

Mitigation Risk of Injury (RI) Behaviours and Safety Support Strategies

1.0 Introduction

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre Indigenous rights and human rights and are safe, welcoming, respectful, inclusive, equitable, accessible, and free from all forms of discrimination, oppression, harassment, and harm.

The Durham District School Board (DDSB) is committed to creating a caring and safe learning and working environment. Some students present with behaviours that may pose a risk to the safety and security of self or others, and care must be undertaken by staff to ensure everyone's safety. Health-related conditions, including experiencing trauma as well as developmental differences can impact a student's needs. The following procedure provides a system-level strategy for fostering and maintaining positive learning and working environments in all our schools and provides staff with guidelines and procedures for managing the potential safety issues related to students whom, through the Individual Education Plan (IEP)/Identification Placement Review Committee (IPRC) processes, are identified as having special or exceptional needs. Developing a plan to support a student's specific accommodations and needs and that addresses potential barriers is essential to developing safety support strategies.

1.1 Human Rights Considerations

1.1.1 Rights and Responsibilities

All students, including students who may present with risk of injury behaviours, have the right to education and to accommodation under the Ontario Human Rights Code, the Human Rights Policy and the Human Rights Inclusive Design and Accommodation Procedure. The District has a legal responsibility to accommodate Human Rights Code related needs up to the point of undue hardship.

1.1.2 Ableism and intersectionality

When identifying, preventing and addressing risk of injury behaviours involving neurodivergent students and students with different abilities and disabilities, the District acknowledges:

- Historical and ongoing ableism, stigmatization and negative biases, attitudes, perceptions, assumptions and stereotypes about neurodivergent students and students with different abilities and disabilities, including (and not limited to) assumptions about limitations, behaviours, cognitive processing, communication, etc. based on medical and functional models of disabilities; and
- Inequitable and disproportionate educational experiences and outcomes (including and not

limited to discipline and access to services and supports), and that these impacts are compounded for students with intersecting identities and needs.

Therefore, the District is committed to addressing ableism by:

- Creating and sustaining inclusive and accessible learning environments and teaching and learning practices that challenge and disrupt ableism, and that recognize and affirm neurodiversity and the social model of disability;
- Challenging discriminatory assumptions and stereotypes related to how behaviours and risks are perceived, interpreted and assessed based on neurodiversity, different abilities, disabilities and intersectional identities (for example, disability and race); and
- Accommodating disability-related needs in accordance with the Human Rights Policy and the Human Rights Inclusive Design and Accommodation Procedure, to the point of undue hardship, and in ways that respect dignity and individualization, and that maximize integration and participation.

1.2 Preventing and Responding to Risk of Injury Behaviours Involving Students with Disabilities

District staff must consider a range of strategies to mitigate risk of injury behaviours. Strategies will include assessing, and where necessary, reassessing and modifying any accommodations that are already in place for the student, and/or providing or arranging for additional supports or interventions as outlined in this procedure. Appropriate and timely accommodation and strategies may help reduce risk and make the environment safer for everyone.

When considering responses to potential risks of injury behaviours (including pauses on access, exclusions or other disciplinary responses), the District recognizes its responsibility to individually assess each student's needs and circumstances and whether the behaviour may be due to the student's different abilities, disabilities (or disability related needs or circumstances) and neurodiversity. The District will:

- Centre dignity, respect, and the rights of the child
- Consider all relevant information including (and not limited to):
 - Formal assessments and evaluations of the student;
 - Information provided by the student or their parent(s)/guardian(s);
 - Observations of the student;
 - The student's Individual Education Plan and accommodation plan, where applicable;
 - Whether the accommodations in the IEP or accommodation plan were appropriate (and whether these accommodations were being provided consistent with the student's accommodation plan, at the time the risk of injury behaviour occurred);
 - Whether the student's disability impaired their ability to control their behaviour or to understand the impact and consequences of the behaviour; and
 - Whether the student has new or changing disability-related needs that require accommodation.

Where behaviours pose a risk, the least intrusive means should be considered to mitigate the risk.

2.0 Definitions

In this procedure, key human rights-related terms used in this policy (for example, ableism, duty to accommodate, undue hardship) are defined in the DDSB Human Rights Policy's Glossary of Terms.

As background, the following are definitions that support the understanding of this Mitigation of Risk of Injury (RI) Behaviours and Safety Support Strategies Procedure.

2.1 Exclusion (including Modified School Day):

A student might present behaviours that pose or continue to pose a significant and certain risk of injury to themselves, other students, and/or staff, despite appropriate accommodations and extensive-intensive supports, including additional staffing, safety/protective equipment, a modified school day, and professional service interventions. Where comprehensive Student Safety Plan strategies and accommodations have been reviewed, modified, and put into place, with little or no reduction in risk, it may become necessary for the Administrator and Superintendents of Education(s) to consider a recommendation for exclusion under the Education Act Section 265 (1)(m). Consultation with the Superintendent of Inclusive Student Services and Family of Schools Superintendents are required by the Administrator when considering exclusion. The Superintendents may further consult with General Counsel and the Human Rights and Equity Advisor to consider human rights responsibilities, including the duty to accommodate to the point of undue hardship, before excluding a student because of behaviours that are related to different abilities, disabilities, or neurodiversity.

2.2 Individual Education Plan (IEP):

As defined by the Ministry of Education (2000), an IEP is “a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special educational services needed to assist the student in achieving their learning expectations” (section 5.3.3).

2.3 Professional Support Services:

Professional support services include staff who have specialty training in areas that serve to assist in implementing mental health and special education related services. These include professional support staff who are regulated and licensed professionals, e.g. Audiologists, Psychologists and Psychometrists, Occupational Therapists, Social Workers, Speech and Language Pathologists. Services provided by professional support staff include assessment, consultation, direct service, professional development, liaison with community partners and input to student education plans.

2.4 Special Education Services:

In the DDSB, Special Education Services are facilities and resources that are necessary for developing and implementing a special education program; these include support personnel and equipment necessary for developing and implementing a special education program.

The DDSB offers such special education placements within the context of both regular classes and self-contained special education classes, accessed through Individual Placement Review Committee (IPRC) process.

2.5 Student Brief:

Under the Occupational Health & Safety Act (OHSA), employers of the Board are required to provide information, including personal information, to workers regarding a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and the risk of workplace violence is likely to expose the worker to physical injury. Student Briefs have been established to fulfill this obligation and to establish a standardized process of sharing this information with workers, when applicable.

2.6 **Student Safety Plan:**

Prior to 2023-2024 school year, this was called the behaviour safety plan. A Student Safety Plan is a crisis response plan that is implemented by staff in situations where the student's behaviour presents an imminent safety risk or in situations where accommodations and prevention and intervention strategies have been unsuccessful. It provides detailed and clear instructions regarding strategies that are to be used, by whom, and in what circumstances to prevent injury to staff and/or students where a student's behaviour presents a risk of injury to self and/or others. The Board is committed to the implementation procedures related to risk of injury with a focus on check-ins, debriefs and review of appropriate documentation including input into Student Safety Plans from staff who work directly with the student.

For some students, a Support Plan may be co-created centring student voice to provide structured plans that give flexibility when stress levels are high. These plans can also be used to support students in areas of positive mental health. This tool allows staff to develop safe places and people that a student can seek support from should they be overly anxious or worried, or if they require access to a specified, supervised location in order to regulate and be able to return to their schedule.

Student Safety Plan is a commonly used term for other processes, including a student support plan (through Positive School Climates) and school support program.

2.7 **Students with Special Education Strengths & Needs:**

Under the Education Act, subsection (1), an exceptional pupil is defined as a pupil who's behavioural, communication, intellectual, physical, or multiple exceptionalities are such that they are considered to need placement in a special education program by a committee established under subparagraph iii of paragraph 5 of subsection 11(1) of the board... (that is, by an Identification, Placement and Review Committee).

2.8 **Transition Plan:**

PPM 156 outlines the requirement that all students with an IEP must also have a Transition Plan to support both macro and micro transitions. Transitions Plans are included in the IEP section in the PowerSchool Student Programing (PSP) system. Transition Plan checklists can be found in the appendices.

2.9 **Assessment of Risk To Others (ARTO)/Violent Threat Risk Assessment (VTRA) Model:**

The foundation of the ARTO/VTRA model is to foster:

- Insight into ourselves and how our own identities and experiences shape how we are experienced by others and systems we are interacting within to support.
 - Empowerment of the student and family/caregivers to limit pathologizing observed behaviours
 - Trauma-informed and least intrusive interventions as focus.
- Processes such as VTRA/ARTO help us match resources to the risk in a caring and responsive way.

3.0 **Procedure**

3.1 **Confidentiality**

All DDSB staff are reminded that legislation, and related DDSB privacy procedures, with respect to student, family and staff confidentiality must be adhered to in all discussions, correspondence, care conferences, and program planning, including those with exceptional needs and where behaviours present a risk of injury. Care must be taken to obtain the required informed consent with respect to the sharing of pertinent medical, psychological, educational,

employment and family information.

In exceptional circumstances where there is an imminent and significant risk of injury, disclosure of relevant safety information to specified school and board staff is permitted, as outlined in the following legislation:

3.1.1 Personal Health Information Protection Act:

Section 40. (1): A health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons.

