

Violent and Serious Incident Reporting Definitions and Guidelines

It is important for all staff to understand their roles and responsibilities in responding to, reporting, and following up with any serious or violent incident that may occur in the workplace. There are a number of legislative considerations which can cause confusion. All workplace violent incidents, as defined by the Occupational Health and Safety Act, must be reported. Additionally in the school system, administrators must report Violent Incidents, as defined by PPM 120, to the Ministry of Education.

All serious incidents that could lead to a possible suspension or expulsion (which may or may not be violent) must also be reported to the administration using the Safe Schools Reporting Form as outlined in PPM 144 and 145.

The Occupational Health and Safety Act Workplace Violence:

The Occupational Health and Safety Act defines workplace violence as:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker;
- c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

"Workplace" is defined as any land, premises, location or thing at, upon, in or near which a worker works.

Both staff and administration must report and follow-up on all incidents of workplace violence as defined by the Occupational Health and Safety Act.

Ministry of Education Violent Incident Reporting Requirements (PPM 120)

For the purposes of reporting back to the Ministry of Education, the term *violent incident* is defined as the occurrence of any one of the following *or* the occurrence of a combination of any of the following:

- ☐ possessing a weapon, including possessing a firearm
- ☐ physical assault causing bodily harm requiring medical attention
- ☐ sexual assault
- ☐ robbery
- ☐ using a weapon to cause or to threaten bodily harm to another person
- ☐ extortion
- ☐ hate and/or bias-motivated occurrences

Administrators must complete the appropriate incident reporting in PowerSchool to meet this requirement.

Violent Incident Reporting Checklist

Immediately Following a Violent Incident

1. All staff must ensure the immediate safety of all staff and students through emergency protocols
2. Administration or staff call appropriate emergency services – (911) to deal with immediate crisis, if required
3. If a critical injury has occurred, Health and Safety and Area Superintendent must be notified immediately
4. If there was a serious threat or act of violence Administration must follow the VTRA protocol and consult with the Area Administrative Officer or Administrative Officer of Safe Schools
5. Administration must initiate a school investigation

As Soon as Reasonably Possible, No Later than the End of the Day

1. Staff must complete the online Safe Schools Incident Reporting Form (Part 1)
2. Staff must complete the online Employee Violent Incident form
3. Administration must read and follow up with the employee and complete their section of the online Employee Violent Incident form and Safe Schools Reporting Form (Part 2)
4. If a violent or serious incident results in an injury (a WSIB reportable event) administration must complete the online Parklane Report
5. If a student is injured administration must complete the online OSBIE accident report
6. If staff or administration had to use physical containment (as outlined in a Behaviour Safety Plan) administration must complete the Physical Containment Report in Power TPM
7. Administration must make appropriate considerations of student attendance while an investigation is underway (Exclusion or Suspension)

Following Day/Days

1. Administrator must complete a thorough school investigation
2. Complete the VTRA protocol, if required
3. Following the investigation, an administrator must follow-up with appropriate Bias-Aware Progressive Discipline
4. Following the investigation, if it is determined that the incident is a violent incident under PPM 120 guidelines, administration must complete the OnSIS reporting requirement in PowerSchool
5. Administration must follow up in person with all impacted staff
6. If necessary, administration must arrange a team meeting to develop or adjust an appropriate Intervention plan/ Behaviour Safety Plan/ Safe Schools Student Safety Plan.

Reporting Safe Schools Incidents

Section 300.2 of Part XIII of the Education Act states that an employee of the board who becomes aware that a student at a school of the board has engaged in any (serious) incident that could lead to a possible suspension/expulsion must report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day. The employee must complete a Safe Schools Incident Reporting Form Part 1 and submit it to administration. Administration is responsible to follow-up with an investigation and complete the Safe Schools Incident Report Form Part 2 and return it to the employee. This must be followed with a debriefing meeting following the school investigation.

