, Section VII: The Interview Process)
- It is the duty of the principal to determine and implement the appropriate course of action being certain to consider: Bias-Aware Progressive Discipline and mitigating and other factors (Refer to Appendix A, Section VIII: The Decision-Making Process, Section IX: Final Thoughts - Key Points)
- Administration have the authority, with reasonable suspicion, to search personal property and lockers (Refer to Appendix B)

(iv) Protection of Privacy – Release of Information

- Ensure that the release of information is done in accordance with Board policies and with the requirements of the Freedom of Information/Protection of Privacy Act and the OSR regulations manual
- Provide training for staff about when it is appropriate to identify students. Ensure that staff members do not indicate over the telephone that a student attends the school or is present in the school without confirming the identity and status of the individual calling. Best practice includes taking a name and number and having an administrator return the call
- Ensure that students and staff answering the telephone do not give out any information concerning other students or staff
- If it has been confirmed that the caller is a police officer, follow the Police/School Board Protocol (Refer to Procedure – Police/School Board Protocol) and provide police with student's age, address and telephone number upon request
- Ensure that student records are not released without written consent by the authorized parent or guardian, or the student who is over 18 years of age
- A principal can release student information to comply with a court order
- Ensure that staff is aware of students whose parents and/or relatives have restricted access by court order
- Ensure that e-mail information remains private by using the bcc feature when communicating with multiple recipients
- Ensure that staff and students are aware of the privacy expectations when using personal electronic devices as outlined in the C.F. Memorandum (Refer to Appendix F).

(v) Bus Transportation

- School administrators are responsible for discipline on school buses
- School administrations should collaborate with bus drivers, bus company management and with the Board transportation department in maintaining discipline on the buses
- Ensure that standards of discipline on the bus provide the bus driver with a relatively quiet and distraction-free environment for the safe operation of the bus
- Use Bias-Aware Progressive Discipline when dealing with students who act inappropriately on buses

- Inform parents about student misbehaviour on the bus
- Whenever possible, staff should be available before and after school to resolve potential issues involving students
- Emergency numbers should be available so that Durham Student Transportation Services (DSTS) can contact administrators in case an issue occurs after school hours
- Refer to Policy and Regulation: *Transportation (Pupil)*

(vi) School Dances

- Restrict attendance at the dance to students of the school and approved guests
- Arrange for approval of guests prior to the dance in order to avoid incidents at the door
- Have sufficient staff to adequately supervise the dance. A supervision schedule should be created for the event
- Hire pay-duty police officers, not private security firms, to provide additional security
- Establish and clearly communicate expectations for dances in the School Code of Conduct

(vii) Field Trips

- Inform students that the school Code of Conduct applies to field trips
- Provide students and parent/guardians with a list of specific behavioural expectations for the trip if not already included in the Code of Conduct
- Ensure that staff supervisors are aware that they are in charge of the students at all times
- School administrators should be informed prior to departure back to school if a student has failed to show up at the pickup location on time
- Ensure that disciplinary problems on trips are dealt with by the supervising teachers and that major infractions of the rules are reported to the principal either by phone or upon return to the school (depending on the distance of the trip and the seriousness of the incident)
- Refer to Procedure: *Procedures and Guidelines for Co-Curricular Programs/Out of Classroom Excursions*, for additional guidance

(viii) After School Events

- Ensure adequate supervision is provided for an after-school event such as a sporting event, especially when there is likely to be a large number of spectators
- Whenever possible, hire pay-duty police for night sporting events or when large and/or potentially boisterous crowds are anticipated
- Ensure that students and spectators are informed that the Code of Conduct applies to after school events
- Coaches and supervisors are responsible to supervise students and to enforce the Code of Conduct during events
- Coaches and/or supervising staff must report infractions that could be considered for suspension or expulsion to the Principal in writing immediately after the event (Refer to Appendix D-5)
- Refer to Procedure: *Procedures and Guidelines for Co-Curricular/Out of Class Primarily Athletics Part B*

(ix) Hazardous Materials

- Safe storage of materials comes under the WHMIS program and the Occupational Health and Safety Act
- Safety concerns, such as mold in portables or asbestos, should be addressed to the Manager of Health and Safety