3.1.2 Occupational Health and Safety Act:

Ontario's Occupational Health and Safety Act sets out the rights and duties for occupational health and safety of all parties in the workplace. The requirements for preventing and addressing violence in the workplace establish minimum standards and set out the rights and duties of all those who have a role in dealing with workplace violence. Employers, supervisors, and workers share the responsibility for occupational health and safety. This concept of an internal responsibility system is based on the principle that workplace parties themselves are in the best position to identify health and safety problems and develop solutions.

In addition to the Ontario Occupational Health and Safety Act, the following legislation also impacts on violence in the workplace – Ontario Education Act, Safe Schools Act/Accepting Schools Act, Criminal Code of Canada.

Refer to the DDSB Workplace Violence Management Procedure for additional information.

3.2 Overview of Risk of Injury (RI) Behaviours

A relatively small number of students may have health-related (physical and/or mental health)/neurological/ developmental disabilities. These behaviours may create safety concerns within the school environment. Without adequate information and an understanding of the specific student needs and the possible symptomatic behaviours, school staff, other students and parents/guardians/caregivers will often interpret the behaviour as deliberate acting out rather than a manifestation or symptom of a health-related condition, possible accommodation needs (or to accommodation needs that have not been appropriately addressed), or an attempt to communicate needs. This misinterpretation may be further affected by inaccurate assumptions or stereotypes based on the student's intersecting identities and needs. Responding to the behaviour as a purposeful violation of a code of conduct and applying consequences in isolation from the student's Individual Education Plan (IEP) and Student Safety Plan may be considered a violation of the pupil's legal right to an appropriate education program and may be found to have adverse discriminatory impacts on neurodivergent students or students with different abilities or disabilities.

Symptomatic behaviours must not be responded to as an intentional or purposeful violation of a code of conduct. Rather, these behaviours and school interventions (which do not preclude suspension or denial of access) must be incorporated into the pupil's relevant or pertinent documentation (ie. IEP, transition plan, student safety plan, or other supporting documentation).

The behaviour of some students may present a significant risk of injury to self and others when the behaviour is current; the behaviour is of such intensity that self-injury or injury to others has occurred or is likely to occur; and the behaviour is of such intensity that intervention is required

to prevent or minimize injury.

The mitigation and support strategies related to risk of injury is an ongoing process, rather than a single event or meeting. It is an administrator-led collaborative process that is initiated and is revised continually, when risk of injury to self or others exists or is highly probable. The level of risk must be reviewed on an ongoing basis to determine appropriate prevention and intensive support strategies.

3.3 Health-Related and Developmental Considerations

Students may have health-related neurological or developmental considerations that can pose risk of injury to self or others. Understanding the nature of the health-related, or developmental considerations is essential to supporting the student and may inform appropriate accommodations and the development and implementation of a student's Individual Education Plan, Transition Plan, Student Safety Plan and/or other plans to support safety and strategies.

For a student who presents with health related or developmental related developmental considerations, it is critical that the Administrator obtain (with student or parental/guardian permission) all relevant information, including behaviours that may express in such a way to potentially cause risk of injury and may create safety concerns for the student, classmates or staff within the school environment or other settings. Administrators must ensure that an appropriate IEP, Transition Plan, Student Safety Plan or other supportive plan is developed in consultation with parents/guardians/caregivers and professional staff. Administrators must ensure that an appropriate level of communication occurs with educational staff regarding the IEP, Transition Plan, Student Safety Plan, particularly with respect to RI Behaviours.

3.4 Principles Guiding the Mitigation of Risk of Injury (RI) Behaviours and Student Safety Plans

3.4.1 Context and Goals:

Mitigation of RI Behaviours and Student Safety Plans are premised on the understanding that RI Behaviours stem from the interaction between a student and the environment, rather than from simply 'within the student.' This requires upholding human rights (including the rights of the child) and responsibilities, centering dignity and respect, challenging and disrupting ableist assumptions, preventing discrimination, and understanding the context of the behaviour and what influences it. RI Behaviours can be mitigated and supported for safety by addressing the relationship between a student and their environment. Mitigation of RI Behaviours and Student Safety Plans is an ongoing process that includes strategic information gathering, specific and practiced actions, critical incident debriefing and reflection and ongoing planning.

Mitigation of RI Behaviours and Student Safety Plans take into careful consideration all the respective legislation that guides the actions of professionals working within an educational setting, and in accordance with section 1. The goal of RI Behaviour mitigation and strategies for support is the ongoing safety of students and staff, and respect for the physical, emotional, and educational integrity of those involved.

3.4.2 Functional Behaviour Assessment (FBA):

An FBA is a systematic process designed to look beyond the student's behaviour and identify its function or purpose. It involves an assessment process that evaluates the likely functions of behaviour as related to its antecedent and consequences. It seeks to determine what functions the behaviour serves for the student, i.e., what needs it serves, so that prevention and intervention points can be planned and enacted to enable the student to meet the same needs but in a more adaptive manner. It seeks to answer the question: why is this student engaging in this behaviour, in this setting, at this time? Data collection and pattern analysis seek to determine if the student's behaviour serves such functions as: escape, attention-gaining,

accessing preferred objects, spaces or people, and sensory-based needs (PPM 140; OESC).

3.5 Preventative Planning for Staff and Student Safety

Parents/guardians/caregivers involvement is always important in developing appropriate programming for students with special needs. Consultation with parents/guardians/caregivers is mandatory under Reg. 181/98 in developing the IEP and Transition Plan. Early consultation and pre-transitioning are essential and absolutely critical in program planning for students with RI Behaviours.

3.5.1 Coordinated and Collaborative Process:

PPM 140 provides an overview of coordination and collaboration that is applicable to the mitigation of RI Behaviours and supports for safety:

- Educators and service providers collaborate to support students and deliver services in a coordinated way.
- All staff involved in mitigation of RI Behaviour contribute to achieving common outcomes and are clear in the objectives of student programming service delivery.
- Effective linkages are established to meet the needs of students with RI Behaviour.
- A team approach is valued and involves parents/guardians/caregivers, educators, professional support staff and community partners.
- Ongoing regular communication, such as planning and debriefings, is a key requirement to supporting student and staff safety

The Administrator has the ultimate responsibility for the development and implementation of Individual Education Plans. However, a collaborative team approach is necessary, including the following members of the team:

- Administrator/Vice Administrator(s)
- Classroom Educators/Special Education Educators
- Special Education Resource Educators (SERT)
- Classroom Support Staff including applicable to individual student program, Educational Assistant (s), American Sign Language (ASL) Interpreters & Intervenors, Educators of the Deaf & Hard of Hearing (TODHH), Educators of the Blind & Low Vision (TOBLV)
- Professional Services Staff
- Student (where appropriate)
- Parents/Guardians/Caregivers
- Community Agencies (where active and appropriate to supporting school-based programming)

Consultation and pre-transitioning with parents/guardians/caregivers will help the staff ensure that the classroom is a safe learning environment. It will help reassure parents/guardians/caregivers that their child's needs are recognized and understood, and that the accommodations, interventions, intensive supports, and resources available to the school are in place. Finally, developing a comprehensive transition plan with school staff and parents/guardians/caregivers will ensure that everyone is aware of the steps that will be taken if serious behaviours that threaten the safety of students and/or staff occur.

Parents/guardians/caregivers are usually the best source of information about the student's behaviour. They can provide background on any diagnosed condition and its symptomatic behaviours along with the child's strengths, interests, needs, and potential barriers. They can provide information about behaviour at home or in the community as well as in previous school settings and successful/unsuccessful intervention strategies. It is also important that

parents/guardians/caregivers to have the opportunity to share their short and long-term expectations and goals for their child.

As part of the IEP for students with significant behaviour needs, a Student Safety Plan must be developed in consultation with the parents/guardians/caregivers with the assurance that the focus is on how to effectively create opportunities for the student to be successful at school. Prevention and intensive support intervention strategies should be thoroughly discussed, clearly communicated, and agreed upon by the parent/guardian/caregiver. It is important that the parents/guardians/caregivers have a clear understanding of expectations, strategies to be used (and when) as well as next steps. Administrators should clearly differentiate between the circumstances for informal voluntary withdrawal from school and the circumstances for formal suspension or exclusion. Informed consent of parent/guardian for voluntary withdrawal should be documented. During the development of the Student Safety Plan, Administrators should establish a review process with parents/guardians/caregivers in the event of withdrawal or suspension and clear timelines for this process.

If formal suspension is necessary (per circumstances identified in the IEP and Student Safety Plan) and, after considering mitigating and other factors, the written notice must be followed by details of a school action plan and consultation process with parents/guardians/caregivers to facilitate the student's re-entry and to assist in preventing the behaviours from reoccurring. Where a student's behaviour continues to pose a significant safety concern and/or risk of injury, the following will be reviewed as part of the school action plan:

- IEP and Student Safety Plan (including new or changing accommodation needs and updated intervention and prevention strategies)
- Current behaviours that continue to present a risk of injury.
- Parental/guardian/caregiver intervention and prevention strategies
- Current safety audit of the classroom and school environment
- Staff training/in-service and possible protective equipment needs.
- Alternative measures and contingency plans in case of staff absence
- Re-entry plan and timelines

3.5.2 Classroom and Transportation Safety Audit:

It is important that the environments within which both students and staffs are working are considered safe and free from potential risk of harm. This requirement is especially important for students who present with RI Behaviours. Toward this end, the Administrator, with input from the staff, must conduct an audit of the classroom, school, or bus environments to ensure that appropriate safety precautions are undertaken for any student presenting with RI Behaviours. The Classroom and Transportation Safety Audit (Appendix D) can help guide staff in conducting this audit.

Administrators and educational staff may need to consult with the DDSB Health and Safety Department, Special Education Inclusive Student Services Resource Staff to ensure that all precautions in relation to the physical layout of the work area have been considered.

3.5.3 Classroom Support Staff: Supported Transportation of Students

Transportation of students is an extension of the classroom and can be part of the Classroom Support Staff workday. Safety procedures have been implemented so that a standardized protocol is followed when situations arise on the bus that could impact the passengers or driver. Emergencies could be medical in nature but can also result from behavioural situations. It is important to note that physical interventions/containment cannot be done on a bus. BMS protocols restrict the use of these interventions for a student who is seated or when there is

insufficient space to be able to safely intervene.

Students who meet the requirements for transportation shall be provided with transportation, subject to reasonable safety and accommodation considerations. Where student behaviour puts safe operation of the vehicle or safety of themselves or others at risk (and where appropriate accommodations and mitigation strategies are in place and a safety risk remains), the provision of transportation may be suspended until safety risks are reduced.

Appendix I: Student Identified as Requiring an Alternative Transportation Plan, is a system protocol and accompanying checklist that will assist the Administrator in the planning of transportation for students. In addition, this protocol will guide all staff assigned to transportation responsibilities with the appropriate response in the event of an emergency.

3.5.4 Personal Protective Equipment (PPE):

For students who demonstrate RI behaviours, assessment may indicate the need for Personal Protective Equipment (PPE) for staff. PPE includes equipment, devices or clothing that is used to protect staff members from injury during their daily activities. Examples include protective jackets; arm, hand and shin guards (a full list is available through the Health and Safety Department). PPE is utilized to reduce or eliminate effects of RI behaviour and should be monitored closely for its capacity to do so. Ongoing behaviour assessment can indicate the necessity of current equipment or the need to utilize additional equipment or methods to reduce risk of injury. When required, the use of PPE must be indicated in both the IEP and the Student Safety Plan. School Administrators will consult with appropriate Board staff (ISS System Lead, Health, and Safety) to assess the need and/or effectiveness of the PPE, as required. The assessment will also consider how the use of PPE may affect the student's sense of dignity and respect and/or behaviours.

When RI behaviour is already documented and use of PPE noted in the Student Safety Plan, PPE must be obtained prior to the student beginning the school program. If new RI behaviour occurs, consultation with Psychological Services team members (subject to parent providing informed consent) will ensure the behaviour is understood and both PPE and programming responses will support staff and student safety.

Under the Occupational Health and Safety Act (OHSA), there are provisions related to personal protective equipment (PPE) that have been outlined for all workplace parties. Workers have a responsibility under the OHSA to wear or use the PPE that has been required by the employer. When PPE has been mandated in a Student Safety Plan it must be worn at all times as outlined in the Plan. The requirement for staff to wear PPE under these circumstances is not optional.

The continual use of PPE for staff will be re-evaluated on an ongoing basis and any changes will be updated in the Student Safety Plan.

Refer to Appendix C - Personal Protective Equipment for Safety Requisition Process.

3.5.5 Professional Learning and Training:

Administrators need to evaluate and communicate the staff requirements for training with the Inclusive Student Services Department. Training in Behaviour Management Systems (BMS) non-violent crisis intervention is required for all permanent Educational Assistants and is recommended for staff working directly or indirectly with students with RI Behaviours; as well, re-certification in such training is required annually. Administrators also participate in this training. Such training should be referenced in both the IEP and the Student Safety Plan.

3.5.6 Prevention of RI Behaviours:

In consultation with Inclusive Student Services Professional Services Staff, all DDSB staff supporting students will endeavour to use data collected using evidence-informed procedures to create a learning and working environment which is safe and also attempts to reduce the

probability of occurrence of RI Behaviours. The implementation of environmental, instructional, or behavioural strategies which minimize the probability of RI Behaviours is consistent with DDSB Positive School Climate Procedures and the Ontario Code of Conduct. All DDSB staff are encouraged and trained to use prevention and alternative response strategies to limit the use of intrusive practices.

3.5.7 Use of Least Intrusive Options:

All prevention and intervention intensive support strategies should be used to their fullest capacity with students who demonstrate RI Behaviours. Use of intrusive physical interventions or containment procedures must be done cautiously and judiciously, only as a last resort, most often within a framework of programmed response as outlined within a Student Safety Plan. Where a containment or physical intervention has occurred, staff follow up must include completion of the related documentation in the PowerSchool Student Programming (PSP) system.

3.5.8 Transitioning of Student Whose Behaviour Poses a Risk of Injury to the Student, Staff and/or Others:

A transition plan for a student must be communicated when students transfer from one class to another, to another school, or from another school board (see Transfer of Student Checklist, Appendices E, F and G). For students with an IEP, this sharing of information should be documented in the Transition Plan.

When transferring or placing a student with special needs whose RI behaviour may pose a risk to the student and/or staff and others in the school to which the student is enrolled, it is crucial that the Administrator of the sending school notify, connect, and collaborate with the Administrator of the receiving school before the student arrives. Additionally, the Ontario Student Record (OSR), along with recent Behaviour Logs, IEP, Transition Plan, and Student Safety Plan must also be sent to the receiving school's Administrator prior to the student's arrival. The transfer of information must occur as expeditiously as possible. When parents/guardians/caregivers request that a student be removed from a school where the student is in a Special Education class and seeks to enroll the student in a school without such a program, the student shall not be permitted to attend the receiving school until that school has received all the OSR materials listed above.

In all cases, the Administrator of the receiving school shall ensure that staff expected to work directly with the student are informed of the RI Behaviours and are involved in the review of the Student Safety Plan before the student starts at a particular school or program.

In all cases, the parents/guardians/caregivers of the student shall be advised of the protocol. As well, the start date after enrollment must be communicated to the staff and parents/guardians/caregivers.

A similar process must be followed when transferring a student with RI Behaviors between classes or programs at the same school. Similar factors must be considered and communicated to the receiving staff in the new classroom. A checklist is provided in the appendices for this purpose (see Administrator Checklist for Safe Transfer of Student Who Demonstrates Risk of Injury Behaviour between Classes in the Same School – Appendix E).

3.5.9 Student Briefs

Under the Occupational Health & Safety Act (OHSA), employers of the Board are required to provide information, including personal information, to workers regarding a person with a history of violent behaviour, if the worker can be expected to encounter that person in the course of their work and the risk of workplace violence is likely to expose the worker to physical injury. Student Briefs have been established to fulfill this obligation and to establish a standardized process of

sharing this information with workers, when applicable. Student Briefs are developed by the Administrator and will contain the minimum amount of information necessary to protect workers from physical injury (e.g. photo, classroom/area of school most frequented, type of behaviour that could lead to injury, known triggers). When a Student Brief is created, staff must be notified and for them to review the Brief.

Student Brief(s) are shared with all school staff (including occasional staff). The information contained in the Student Brief is intended as awareness only. Sharing this information does not replace access to the Student Safety Plan or Individual Education Plan for those who require full knowledge. Specific programs and plans are in place for applicable staff who work directly with these students. These should be the only staff that respond to a situation of student behaviour escalation. The Student Brief binder will be centrally retained in the main office for staff reference to protect the confidentiality of the student(s). As a minimum, Student Briefs will be reviewed and updated if needed by the Administrator every September and January.

3.5.10 Staff Scheduling and Proactive School Based Absence Protocols

School administrators are responsible for ensuring that appropriate staffing is in place, through optimizing classroom support staff schedules and school-based protocols (ie. planning for staff absences and support schedule amendments) to support students with RI Behaviours. Routinely revisiting support staff schedules and supporting programming that fosters independence is important to support student and staff safety while maximizing allocated staffing.

Administrators must also ensure that when an occasional/temporary employee is brought in, either the occasional/temporary employee has the qualifications, training, skills, and/or experience to meet the demands of the assignment working with a student who presents with RI behaviour or that the remaining staff members in the classroom can safely supervise the student.

Students must maintain access to their educational placement and every effort will be made to develop a response plan when staff absences impact typical schedules. Administrators must develop contingency plans with staff and parents/guardians/caregivers for those situations in which occasional/temporary employees are not available, or do not have the qualifications, training, skills, or experience required to meet the demands of the student. Staff schedules are adjusted to ensure those with training and knowledge of a child's program are in place to support absences whenever possible. This plan should be developed along with the development of the Student Safety Plan before the student begins a program.

3.5.11 Student Programming: Individual Education Plan (IEP), Transition Plan and Student Safety Plan:

Administrators are responsible for ensuring that IEPs, Transition Plans and Student Safety Plans are developed collaboratively by school and board staff members and that parent/guardian/caregiver consultation is included in the process. The IEP could identify alternative curriculum expectations in the areas of behaviour management, social skills, and communication along with appropriate strategies and evaluation methods. In addition, environmental accommodations may be considered, for example, alternative workspace, strategic seating, proximity to staff, reduction of stimuli and quiet setting/Multi-Modal Rooms.

Transition Plans work in conjunction with the student's IEP to ensure that all due considerations are in place when a student is to undergo a transition from one environment to the next environment.