(x) Protecting Anaphylactic Students and Students with Asthma

- Ensure that parents/guardians/students supply information on life-threatening allergies and asthma conditions
- Identify students at risk for anaphylaxis and students with life-threatening asthma to all staff
- Post the Anaphylaxis and Asthma Emergency Plan for students in a prominent but discreet location accessible by employees only, e.g., staffroom or office. Consult with parents/guardians/students when creating the plan
- Develop and post an emergency response protocol for all staff, including occasional teachers
- Post “allergy alert” signs in prominent places within the building
- Refer to Procedure: Guidelines for Protecting Anaphylactic Students (Sabrina’s Law, 2005) and Procedure: Guidelines for Supporting Students with Asthma and Creating Asthma Friendly Schools (Ryan’s Law, 2015)

(xi) Communication with the Media

- Contact the Communication Department if a serious incident occurs that is likely to attract media attention
- Ensure adequate time to prepare releases or responses to media inquiries by agreeing to get back to the media within a specified period of time
- Determine a media spokesperson at the school, (usually the Principal), or refer the media to the Communications Department
- Work with the Communications Department to prepare “speaking notes”
- Maintain control of all media interviews by releasing only appropriate facts, and by not responding to hypothetical or leading questions
- Contact the Communications Department for additional guidance

2.4 Prevention and Response Strategies

(i) Trespassing: unknown and/or unwanted persons who are present on Board property without consent of the Principal or the building supervisor.

(a) Prevention

- Post appropriate signs stressing that entry is limited to authorized persons only, and that visitors must report to the office
- Whenever possible, the doors to the school should be locked and access monitored in compliance with the Safe Welcome Program (Refer to C.F. Memorandum Safe Welcome Program). The process for accessing the school for parents and the community, including reporting to the office upon arrival, needs to be reviewed and communicated annually with all stakeholders including the School Community Council
- Board staff visiting schools on official business should report their presence to the school office and wear photo identification
- Visitors to a school must sign in at the office and produce, if requested, adequate identification to the Principal
- Visitors should wear a “Visitor’s Badge” when conducting business within the school
- Post signs in the school which clearly state that visiting workers/contractors should report to the head custodian or designate, when the school is not in regular use
- Issue parking decals to identify staff and students who are permitted to use school parking facilities - maintain a register of the car owners and license plates
- Encourage staff and students to report trespassers to the office
- Refer to Regulation 474/00 – Access to School Premises for additional information

(c) Response

- Approach trespassers in a courteous and firm fashion. Inform them that they are not allowed on the property without proper authorization
- Ask suspected trespassers to identify themselves and direct them to leave the school property or to report to the school office. Inform administration of their presence
- Develop procedures for staff to follow when there is an uncooperative trespasser on the property
- Call the police when trespassers are abusive or uncooperative, and the safety of students or staff are in jeopardy
- When approved, send a standard Trespass letter (Refer to Appendix E) to the address of the trespasser or have the police give it to the trespasser in person. Forward a copy of the letter to Durham Regional Police Services. Keep a copy of the letter noting the date, time, and other relevant information
- Complete a formal report of the incident and file with the principal as soon as possible

(ii) Weapons

Weapons, as defined by the Criminal Code of Canada, are "anything used or intended for use in causing death or injury, whether designed for such purpose or not, or anything used or intended for use for the purpose of threatening or intimidating any person." The Principal may deem any item to be a weapon and forbid its use or presence in the school.

(a) Prevention

- Communicate through the school Code of Conduct that any unauthorized item considered by the Principal to be a weapon, is strictly prohibited on school property or at school sponsored events and that Bias-Aware Progressive Discipline will be invoked for any disregard of this rule
- Principals must consider suspension or expulsion for students found to be in possession of a weapon (Refer to Regulation: Code of Conduct, and Discipline for Students)
- Encourage students to report any weapons or potential weapons to school administrators
- Develop procedures for students to follow when, as part of a specific program or event, it is necessary to bring an item that could be used as a weapon into the school
- Monitor the supervision, storage and access to any equipment or material that may be used as a weapon

(d) Response

- Respond to the reported presence of a weapon immediately
- Contact the police and/or emergency services (Refer to Procedure: Police/School Board Protocol)
- Follow Lockdown or Hold and Secure protocols, depending on the specific situation
- Isolate the individual involved and/or isolate other students and remove them from potential danger
- Consult with Area Administrative Officer or Administrative Officer of Safe Schools to activate a Violence Risk Threat Assessment