A Student Safety Plan can exist without an IEP. However, if an IEP is in place to support a student, a detailed Student Safety Plan must be developed in conjunction with the IEP. The following board staff will be involved in developing and/or reviewing the Student Safety Plan as

necessary: Special Education and Regular class Educators, Educational Assistants, school Administrators, and other staff who are part of the student's support team:

- Special Education Facilitator,
- Psychological services,
- Social Worker,
- Speech and Language services.

The full participation of the classroom educator and classroom support staff involved in direct student programming is critical in the development of an appropriate and effective Student Safety Plan; a successful Student Safety Plan is not one that is imposed. While others may recommend or suggest, the educator and classroom support staff must implement the plan daily. Their support for the plan is a significant factor in the Administrator's decisions with respect to student programming, staffing assignment and additional support strategies.

The Student Safety Plan must include details of the necessary PPE that must be in place for the staff before the student begins at the program/school.

3.5.12 Use of Evidence Based Practices:

Inclusive Student Services programming and supports are implemented based upon evidence of their effectiveness; typically, this will involve the use of principles of Functional Behaviour Assessment (FBA) and non-violent crisis intervention strategies (ie., Behaviour Management Systems (BMS)).

All staff who support students that demonstrate RI Behaviour must be trained and qualified and have the knowledge of effective strategies or have the opportunities to acquire this knowledge.

Ongoing and regular evaluation of practices and procedures to address RI Behaviours occurs with parents/guardians/caregivers, educators, professional support staff and community partners.

3.6 Mitigation of Risk of Injury Behaviour and Safety Support Strategies

3.6.1 Critical Response Procedure:

The Durham District School Board recognizes that safety training programs such as BMS may not always fully meet the needs of staff working with students whose symptomatic behaviours pose a significant risk of serious injury to staff and students due to the student's size and strength. Regardless of the level of training and staff experience, Administrators and staff must call 911 for police and/or medical assistance when safe intervention by school staff and/or parent/guardian/caregiver is not possible. The circumstances that require a call to 911 should be outlined in the Student Safety Plan and in should not be based on discriminatory stereotypes and assumptions.

There is a continuum of emergency response procedures that staff must proactively consider and rehearse in order to effectively support when RI Behaviours occur:

A. Emergency Response Procedures:

i. Verbal De-escalation (use of limited verbal response or removal of all verbal responses):

Verbal de-escalation, by either the use of limited specific language or reduction of all verbal interaction is the first step in the continuum of behaviour intervention for students with RI Behaviours. A clear understanding of the verbal escalation continuum, as outlined in BMS training, is essential to assist staff in matching their verbal response to the level of escalated behaviour demonstrated by the student.

- ii. **Guided Assistance/Attention Redirection:** More typically known as a physical prompt, Guided Assistance and/or Attention Redirection involves physically touching the student on a designated spot, e.g., arm, shoulder, to guide and redirect the student from one location to another (Guided Assistance) or., to provide calming reassurance and to redirect their attention to enable the learning process (Attention Redirection). The use of Guided Assistance or Attention Redirection is based upon assessment and is structured within the IEP or the Student Safety Plan as a programmed response.

B. Alternative Spaces:

- i. Some students experience difficulties regulating their sensory responses. Other students have difficulty with emotional regulation and impulse control due to a neurological or developmental condition. Trauma may also impact a student's ability to regulate emotions. Their responses to distressing situations may escalate and lead to significant emotional dysregulation. Multi-Modal Rooms offer a student who is beginning to experience an escalated state of sensory arousal, or other triggers which lead to emotional distress, the opportunity to remove themselves from classroom activities for a period of time. It provides a private, quiet, and safe place where a student can calm down under staff supervision. See Procedure: [Multi-Modal Rooms Procedure](#) for guidelines in the creation and use of Multi-Modal Rooms to support students. It is important to note that the procedure for Multi-Modal Rooms requires 1) consultation with appropriate Professional Student Services staff 2) parent consultation and 3) consistent data tracking.

SPECIAL NOTE: Redirecting and/or Escorting: Escorting and redirecting procedures, e.g., holding hands or arms, may only be used to prevent the student from engaging in self-injurious behaviour; such procedures are never to be used to secure compliance. Because these strategies are used only rarely and under prescribed circumstances of highly imminent risk, staff employing such techniques must do so in consultation with Inclusive Student Services professional staff. Staff using such techniques should use them judiciously, only as specified within an IEP or Student Safety Plan and with thorough documentation regarding their use, including frequent and regular multi-disciplinary review meetings. Additional assessment through information gathering processes would be considered necessary to mitigate the frequency with which these strategies are used. Unlike the Student Safety Plan, parent/guardian/caregiver consent *must* be secured before the use of escorting and redirecting procedures. Administrators are encouraged to contact Inclusive Student Services leadership to answer any questions.

C. More Intrusive Options

- i. **Special Equipment:** Physiotherapeutic equipment or devices such as safety vests, helmets and special equipment may be used to move students with physical challenges and/or sensory needs; at times, this equipment may be used to decrease the probability of RI behaviour. Specific types of equipment are professionally authorized by clinical staff and approved for use by parents/guardians/caregivers. They are specified on the student's IEP and Student Safety Plan.
- ii. **Containment:** School staff may need to restrict a student's behaviour if an injury to the student or others is imminent. 'Containment' refers to a specific set of actions used in a crisis situation wherein the student poses an immediate risk to self or others; specific training is required by staff to use such procedures, i.e., BMS Training. Containments should be used only to secure student and staff safety, with the intention of avoiding harm or injury; they are stopped immediately when there is no longer a clear and imminent risk to the student or others. Parents/guardians/caregivers must be informed of the use of containment under these circumstances. As outlined in the IEP and Student Safety Plan, appropriate documentation in Power School Program must be completed by staff when the use of containments occurs. Physical containments cannot be administered on a bus as it is unsafe to do so for both the staff and student.

D. Debriefing RI Behaviour Incidents:

Each time a student demonstrates RI Behaviour, and particularly if there is a staff/student injury or when containment is required, the Administrator must meet with all staff involved in the situation, to debrief the occurrence in a timely manner. The purpose of the debriefing is to determine the precursors that led to the event, what can be done in the future to prevent an RI incident and the need for additional training or personal protective equipment. During the debriefing the IEP (including any accommodations), Transition Plan and Student Safety Plan must be reviewed and revised as necessary. A checklist of items to be discussed in the debriefing can be found in the Incident Debriefing Form (Appendix H).

In those situations where physical interventions for a student are frequent and on-going, it is the expectation that regular meetings will take place to discuss strategies to decrease the frequency of physical interventions and that these meetings will include Professional Services staff.

Where there are significant safety concerns for the student with RI Behaviours, other students, and staff members, as per Section 265 (1) (m) of the Education Act, the Administrator can exclude the student from attending the class/program for safety reasons on a temporary basis. Consideration must be given to human rights and responsibilities, imminent safety needs, and factors that would mitigate the concern. A pause on access may be considered to support debriefing and consultation towards a Student Safety Plan update to address the safety needs stemming from RI behaviour(s). *The Administrator must consult with the Family of Schools Superintendent and Inclusive Student Services Superintendent when considering exclusion.*

At times, students may witness or be personally impacted by a peer's Risk of Injury behaviour. It is essential that as a part of the debriefing and repair that occurs, student needs are centred, and they are invited to participate. When incidents occur that shift students' sense of safety, they may show their distress in a variety of ways and their needs may change as time passes. Remaining attuned to students and continually providing transparency and choices is essential for rebuilding and strengthening classroom communities.

3.7 Reporting and Record Keeping

A number of reporting and record keeping procedures related to student behaviour currently are required by the Education Act, Ministry of Education and within the Durham District School Board.

Guidance will be provided regarding the retention and destruction of these documents aligned with privacy and record maintenance requirements.

The following documentation must be completed, when appropriate, and updated regularly where in use:

- i. **Student Safety Plan:** The Student Safety Plan is completed by the school team, often in consultation with Inclusive Student Services team members. It is reviewed regularly, is an important tool during debrief, and is updated as program needs and related supports shift.

- ii. **Physical Intervention/Containment Report Form:** Completed by the Administrator for each time a physical intervention/containment is required. The form is currently accessed and completed through Power School Student Program (PSP)
- iii. **Safe Schools Incident Reporting (Reporting of Serious Student Incident Under the Education Act (PPM 144/145):** When the activity of a student is such that the discipline/actions could reasonably lead to suspension or expulsion, staff must complete a Safe Schools Incident Reporting Form. This form is submitted electronically through Employee Self-Serve.
- iv. **Employee Violent Incident Report Form (Occupational Health and Safety Act):** All employees have a responsibility to report a violent incident to their Administrator/Supervisor. An electronic form to document the incident is available through Employee Self-Serve. Copies of submitted forms are received by the System Lead for Positive School Climates and Health and Safety to support schools in planning.
- v. **Supervisor Accident Investigation Report Form (SAIR):** The SAIR (also referred to as the Parklane Report) is used to report employee workplace injuries. The form is filled out electronically and submitted by the Administrator/Supervisor. If staff have been injured during the course of their work:
 - Seek first aid or medical attention (if required).
 - Immediately report the workplace injury to the Supervisor. Provide information to the supervisor outlining the events of the accident. Assist with the accident investigation.
 - Contact Ability Case Manager for any questions or concerns at 905-666-6941 or 905-666-6495.

4.0 Reference Documents

- 4.1 Policies
 - Indigenous Education Policy
 - Human Rights Anti-Discrimination and Anti-Racism Policy
 - Safe and Respectful Workplace and Harassment Prevention Policy
- 4.2 Procedures
 - Human Rights Inclusive Design and Accommodation Procedure
- 4.3 Other Documents
 - Ontario Human Rights Code
 - Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities

Appendix:

- Appendix A -Administrator Preventative Action Plan
- Appendix B –ABC Data Sheet & Behaviour Logs
- Appendix C –PPE Process
- Appendix D –Classroom, School & Bus Safety Audit
- Appendix E –Administrator Check List for Safe Transfer of Student
- Appendix F –Sending Administrator Checklist
- Appendix G–Receiving Administrator Checklist
- Appendix H–Incident Debriefing Form
- Appendix I–EA Supported Transportation for Students Requiring Alternative Transportation

Effective Date

2024-10-09

Amended

2006-05-07
2013-11-14
2016-11-16

Administrators' Preventative Action Plan for Students with Risk of Injury Behaviours

School teams are reminded of the requirement to ensure Human Rights Code related accommodations are reflected in planning, are properly implemented with consistency, and are reviewed regularly with adjustments made as needed.

ITEM		ACTION	SUPPORTING RESOURCE	NOTES
SPECIALIZED SUPPORT STAFF (SOCIAL WORK, PSYCH SERVICES, SLP)	☐	Familiarize yourself with the referral process to access specialized support staff (Social Work, Psychological Services, Speech Language Pathologists).	https://spark.ddsb.ca/en/student-and-curriculum-support/inclusive-student-services.aspx	Click or tap here to enter text.
CONSULT WITH INCLUSIVE STUDENT SERVICES TEAM	☐	Consult with Inclusive Student Services regarding community agencies that can offer support.		Click or tap here to enter text.
BEHAVIOUR LOG	☐	Initiate and ensure ongoing tracking of student behaviour.	Appendix B: Behaviour Log	Click or tap here to enter text.
REPORTING	☐ ☐	Establish process for staff to communicate their health and safety concerns. Understand the required reporting process for when a violent incident, injury or physical containment occurs.	Reporting of Violent Incidents eLearning Module (DDSB Spark)	Click or tap here to enter text.
BEHAVIOUR MANAGEMENT SYSTEMS (BMS) TRAINING	☐ ☐	Ensure applicable staff have up to date BMS Training. Practice BMS response strategies and revisit data on a regular cycle of planning	Practitioner Resources <u>for those trained in BMS</u> (including practice videos) http://www.bmst-fsgc.com	Click or tap here to enter text.
CLASSROOM SAFETY AUDIT	☐	Conduct environmental audit – school (common areas), classroom & bus.	Appendix D: Classroom, and Transportation Safety Audit	Click or tap here to enter text.
LOCALIZED SAFETY PROTOCOL	☐	Establish a localized safety protocol to secure area during a period of escalation (e.g. corridor, single classroom).		Click or tap here to enter text.
STUDENT SAFETY PLAN (SSP)	☐	Ensure a safety plan is developed, communicated and revised as necessary. Collaborative process with school team.	Refer to PowerSchool Student Programming	Click or tap here to enter text.
PROVISION OF INFORMATION (STUDENT BRIEF)	☐	To be shared with all permanent and occasional staff. Consult with FOS System Lead and/or ISS System Lead for assistance. <i>Ensure confidentiality is maintained.</i>	Student Brief - DDSB Spark	Click or tap here to enter text.

ITEM		ACTION	SUPPORTING RESOURCE	NOTES
DEBRIEF	☐	Establish a process to debrief with staff after an incident. Use the “Incident Debriefing Form” to guide and document your discussion. Complete debrief in a timely manner.	Appendix H - Incident Debriefing Form	Click or tap here to enter text.
RADIO PROTOCOL	☐	Establish radio protocol to summon assistance. Review with supporting staff.	Consult with ISS Instructional Facilitator	Click or tap here to enter text.
CONTINGENCY PLAN FOR STAFF ABSENCES	☐	Ensure occasional/temporary employees have the qualifications, skills, and/or experience to meet the demands of the assignment or that the remaining staff members in the classroom can safely supervise the student. Consider an internal shuffle. Notify staff when contingency plans are in place. Supply handbooks current.		Click or tap here to enter text.
TRANSITION PLANNING	☐	If new student to the school, consult with sending Administrator and parents/guardians to establish the transition plan/team/timelines and proceed with above “Action Plan” Met with staff/classroom support staff, who will directly support the student, to share information from the students’ IEP, Transition Plan and Student Safety Plan and complete safety audit, student brief, and/or update to Student Safety Plan.	Appendix E,F,G: Receiving Administrator Checklist for Safe Transfer of Student Who Demonstrates Risk of Injury Behaviours	Click or tap here to enter text.
REGULAR, ONGOING COMMUNICATION WITH PARENTS/GUARDIANS/CAREGIVERS	☐	Establish a process for ongoing communication with parents/guardians/caregivers of students who present risk of injury behaviours.		Click or tap here to enter text.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	☐	Consultation with Inclusive Student Services and Health & Safety team members to assess the program and further needs.	Classroom Support Staff Go-To Guide for Health & Safety	Click or tap here to enter text.

ABC Data Sheet

An ABC data sheet is used to gather detailed information about a student's challenging behaviour. It can provide information about possible triggers for the challenging behaviours as well as insight into the purpose (function) that the behaviours serve for the student. This information is essential to the development of an effective behavioural support plan for the student.

Instructions: Record information under the corresponding columns any time the student displays challenging behaviour. Try to provide as many relevant details as possible to paint a clear picture of the environment and everything that occurred just before the behaviour started until it ended. Examples are provided below.

Each time a new episode occurs, complete a new entry. Feel free to write in point form or use abbreviations.

Student: _____

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration
EXAMPLE	Who was present? Did staff say/do anything just before behaviour occur? Did student say/do anything just before? Did others say/do anything? Describe the environment (noisy, quiet, another student yelling) What was student doing at the time of incident? Work/leisure? Any other relevant info or variables affecting child? (fell & got bruise earlier)	List all behaviours displayed using action words. Record frequency Hit staff= x 3 Hit student = x 1 Threw math sheet off desk Swear words = 10 Drop to floor Rolling on floor Knocking items off shelves	Describe anything staff or others said or did when behaviour started? Describe any changes in the environment once behaviour started (students evacuated from room, computer was stopped) Any other relevant info?	Did behaviours continue or stop? Did behaviours escalate or decrease in intensity?	Estimate duration of episode from beginning to end.
Jan 19 10am CW-staff In classroom	Staff (CW) told student that recess had to indoors due to rain - tried to explain why & suggest indoor activities	Swearing x 5 Hit CW x 4 Throw book off table	Staff said "no hitting" Staff requested back up Back up arrived - took student for walk in hallway to calm	Behaviours stopped when student left for walk. Student returned calm after walk	2 min

Appendix B

Date Time Staff Setting	Antecedent Describe the environment and what occurred prior to the behavior	Behavior List the challenging behaviours displayed and how many times	Consequence Describe what happened when the behavior started or how the environment changed	Outcome Did the behaviours stop? Escalate? Decrease?	Duration

Behaviour Log

Student's Name:						
Date	Time	Antecedent (demands, etc.)	Behaviour (duration, frequency)	Intervention Used	Consequences (what occurred after the behaviour)	Comments

Appendix B

Student Name: _____

Date: _____

Schedule	Behavior 1	Behavior 2	Behavior 3	Notes:
9:10– 9:20	Y N	Y N	Y N	
9:20 – 9:30	Y N	Y N	Y N	
9:30-9:40	Y N	Y N	Y N	
9:40-9:50	Y N	Y N	Y N	
9:50-10:00	Y N	Y N	Y N	
10:00-10:10	Y N	Y N	Y N	
10:10-10:20	Y N	Y N	Y N	
10:20-10:30	Y N	Y N	Y N	
10:30-10:40	Y N	Y N	Y N	
10:40-10:50	Y N	Y N	Y N	
10:50-11:00	Y N	Y N	Y N	
11:00-11:10	Y N	Y N	Y N	
11:10-11:20	Y N	Y N	Y N	
11:20-11:30	Y N	Y N	Y N	
11:30-11:40	Y N	Y N	Y N	
11:40-11:50	Y N	Y N	Y N	
11:50-12:00	Y N	Y N	Y N	
12:00-12:10	Y N	Y N	Y N	
12:10-12:20	Y N	Y N	Y N	
12:20-12:30	Y N	Y N	Y N	
12:30-12:40	Y N	Y N	Y N	

Appendix B

12:40-12:50	Y N	Y N	Y N	
12:50-1:00	Y N	Y N	Y N	
1:00-1:10	Y N	Y N	Y N	
1:10-1:20	Y N	Y N	Y N	
1:20-1:30	Y N	Y N	Y N	
1:30-1:40	Y N	Y N	Y N	
1:40-1:50	Y N	Y N	Y N	
1:50-2:00	Y N	Y N	Y N	
2:00-2:10	Y N	Y N	Y N	
2:10-2:20	Y N	Y N	Y N	
2:20-2:30	Y N	Y N	Y N	
2:30-2:40	Y N	Y N	Y N	
2:40-2:50	Y N	Y N	Y N	
2:50-3:00	Y N	Y N	Y N	
3:00-3:10	Y N	Y N	Y N	
3:10-3:20	Y N	Y N	Y N	
3:20-3:30	Y N	Y N	Y N	
3:30-3:40	Y N	Y N	Y N	
Total:				

Appendix B

Incident Duration and Intensity (only record for level 2 and 3)

Start	Finish	Intensity

Intensity scale:

1 - in class, following schedule, complying with staff requests

2 - mild/moderate in their space, out of seat, not following staff requests or requiring redirection back to task

3 - severe (has eloped from the class, engaging in physical aggression, verbal aggression, unsafe behaviour or property destruction)

Behavioral Intervention Program Daily Behavioral Frequency Sheet

Student:

Target Behavior:

Date: _____

Time	Target Student On-Task	Total	Peer On-Task	Total	Time and Request/Activity
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
	Totals				

Time on task is marked during the first minute of each 5 minute interval.