(iii) Assault

(a) Prevention

- Introduce units of study which stress values and conflict resolution techniques, including how to deal with conflict in a non-violent manner
- Establish appropriate supervision especially in areas where unsafe behaviour may occur
- Treat all reports of potential conflict and assaults seriously, speak to the participants immediately and in a manner, that will help de-escalate the conflict.
- Use the Safe Schools Student Safety Plan to support the student who has been assaulted. The plan could include using a buddy system to give additional support to potentially high risk students, e.g., students new to the school, and victims of previous assault
- Establish partnerships with community partners to assist in developing proactive and reactive strategies to assault
- Identify potentially volatile students and develop a Behaviour Safety Plan to deal with their behaviour. Ensure that staff are trained in effective behaviour management techniques
- If you anticipate that a parent/guardian is going to act in conflict to the Code of Conduct, ensure that you develop a plan to ensure everyone's safety (Refer to C.F. Memorandum A Progressive Plan to Manage Challenging Interactions or Difficult Contacts with Parents)

(b) Response

- Seek assistance from other staff and/or the office
- Disperse the crowd and separate the combatants, if possible
- Use physical containment only if individuals are in imminent danger of harming others and only if such action seems appropriate under the conditions involved. If restraint is determined to ensure the safety of staff or students, staff should use only as much force as is necessary under the circumstances. Safety should always be a priority
- Note names of witnesses
- Staff members must provide a Ministry Safe Schools Incident Reporting Form to the principal as soon as possible (Refer to Appendix D-5)
- Staff or administration should obtain written reports from witnesses
- School administrators should contact parents when appropriate
- Inform the Superintendent when a student is suspended for 10 days or more or if the incident involves serious personal injury
- When appropriate, create a Safe Schools Student Safety Plan for the victim. This plan may be in addition to a referral to Social Work or Psychological Services
- Establish conditions for re-entry when participants return. Please refer to the Support and Responsibility Agreement (SRA) on the Safe Schools Portal. Ensure that Bias-Aware Progressive Discipline is implemented for repeated behaviour
- When appropriate, involve the police (Refer to Procedure: Police/School Board Protocol)
- Consult with Area Administrative Officer or Administrative Officer of Safe Schools to activate a Violence Risk Threat Assessment

(iv) Intimidation, Verbal Aggression and Bullying

(a) Prevention

- Encourage students to report incidents of verbal aggression or bullying
- Engage students in leadership activities to create a positive, caring school environment
- Allow potential victims to buddy with other students. Use restorative practice and conflict resolution techniques to address incidents, e.g., restorative circles, peer mediators, peer helpers

- Discourage groups of students from congregating in areas of the school where there is minimal supervision. These groups may intimidate other students
- Develop curriculum programming initiatives or activities to address issues of violence towards others, bullying etc.
- Adopt and communicate policies which clearly identify that verbal aggression, bullying and cyber-bullying are not acceptable. All schools must have a Bullying Prevention and Intervention Plan (Refer to the Safe Schools Portal) and a Safe and Accepting Schools Team
- Provide training for staff in the proper use of Bias-Aware Progressive Discipline and Bullying Prevention and Intervention

(b) Response

- Attempt to defuse inappropriate actions in a non-threatening manner (Refer to Appendix D-1: Violent Situations Intervention Strategies to Reduce Risk and Procedure: Code of Conduct, and Discipline for Students, Appendix C – Intervene in Aggressive and/or Bullying Interactions: Step 1)
- Provide immediate protection to those threatened, and use Bias-Aware Progressive Discipline to deal with those who are threatening
- Contact parents
- Call the police to investigate when it appears that criminal activities may be involved (Refer to Procedure: Police/School Board Protocol)
- Use support services to provide counseling where appropriate
- Where appropriate, encourage students to get involved in positive endeavours in the school
- Where appropriate, develop a Safe Schools Student Safety Plan (Appendix L) and Support and Responsibility Agreement
- Consult with Area Administrative Officer or Administrative Officer of Safe Schools to activate a Violence Risk Threat Assessment

(v) Gangs

A gang is a group of three or more people who share common beliefs, attitudes and attire and exhibit similar anti-social behaviour, and who associate with each other for the facilitation or commission of criminal offences, mutual protection and/or profit.