Personal Protective Equipment for Safety Requisition Process

Aim / Intention

The below is the process that schools and school teams should be following to request the use of Personal Protective Equipment (PPE) for safety when Risk of Injury Behaviour presents. The process is designed so that all other options for controls and mitigation of risks are considered prior to the use of PPE.

Gather Data / Assess Controls

Data

- Data does not indicate a clear and consistent trend towards the need for ROI mitigation - PPE Inquiry stops, focus on Hierarchy of Controls
- Data does indicate a clear and consistent trend towards the need for ROI Mitigation. Hierarchy of Controls are considered. If further need required proceed below

Hierarchy of Controls are Considered

- Environmental Controls
- Contextual Controls
- Specific Programming Review / Consultation

Process to Follow

Site Supervisor Decision

Administrator Completes the Administrators Preventative Action Plan for Students with Risk of Injury Behaviours

- Have considered all potential options on the action plan to determine if PPE is an appropriate option
- If no other option will mitigate the present risks Administrator moves to submission

Administrator Completes PPE Requisition Form

- Administrator gathers required information
- Administrator prepares gathers appropriate data, inclusive of PPE options and sizing
- Administrator also considers the impact of PPE worn by staff on the dignity and respect of the student

Review of Submission

PPE Requisition Form is submitted and submission is reviewed as a team by:

- Administrator
- Health and Safety
- ISS System Lead
- Psychological Services (Consult)

Committee Decision

- If committee determines that no other means will ensure worker safety document is finalized to indicate fulfillment
- If committee determines that there are possible other means for mitigation, Administrator will go back with action items.

Ongoing Review of PPE Need

At a minimum, each situation where PPE is required for safety, it will be reviewed by Administrators as to whether the PPE is still required at the onset of each term / semester.

- Teams will review accomodation plan and make appropriate adjustments: Data trends, Hierarchy of Considerations,
- If determined that PPE is required, Administrator will continue its implementation and support its use, always with a lens to not require it
- If determined that PPE is no longer required. Administrator will note that and direct staff of its discontinuation. PPE returned to central storage
- Implement/ensure communication of a regular reviw date

PPE Requisition Form

The below form is to be followed and completed by Administrators when considering the use of PPE. Please complete the form and then share a copy (via OneDrive or Drive) to the System Leads for Inclusive Student Services. They will reach out and schedule the next steps.

Part A) – Student Information	
Student Name:	
Student Number:	
School:	
Current Date:	
Part B) – Gather Data and Assess Controls	
Data Collection Completed	Data collected indicates a required need for PPE. Be prepared to share and present the data trends present around behaviours of concern
Hierarchy of Controls have been considered	1) Environmental a. Have all environmental controls been considered and enacted b. Example. Creating space where possible 2) Contextual a. Has an analysis of contextual factors been completed b. Ex. Sensory considerations, timing, specific event 3) Specific Programming Review / Consultation a. Can the specific program of a student be adjusted to lessen the intensity of frequency of presenting behaviours of concern 4) Be prepared to discuss and share actions 5) Consideration for new or amendments to accommodation needs; adjustments as needed
Part C) – Complete the Administrator's Preventative Action Plan for Students with Risk of Injury Behaviour	
Action Plan	1) Administrators and teams complete the Administrator's Preventative Action Plan for students with Risk of Injury Behaviour a. Complete and be prepared to discuss all aspects of the action plan

Appendix C

Student Considerations	1) Administrators will consider the use of PPE and judge if a student's dignity and respect will be adversely affected or if the use of PPE will increase the potential for Risk of Injury Behaviours
Part D) – Equipment Being Requested	
Equipment Requested	1) The requested equipment, sizes, and numbers of each that are required for those that are in direct support of the student are noted below: _____ _____ _____ _____ _____ _____ _____
Part E) Review and Discussion of Submission	
Sharing of Requisition to ISS System Leads	1) This form is to be shared via OneDrive or Drive to both ISS System Leads - Conor Jinkinson - Michelle Crawford-Eade
Review Team ** To be filled out after submission ***	1) ISS System Lead will schedule the Review Team - ISS System Lead: _____ - Health and Safety Representative: _____ - School Administrator: _____ - Psychological Services Member (consult): _____
Decision Reached by Committee	Decision Reached by Committee: - PPE Recommended _____ - PPE Not Recommended _____
Documentation to be Updated	Documentation to be updated: - Student Safety Plan _____ - Individual Education Plan _____
Part F) – Date of Further Review	
Date of Next Review	

Appendix C

(Not to exceed next term or semester)	
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Appendix D

Classroom and Transportation Safety Audit

Below are considerations to support safe learning and working environments. The assessment of these spaces is an ongoing process and will require re-evaluation as the strengths and needs of a student change. The assessment of these spaces is a shared responsibility between school administration, classroom educator and classroom support staff. When required, additional support in classroom set-up strategies to mitigate risk of injury can be obtained through the Inclusive Student Services Department.

Communication

- PA system is accessible and operational. Ensure all classroom staff are instructed on its use.
- Two-way radios are available and charged overnight. A radio protocol has been established for staff to obtain immediate assistance.

Emergency Procedures

- If required, a localized safety protocol for removing students and supporting the situation has been established and reviewed with applicable staff.
- Occasional Teacher Handbook available in classroom and up to date with emergency and crisis response plan information. Time is provided for supply staff to review.
- Emergency response procedures have been posted in the classroom (yellow decal). Staff trained on-site specific procedures.
- Emergency exit doors remain clear of specialized equipment and other large materials.

Electrical Safety

- Cords from specialized equipment do not present a trip hazard and are safely secured.
- If electrical appliances are used to support the program (fridges, stoves, kettles, microwaves, washer and dryer), ensure they are board approved with appropriate safety certification markings, such as CSA. Consult with the Health and Safety Department if unsure.
- If an extension cord is needed, it is for temporary use only and of appropriate length.
- If power bars are used, do not overload.

Furniture

- Plan for furniture placement. Considerations for creating proximity to students or managing elopement from classroom may be required.
- Only Board approved furniture and floor matting permitted; items not easily cleaned and disinfected have been removed.
- Book shelving is securely fastened.

Learning Materials

- Computer hardware and audiovisual equipment securely fastened.
- Alternative learning materials are used (safety scissors, safety compass).
- Lids on bins are secured (or removed).
- Art supplies are stored in a secure cupboard.

Housekeeping

- Classroom space is kept uncluttered.
- Sharp items from the educator's desk, brooms, dustpans, meter sticks are secured.
- Classroom chemicals (such as hand sanitizer and disinfectant) kept in a secure location.

Transportation

- Transition routines when boarding and onboarding the bus have been established and practiced.
- Transition routines when entering and exiting the classroom have been established and practiced.
- Educational Assistants supporting transportation have reviewed the process for summoning immediate assistance during transportation (Appendix I: Student Identified as Requiring an Alternative Transportation Plan (EA Supported Transportation Planning)) and/or the additional instructions outlined in Student's Safety Plan.

Appendix E

Administrator's Checklist for Safe Transfer of Student Who Demonstrates Risk of Injury Behaviours between Classes within the Same School

A reminder to check that any Human Rights Code-related accommodations are reviewed/up-to-date, and that they are being properly implemented (and make any adjustments, if needed)

A student who is identified as exceptional may demonstrate some of the following behaviours:

- ☐ Persistent attempts at self-injury
- ☐ Pattern of risk of injury behaviour toward staff
- ☐ Pattern of risk of injury behaviour toward peers
- ☐ Persistent attempts to damage property
- ☐ Persistent verbal and or physical escalations that interfere with other's safety and/or learning
- ☐ A lack of predictability for risk of injury behaviours

Checklist for School Administrators

- ☐ Review OSR to ensure there is an updated IEP, and/or SSP and a Transition Plan
- ☐ Establish the parent/guardian/caregiver role in the transfer process.
- ☐ Establish a transfer team within the school.
- ☐ Develop a timeline for transfer.
- ☐ Work with the student to establish their interim needs during the process.
- ☐ Develop a transfer plan based on student needs; the plan may include classroom visits; establishing a supportive relationship with the receiving classroom and specifically, key support staff.

Transfer Team may consist of, but is not limited to:

- ☐ Student
- ☐ Parent/guardian/caregiver
- ☐ Current educator(s) and school support staff
- ☐ Principal or designate.
- ☐ SERT
- ☐ Inclusive Student Services Staff

Appendix F

Sending Administrator Checklist for Safe Transfer of Student Who Demonstrates Risk of Injury (RI) Behaviours

A reminder to check that any Human Rights Code-related accommodations are reviewed/up-to-date, and that they are being properly implemented (and make any adjustments, if needed)

A student who presents with risk of injury behaviour may demonstrate some of the following behaviours:

- ☐ Persistent attempts at self-injury
- ☐ Pattern of risk of injury behaviour toward staff
- ☐ Pattern of risk of injury behaviour toward peers
- ☐ Persistent attempts to damage property.
- ☐ Persistent verbal and or physical escalations that interfere with other's safety and/or learning.
- ☐ A lack of predictability for risk of injury behaviour

Checklist for Transferring School Administrators

- ☐ Review OSR to ensure there is an updated IEP, and/or SSP and a Transition Plan
- ☐ Establish the parent/guardian/caregiver role in the transfer process.
- ☐ Contact the receiving Principal to establish a transfer process.
- ☐ Establish a transfer team with the receiving school.
- ☐ Develop a timeline of events.
- ☐ Work with the student to establish their interim needs during the process.
- ☐ Develop an entry plan based on student needs; the plan may include school visits; establishing a supportive relationship with the receiving school and specifically, key personnel; visit to the new setting; and review of transportation.

The Transfer Team may consist of, but is not limited to:

- ☐ Student
- ☐ Parent/guardian/caregiver
- ☐ Current educator(s) and school support staff
- ☐ Principal or designate (sending and receiving)
- ☐ SERT (sending and receiving)
- ☐ Receiving program classroom staff
- ☐ Inclusive Student Service Staff

Appendix G

Receiving Administrator Checklist for Transfer of Student Who Demonstrates Risk of Injury Behaviours

An Administrator who is to receive a student with special education strengths and needs from within the DDSB who has a profile that could be described as “in risk” will be notified by the sending Administrator and/or School Team Instructional Facilitator.

A reminder to check that any Human Rights Code-related accommodations are reviewed/up-to-date, and that they are being properly implemented (and make any adjustments, if needed)

Checklist for Student Transfer from Within the DDSB

- ☐ Consult with School Team
- ☐ Collaborate with the sending Administrator and parent/guardian/caregiver to establish a transfer team and timelines.
- ☐ Review the OSR and ensure there is an updated IEP, and/or SSP and a Transition Plan.
- ☐ Review existing medical/neurological/developmental, professional assessment information noted in IEP.
- ☐ Review the support services (community agency and DDSB) working on behalf of the student.
- ☐ Work with the sending school to develop supportive relationships with parent/guardian/caregiver and student.
- ☐ Review staffing needs and any required training/professional development.
- ☐ Meet with staff/classroom support staff, who will directly support the student, to share information from the students' IEP, Transition Plan and/or Student Safety Plan. Complete safety audit, student brief, and update to Student Safety Plan as needed.
- ☐ Review the need for and locate personal protective equipment.
- ☐ Complete a classroom safety audit specific to the student (Appendix D)
- ☐ Ensure that a behaviour log (Appendix B) has been developed and is used on a daily basis to track behaviours, trigger prevention and intervention strategies.
- ☐ Become familiar with the required reporting and record-keeping procedures when a violent incident or physical containment occurs. Assess staffing needs including need for training and personal protective equipment (PPE), where needed including correct sizes.
- ☐ Put in place a communication system for staff, i.e. two way radios.
- ☐ Review transportation plans.
- ☐ Where appropriate, consult with the ISS System Leads.

Additional Items for Student Transfer from Outside the Board

- ☐ Register the student at their home school in order to initiate the placement process.
- ☐ Develop a school entry plan prior to the student attending a school; to facilitate this, the Administrator shall inform the School Team including the ISS integrated Team
- ☐ Contact the sending school and begin the process of gathering essential information.
- ☐ Collaborate with sending Administrator and parent/guardian/caregiver to establish a transfer team and timelines.
- ☐ Request the transfer of the OSR to the home school.

Students in the Care of Children's Aid Societies (CAS)

See Procedure 6250, which outlines procedures for admittance of students who currently are in the care and custody of CAS.

Appendix H

Incident Debriefing Form

Each time a student demonstrates Risk of Injury (RI) behaviour, if there is a staff/student injury or when containment is required, the Administrator **must** meet with all staff involved in the situation, to debrief the incident as soon as possible.

The purpose of the debriefing is to determine the triggers that led to the incident, what can be done in the future to prevent an RI incident from recurring, and to assess if there is a need for additional training or support from the Inclusive Student Services (ISS) Team. During the debriefing, the Individual Education Plan (IEP), Transition Plan and Student Safety Plan (SSP) **must** be reviewed and revised as necessary. All changes **must** be communicated to staff who provide direct support to the student.

In situations where physical interventions for a student are frequent and on-going, it is the expectation that regular meetings that include the school team and where deemed appropriate members of the ISS Team (Psychological Services, Social Workers, and Speech Language Pathologists) will take place to discuss strategies to decrease the frequency of physical interventions.

A reminder to check that any Human Rights Code-related accommodations are reviewed/up-to-date, and that they are being properly implemented (and make any adjustments, if needed)

This template will guide your discussion.

Incident Debriefing Form (To be completed with staff involved)			
Student Name		Grade	
Description of Incident:			
Injury Assessment (including First Aid or Medical Attention Immediately Provided):			
Student/Staff Name:		Student/Staff Name:	
Description of Injury and Response:		Description of Injury and Response:	
Health and Well Being for Students and Staff			
Student involved: support offered, immediately and in the hours following		Student(s) who may have witnessed or been impacted by the incident: support offered, immediately and in the hours following	

Staff requiring support following the incident: (Allow time for staff to discussion incident and express feelings)	Debriefing Date and Time:	
	Staff Involved in Incident (educators, EAs, admin, secretary, custodian)	Staff Participating in Debrief
Communication: Were all appropriate people notified in a timely manner? (Please make appropriate notes and recommendations.)		
Administrators:	School Special Education Team:	
Class Team:	Parent(s)/Caregiver(s):	
Central District Team (if necessary):		
Incident Review:		
Review triggers/contributing factors to the incident.		
Discuss what could have been done to prevent/minimize the incident		
Review strategies and safety protocol and make any necessary changes to the IEP, Transition Plan and/or SSP		

Follow Up Activities and Record Keeping			
☐ If injury has occurred or first aid required, Administrator to complete the Supervisor's Accident Investigation Report (SAIR) through Parklane	☐ Complete Employee Violent Incident Form (Employee Part A and Administrator Part B)	☐ Complete Safe Schools Incident Reporting Form – Employee Part I and Administrator Part 2 (Bill 157)	☐ Administrator completes ONSIS reporting if incident meets criteria of PPM 120 violent incident reporting
☐ If containment was required, Administrator or designate completes and submits Physical Containment Report using PSP. Form automatically submits to ISS System Leads.	☐ Reviewed Student Safety Plan updated if required. Share updated SSP with all applicable staff.	☐ Reviewed Individual Education Plan and updated if required. Share updated IEP with all applicable staff.	☐ Reviewed Transition Plan and updated if required. Share updated Transition Plan with all applicable staff.
☐ Administrator followed the Police/School Board Protocol and contacted police (if required)	☐ Administrator considered and if required consulted and initiated Violent Threat Risk Assessment	☐ If student was injured, completed the OSBIE Student Accident Report	
☐ Administrator makes arrangements for any additional professional development required for staff	☐ Administrator followed up with appropriate Bias-Free Progressive Discipline if required and in consistency with appropriate procedures.		
Any Other Pertinent Information, including present check-in date; if appropriate			

Collaboratively reviewing the debrief procedure/process can be helpful in determining if steps were missed and/or to inform potential changes or updates based on feedback on the debrief of the incident.



Student Identified as Requiring an Alternative Transportation Plan

Durham Student Transportation Services (DSTS) is fully supportive of an integrated student transportation system for all students where it is safe and practical to do so. Some students may require transportation which would otherwise not be granted based on-board transportation criteria. These alternative transportation plans can stem from a variety of reasons or circumstances. Students requiring alternative transportation will be transported on traditional buses (72 or 18 passenger) unless, due to the nature of the need or safety concerns, more appropriate alternative accessible transportation is required.

Through the individual student transportation plan, applicable student demographic information, in addition to the following is indicated:

- Ability to ride regular bus
- Mobility apparatus required for student
- Safety apparatus and/or health related concerns
- Seating arrangements (i.e. require special seating/location in vehicle, ability to travel alone and/or accompaniment by an Educational Assistant during transportation)
- Boarding/deboarding/securement of students as per Accessibility Standards for Customer Service
- Duration (start date/end date/review date) and/or regular/modified school hours.

Route Coordinators assess information received to determine processes necessary to facilitate appropriate and cost-effective transportation services and routing.

In accordance with Freedom of Information protocols, Operators/Drivers are provided with applicable information necessary for the provision of safe transportation for our students.

Transportation of students is an extension of the classroom and school administration is responsible for the behaviour of students while they are transported. The bus driver's primary responsibility is the safe operation of the moving vehicle. Safety procedures have been implemented for drivers so that a standardized protocol is followed when situations arise on the bus that impacts the safety of the passengers and/or the driver on the bus (i.e. Progressive Discipline for Infractions on the School Bus, Reporting of Accidents or Incidents, Epi Pen Emergency Procedures, Medical Emergencies on the Bus, Seizure Disorder, etc.)