(a) Prevention

- Develop written school policies that forbid common symbols or insignias which are identified with gang activities and membership
- Ensure that the school Code of Conduct contains guidelines regarding gang activity, symbols or insignias
- Provide information to staff and parents to assist in identifying indicators of gang involvement
- Encourage joint activities between schools, community agencies, including the police to promote awareness and increase communication
- Implement school initiatives to encourage the positive integration of new students

(b) Response

- Share information within the school board and with the police regarding gang activities
- Encourage police to patrol areas around the school where gangs may congregate
- Organize positive engagement programs to reduce the influence of gang leaders, take photos of graffiti in order to identify symbols, and call police
- Remove gang related graffiti immediately

- Contact police if there is a violent incident or threat of violent incident
- Consult with Area Administrative Officer or Administrative Officer of Safe Schools to activate a Violence Risk Threat Assessment

(vi) Fire

(a) Prevention

- Ensure that a fire safety plan is established for the school. This plan should include diagrams indicating type, location and operation of all fire emergency exits
- Train staff to account for students by bringing attendance lists when the building is evacuated
- Assign staff to specific duties for fire alarms
- Distribute the fire safety plan to staff, and post on every floor
- Ensure that you have an up-to-date plan to evacuate students or staff with special needs, including those who are medically fragile, during a fire. If it is safe to do so, practice the evacuation during a fire drill
- Conduct evacuation fire drills six times per year
- Inform the fire department and, when applicable, the school security company, in advance, when a fire drill will be conducted
- Record the dates and times that fire drills were conducted
- Ensure the Health and Safety Committee conduct an annual inspection of the building and property
- Provide in-service for staff regarding fire safety procedures including the storage and use of flammable and toxic materials in accordance with WHMIS requirements
- Install fire/smoke/heat detectors in areas where combustible items are stored
- Whenever possible, metal garbage cans, without plastic garbage bags, should be used in all washrooms

(b) Response

- Institute the school evacuation plan upon notification of a fire
- The safety of all occupants is paramount
- Evaluate the situation and attempt to determine the location of the fire while awaiting the arrival of the fire department
- If possible, extinguish the fire. Do not attempt this if there is any question about personal safety.
- In consultation with the Fire Department, identify when the school may be safely re-occupied
- Complete a Damage Report if any damage was sustained in a fire

(vii) Bomb Threats

(a) Prevention

- Establish a school based-bomb threat response based on the Police Board Protocol Template. The protocol should provide details for full and partial evacuations
- Train staff to account for students by bringing attendance lists when the building is evacuated
- Assign staff to specific duties for bomb threat evacuations
- Distribute the bomb threat protocol plan to staff
- Conduct a bomb threat evacuation drill (full or partial) once a year
- Inform the police /fire department where applicable when a fire drill will be conducted
- Record the dates and times that bomb threat drills were conducted

(b) Response

- Consult Police, Superintendent or Area Administrative Officer following a bomb threat
- Gather initial information and conduct a visual scan of the premises (Refer to Procedure: Police/School Board Protocol)
- The safety of all occupants is paramount. Consult with police in regards to possible evacuation (partial or full)
- Evacuate the building, if necessary, and consult with police in regard to the re-entry plan.
- Follow up with all parties following the event and review the Bomb Threat Safety Plan

3.0 Security of Building and Property

3.1 General Access to Building/Property

- Determine the process to be used to secure the facility. Review annually the process with the Safe and Accepting Schools Team, staff, the School Community Council, Child Care Providers etc.
- Determine and enact a communication plan for all stakeholders on the process for accessing the facility
- As part of the controlled access plan, especially in secondary schools, regulate the parking of automobiles, motorcycles and bicycles on Board property. Identifying authorized vehicles for parking on Board property should be a part of the plan
- Ensure that staff, including occasional teachers, have school keys and fobs
- Ensure that keys are returned when staff are transferred or leave the school. Have keys and fobs handed in to the office prior to summer holidays
- Ensure your school has a plan for providing keys to occasional teachers
- Restrict key distribution to avoid use by unauthorized persons. If keys are lost or stolen contact the Facilities Services department
- Establish and monitor policies and procedures involving signing out premise keys and the use of the security alarm system
- Report to the police any suspected attempts at illegal entry to the building
- Consider limiting the hours that persons have access to buildings after school

3.2 Portables

- Ensure P.A. Systems are operational for communication with the office
- Avoid the storage of valuable equipment such as computers and musical instruments in portables
- Ensure that the blinds in portables are drawn after school and on weekends
- Remind staff to lock the portable door and secure the windows when they leave
- Where portables are isolated, hold parent interviews in the main school building or have a member of the administration join the interview
- Ensure portables are clearly and consistently numbered
- Ensure that staff who are in the portables have fobs to access the building
- Staff in portables should have a safe process e.g., “buddy system” when students go to the washroom

3.3 Prevention and Response Strategies

(i) Vandalism:

The willful or malicious damage, defacement or destruction of Board buildings, grounds or equipment as well as staff and student property.