Educational Assistants or other Support Persons Travelling with Students to Facilitate Home/School Transportation of Special Needs Students

- Student support for transportation to/from school by an Educational Assistant (EA) or other support person comprises a component of the employee's workday for which normal workplace protocols (i.e. job duties, establishment/staggering of work hours, etc.) are applicable and requires similar support and/or monitoring/reporting/facilitation of the student IEP as utilized in the classroom.
- School team will review feasibility of student receiving travel training and/or orientation as part of the IEP.
- School administration works through Facilitator to ensure appropriate EA coverage (hours/scheduling) as required for accompaniment during transportation.
- School administration assigns Educational Assistant(s).
- School administration to notify DSTS Route Coordinator of names of EA(s) who may ride the bus so that names can be added to the bus manifest.
- Staff supporting special needs transportation are to be familiar with DSTS web site, Policies and Roles/Responsibilities of various stakeholders (i.e. Driver, School, Students, Parent(s)/Caregiver(s), etc.) as it relates to student transportation.
- EA Pick up/Drop off stop (stops established only at designated school that student attends) **Note:** EA may be required to assist with boarding/deboarding (based on requirements in Transportation Plan), however, will not go to the door of the residence – it is the parent(s)/caregiver(s) responsibility to get the student from the residence to the bus stop and from bus stop to residence.
- School team or other Board personnel will facilitate training, for Educational Assistants and/or other support person accompanying students in transit, in common strategies and/or student specific strategies/goals/expectations established to support attainment of the goal of successful transportation as well as emergency protocols. Training will include emergency evacuation training (when to evacuate and how to do so safely).
- School administration will establish a back-up plan for when the regular Educational Assistant is absent (i.e. in situations where an EA is required to support student transportation and no Educational Assistant is at the school, the driver would continue on the route but not pick up students who require an EA).
- Understanding what works to support successful student transportation is usually individually determined and what works for one child may have a negative effect on another. In the event that a reward system is implemented, it must be supported by school administration and/or student IEP (not driver and/or EA implementing without collaboration with appropriate school staff). **Note:** Food should not be used as a reward – not only would this encourage eating on the bus, but the students and/or others travelling on the bus, may have food allergies and/or choking could occur. Any deviation from this must be approved through the administrator and/or facilitator then communicated to DSTS in advance of programming change.
- Routines for safety at school (e.g., backpack check) must be reflected in transportation safety planning specific to the student (e.g., backpack left at front of bus during transport then checked by Admin as per school routine; EA prompt to student upon boarding).
- School administration is responsible for the provision/transfer of applicable information to supply replacement personnel as it relates to strategies/plans in place to support successful student transportation.

- EAs must be sitting while the bus is in motion; no BMS containments while bus in motion.
- If shallow suctioning is a component of student's support, a plan must be in place for safe stop location(s). Shallow suctioning is not to occur on a moving bus.

Circumstances where it is Unsafe/Unsuitable to Commence/Continue Transportation

- Students having a difficult day at home or school may escalate into behavior and/or present safety issues during transportation. In some situations where safety may be compromised, it may be necessary to re-assess transportation plans for the day and for parent(s)/caregiver(s) to drop off and/or pick up the student at the school.
- School administration must establish a process to address situations where it appears that circumstances are such that it is unsuitable for the student to travel on the bus on a given day.
- Parent(s)/caregiver(s) must be informed regarding their role when transportation is unable to proceed safely. This may include when parent(s)/caregiver(s) are not at the bus stop to meet student, circumstances when bus returns to school, when 911 is called, when behaviour has escalated and it is not safe for student to board bus from home and/or from school.
- If at some point after transportation has been implemented and where the established strategies/interventions appear to be unsuccessful, the school team may need to review/modify interventions/strategies in order to determine an appropriate course of action to support on-going transportation.
- Behaviour/bus reports and other data should be used to inform next steps for interventions and strategies to support successful home/school transportation.
- In the event that no Educational Assistant is assigned to a bus route where safety issues arise on an on-going basis, DSTS may request assignment of an Educational Assistant to support safe and successful transportation of students.
- Information from behaviour/bus reports, with multiple occurrences or highly volatile situation, should be shared with the Inclusive Student Services Instructional Facilitator and other involved area team members so that they are aware of circumstances impacting transportation services and can support the review of programming strategies with school team as required.
- In the event that safety of the student and/or others continues to be at risk, suspension of student transportation privileges may occur on a short term and/or longer-term basis. Note: Suspension of student transportation privileges is considered a last resort option utilized when all other options have been exhausted
- While transportation access is paused, the school team will work with DSTS and family to program and plan towards return to transportation access. This may include but not limited to safety awareness training, or practice of safe riding procedures.
- Please refer to the flow chart.

Reassessment of Transportation Plans in Response to Concerning Behaviour Impacting Safety Related to Busing

Transportation of students in an extension of the classroom and school administration is responsible for the behaviour of students while they are transported. If there is concern for safety of student or others related to a behaviour which presents:

During Pick Up

EA on bus: Driver and EA collaborate. Driver contacts dispatch.



Dispatch notifies school office/administration.



School office/administration contacts parent(s)/caregiver(s) for notification and/or further planning.

During Transportation (To or From School)

Driver stops vehicle, ensures all secured, passengers safe



EA on bus – driver and EA collaborate re: calling 911. Call occurs through dispatch. Dispatch notifies Admin to collaborate on decisions re: route continuation or return to school or support at incident location.

OR

No EA on bus – driver makes determination to call 911. Call occurs through dispatch. Dispatch notifies Admin to collaborate on decisions re: route continuation or return to school or support at incident location.

OR

No EA on bus – driver makes determination if incident (not requiring 911 call) requires return to school without completing route. Notifies dispatch. Dispatch notifies DSTS and school office/administration.



School will determine if school administration and/or parent(s)/caregiver(s) required to meet bus and notify other families regarding delay.

During School Day

Administration notifies parent(s)/caregiver(s) unable to proceed with transportation due to safety concerns.



School office/administration notify dispatch (unable to proceed and anticipated duration of pause to transportation).



Checklist –Transportation for Students with Special Needs

General

- ☐ IPRC Determination for Student and Transportation Request Completed
- ☐ Address, daycare/alternate addresses and phone numbers for transportation purposes must be verified.
- ☐ Individual Education Plan (may indicate Educational Assistant required), modified hours, etc. If EA is required, identify type of EA Support required (i.e. behavioural, allergies, etc.). Inclusion of transportation supports and safety plan in student accommodation plan as outlined in their IEP and SSP as relevant.
- ☐ Communication with School Admin/SERTs/Educational Assistant and DSTS regarding transportation related accommodation requirements (wheelchair, booster/car seat, ride alone, medical equipment, Student Brief, etc.)
- ☐ Provision of name(s) of EA's who will ride the bus with the student.
- ☐ Additional information impacting routing (i.e. first on/last off) supportive of individual student
- ☐ EA pick up/drop off stop (stops established only at designated school that student attends)
- ☐ School administration must establish a plan for direct communication between EA and Administrator or designate, in case of situation where bus must return to school.

Routing

- ☐ Route Coordinator to assess information received and determine suitable/cost effective transportation services.
- ☐ Consider mode of transportation/special requirements and review nearest routes
- ☐ Review route organization, timing, and potential placement of stop on route.
- ☐ If necessary, contact Operator for test run with new stop.
- ☐ Determine impact on other Bus Tiers (if applicable)
- ☐ Determine impact on Pick up/Drop off times of other students.
- ☐ DSTS confirms via email to operator and school/facilitator- new stop, student to be added, approximate Pick up/Drop off times.
- ☐ Operator to contact family to advise re: stop Pick up/Drop off times, etc. (three days notice required)
- ☐ Operator to contact other families if PU/DO times for other students impacted by more than five minutes due to route change.

Safety/Behaviour Issues on the Bus

- ☐ Driver completes Student Behaviour Report Form
- ☐ EA works with school re: strategies to facilitate improvement/successful transportation.
- ☐ School works with Special Education Facilitator, Parent(s)/caregiver(s), Educational Assistant, Transportation Team to problem solve.

Emergency/Incident on Bus (not an accident – if accident, existing protocol utilized)

- ☐ Driver stops vehicle, ensures all secured, passengers safe.
- ☐ EA on bus – driver and EA collaborate re: calling 911. Call occurs through dispatch. Dispatch notifies Admin to collaborate on decisions re: route continuation or return to school or support at incident location.
- ☐ No EA on bus – driver makes determination to call 911. Call occurs through dispatch. Dispatch notifies Admin to collaborate on decisions re: route continuation or return to school or support at incident location.
- ☐ No EA on bus – driver makes determination if incident (not requiring 911 call) requires return to school without completing route. Notifies dispatch. Dispatch notifies DSTS and school office/administration.
- ☐ Communication is via dispatch only (EA not required to make contact with cell phone).
- ☐ School will determine if school administration and/or parent(s)/caregiver(s) are required to meet bus and notify other families regarding delay.

Please note: Consideration for use of a safety vest/harness is made only as last option within planning for transportation of student safely between home and school locations. First step is consultation with the Special Education Officer and Area Special Education team prior to form completion and planning which includes obtaining parent(s)/caregiver(s) consent. EAs are responsible for seatbelts when in use and assisting with harnesses; drivers will check harnesses.