(a) Prevention

- Secure and monitor access to Board buildings
- Develop and sustain a positive school climate (Refer to the Safe Schools Portal for ideas and initiatives)
- Provide adequate supervision during the school day and during community use
- Develop a “school beautification” program such as creating an outdoor classroom
- Discuss the costs and social consequences of vandalism with students and school community
- Ensure you communicate to stakeholders on a yearly basis the expectation of the Safe Welcome Program (Refer to C.F. Memorandum Safe Welcome Program) Refer to the Procedure on the use of Video Surveillance Systems

(b) Response

- If possible, take pictures of any vandalism and e-mail to School Liaison Officer
- Involve the police when appropriate
- Repair or remove any damage or defacement as soon as possible
- Have students repair or pay for damage when appropriate
- Increase the supervision in areas of the building that are susceptible to vandalism
- Analyze vandalism, e.g., determine when graffiti occurs to help define the underlying causes or to help identifying the culprits

(ii) Theft

Theft is the illegal or unauthorized removal, or attempted removal, of property from any person, building or grounds.

(a) Prevention

- Remind staff to lock workroom and change room doors. As well remind staff not to loan their keys to students
- Ensure that the windows and doors are locked and blinds are closed when rooms and portables are not being used
- Confine storage of Board and personal equipment and valuables to secure and/or well supervised locations
- Restrict the location of easily portable, high cost items such as computers and music equipment. This equipment should not be placed in high risk areas, such as portables or ground-level rooms facing the back of the school. In situations where this cannot be avoided, ensure that the room has a security alarm
- Store equipment in secure areas when the building is not in normal use
- Inform staff that high-priced, portable equipment may be removed and stored in a secure area during holiday periods
- If staff are able to sign out Board equipment, establish procedures for the safe return
- Develop procedures to record the distribution and collection of items loaned to students and staff, e.g., books, calculators etc.
- Maintain a current inventory of equipment that includes make, model, and serial number
- Ensure all items are labelled with the school name
- Supervise and restrict people around secure areas such as locker rooms during the school day in order to provide more security

- Supervise parking lots in order to minimize damage and theft
- Ensure that the Student Agenda includes recommendations to avoid bringing expensive items such as clothing, money, jewelry and electronic equipment to school
- Whenever possible, collect all monies coming into a school for activity purposes in the form of cheques made payable to the school. Handle and store all money according to Board Policies and Procedures
- Secure locker rooms. Alternate storage facilities should be provided for students' valuables during physical education classes and on teams
- Consider the use of security cameras and other equipment in corridors and in high risk areas where problems may occur

(b) Response

- Interview all persons who may provide information regarding the theft and record all pertinent information
- Notify police and/or parents when appropriate
- Complete a Report of Damage and contact the Board Business Department when expensive equipment is stolen
- Provide appropriate disciplinary action when the perpetrator of the theft has been identified. Consider restitution of losses whenever possible

4.0 Exclusions

In response to security or safety incidents, and following Bias-Aware Progressive Discipline, there may be a reason to remove a student from the school through a suspension or a recommendation for an expulsion (Refer to Policy, Regulation and Procedure: Code of Conduct, and Discipline for Students). Instead of a suspension or recommendation to expel, in consultation with Administrative Officer and/or Superintendent an "exclusion" may be considered.

4.1 Definitions

For the purposes of this section, "Exclusion" means an exclusion as defined under section 265(1)(m) of the Education Act. "S.O./A.O." means the appropriate Area Superintendent(s) of Education and/or Administrative Officer(s).

4.2 General

- (i) It is the duty of a Principal of a school, in addition to the Principal's duties as a teacher, subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils.
- (ii) A student may be excluded indefinitely or for any other reasonable period of time from one class, multiple classes, for a part of the day, or for an entire day. An exclusion may also result in regular and substantial alterations to the school day.
- (iii) For clarity, the following are not deemed exclusions for the purposes of this Procedure:
 - (a) The voluntary withdrawal of a student from class or school by the student's parent(s) or guardian(s), or the student themselves if they are over 18 years of age;

- (b) A voluntary agreement to withdraw the student from class or school as made between the School Board and the student's parent(s) or guardian(s), or the student themselves if they are over 18 years of age; and
- (c) Any refusal to admit, or withdrawal of a student, by an institution other than the School Board (e.g., police, fire, Children's Aid Society).

4.3 Procedure for Exclusion of a Student

- (i) Prior to excluding a student, a Principal shall consult with his or her Area S.O. Where the excluded student is a student with special needs, a Principal must also consult with the S.O. of Inclusive Student Services and/or Special Education Officer (Refer to Appendix J-2.)
- (ii) The Principal must share with the S.O./A.O. all pertinent information, including communications with parents and/or guardians, details of the most recent or culminating incident (if such incident exists), and the actions and interventions that the school has taken to date to attempt to accommodate the student.
- (iii) The Principal, in consultation with the S.O./A.O., must conduct a thorough analysis of any additional supports or safety precautions that may be immediately available and appropriate under the circumstances that could potentially avoid the use of an exclusion. Where such options exist, they should be implemented instead of the exclusion. (Refer to Procedure: Code of Conduct, and Discipline for Students, Appendix E-3.)
- (iv) Exclusions shall be as minimal as is reasonably possible under the circumstances. (e.g., avoiding exclusion for a full day where a partial day would suffice, or exclusion from school when a classroom exclusion would suffice.)
- (v) Where the Principal, after consulting with the S.O./A.O., is satisfied that an exclusion is the appropriate course of action, the Principal and the S.O./A.O. shall discuss options for educational programming that may be provided during the student's exclusion from school. (e.g., home instruction, providing homework, tutoring, etc. Please note that if Home Instruction or tutoring is considered, a plan will need to be developed to ensure the safety of the staff member providing the intervention.)
- (vi) The Principal and the S.O./A.O. shall regularly assess any factors and expected demonstrated outcomes that would need to be addressed prior to the student being permitted to return to school in order to maintain a safe and secure learning environment. (e.g., change in medication, availability of additional support personnel, medical or psychological assessment/treatment, development or revision of a Behaviour Safety Plan for the student, referral by the parent to a community agency.)
- (vii) Completion of a Comprehensive Learning Assessment, completion of a behaviour assessment, assessment by an outside agency, etc., should be done. To assist assessment, it is recommended that the Principal and the S.O./A.O. convene a meeting with any required personnel, which may include social work, psychological services, special education support, etc.
- (viii) The Principal and S.O./A.O. have an ongoing responsibility, once an exclusion is underway, to monitor the student's progress, possibilities for re-entry, progress towards the expected demonstrated outcomes, and to determine whether there are any supports available, actions taken, modifications to the school day or reduction of the exclusion, or change in circumstances that would allow for a safe and secure learning environment and permit the exclusion to end or be modified.
- (ix) Please refer to Procedure: Code of Conduct, and Discipline for Students, Appendix E-4 for more details on the Exclusion process.

4.4 Informing the Parent

- (i) The Principal and/or the S.O./A.O. shall meet with the student's parent(s) and advise of the school's intention to exclude the child. The parent(s) may be informed of the following:
 - (a) The reasons for the exclusion.
 - (b) Notice that the exclusion will continue pending the achievement of the expected demonstrated outcomes, with explanations or clarification of the outcomes themselves and why the Board deems them to be a requirement.
 - (c) Assurance that once the student's outcomes have been demonstrated, the child will be transitioned back to the school in a positive manner.
 - (d) An outline by the Principal of the plans for educational programming or homework that will be provided to the child during the period of exclusion.
 - (e) Information that a subsequent meeting day will be set within a reasonable timeframe where the Principal and parent(s) will review progress and discuss a re-entry plan for the student.
 - (f) All of the preceding points should also be provided to the parent in writing in the form of a letter from the Principal. Both the Principal and the S.O. should sign the letter (Refer to Procedure: Code of Conduct, and Discipline for Students – Appendix E-1).

Appendix:

Appendix A – Safe Schools: Conducting Student Investigations
Appendix B – Student Locker Usage Central File Memo
Appendix C – Response to Bullying Guideline for Administrators
Appendix D – Violent Incident Package (D1 – D10)
Appendix E – Response to Bullying Guideline for Administrators
Appendix F – Personal Electronic Devices Central File Memo
Appendix G – Warning of Trespass

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