The following items are considered to be serious in nature and must be reported:

Activities for which suspension must be considered under section 306(1) of the Education Act

- ☐ Uttering a threat to inflict serious bodily harm on another person
 - ☐ Possessing alcohol, illegal drugs or, unless the student is a medical cannabis user, *cannabis
 - ☐ Being under the influence of alcohol or, unless the student is a medical cannabis user, *cannabis
 - ☐ Swearing at a teacher or at another person in a position of authority
 - ☐ Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
 - ☐ Bullying
 - ☐ Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.
- Other suspendable infractions including but not limited to:**
- ☐ possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
 - ☐ being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
 - ☐ smoking on school property;
 - ☐ committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
 - ☐ stealing property;
 - ☐ engaging in intimidation, extortion, harassment, or verbal aggression;
 - ☐ misusing or misappropriating school property or services, including computers and other technology systems;
 - ☐ engaging in hate motivated incidents;
 - ☐ engaging in gang related activity;
 - ☐ possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
 - ☐ committing physical assault on another person;
 - ☐ engaging in or encouraging a fight;
 - ☐ engaging in conduct that constitutes opposition to authority;
 - ☐ demonstrating poor attendance that warrants disciplinary action;
 - ☐ engaging in behaviour that is disruptive to the learning environment of the class or school;
 - ☐ engaging in conduct that is detrimental to the moral tone of the school;
 - ☐ wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
 - ☐ engaging in unauthorized gambling or games of chance

Activities for which expulsion must be considered under section 310(1) of the Education Act

- ☐ Possessing a weapon, including possessing a firearm
- ☐ Using a weapon to cause or to threaten bodily harm to another person
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ☐ Committing sexual assault
- ☐ Trafficking in weapons or in illegal drugs
- ☐ Committing robbery
- ☐ Bullying(if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)

- Giving alcohol or cannabis to a minor
- Any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

Other suspendable/expellable infractions including but not limited to:

- assault/physical intimidation of an employee;
- any activity for which suspension must be considered that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others;
- hate motivated violence;
- gang related violence;
- trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes;
- uttering threats or threatening conduct intended to intimidate;
- engaging in harassment;
- ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

All staff and Administration must complete the appropriate Safe Schools Incident Forms and Administration must follow up with a school investigation and debrief meeting with appropriate staff.

Violent Incident Reporting/Responding – WHAT TO DO

1. For a serious incident, contact AO/SO (refer to *Appendix D: Violent Incidents and Injury*.)
2. If there is a critical injury, contact the Health & Safety Department (refer to *Appendix D-1: Critical Injury Reporting*.)
3. It is a school responsibility for administration to do a thorough investigation, following the Durham District School Board's expectations for an investigation (refer to Procedure: *Security and Safety - Appendix E: Investigations*.)
4. If the incident is against staff, staff are required to complete the online Violent Incident form, (refer to *Appendix D-2: Violent Incident & Injury Reporting*.) Principal must investigate and report back to the employee.
5. When the Violent Incident involves staff and results in a Workplace Safety and Insurance Board (WSIB) reportable event, fill in the Parklane Report online (refer to *Appendix D-3: Parklane*.)
6. If a student is injured, the administrator completes the online Ontario School Boards' Insurance Exchange (OSBIE) Student Accident Form (refer to *Appendix D-4: OSBIE*.)
7. If the incident may result in suspension/expulsion, complete the online Safe Schools Incident Reporting Form (refer to *Appendix D-5: Ministry Safe Schools Incident Reporting*.)
8. Complete the electronic reporting for OnSIS (Ontario Student Information System) for Violent Incidents required by the Ministry of Education as outlined in PPM 120 – Reporting Violent Incidents to the Ministry of Education (refer to *Appendix D-6: PPM 120 OnSIS Ministry Reporting*.)
9. If a student has been restrained, complete the Physical Containment Report as outlined in Procedure 5127 (refer to *Appendix D-7: Physical Containment*.)
10. If in the opinion of the administrator and the supporting team, a Behaviour Safety Plan is necessary, a plan will be devised and communicated to the appropriate parties. Behaviour Safety Plans are developed collaboratively, by school and Board staff members with parent consultation. The plan will be communicated to those staff who interact directly with the student (refer to *Appendix D-8: Behaviour Safety Plan*.)
11. A Principal, under Health and Safety, has a duty to provide information related to a risk of workplace violence from a person with a history of violent behaviour and are required to complete a Student Brief: Notification of Risk. Following consultation, with the Area Administrative Officer/Superintendent, complete the Student Brief (refer to *Appendix D-9: Student Briefs*.)
12. Following consultation, with the Area Administrative Officer/Superintendent and Safe Schools Administrative Officer, if it is determined that a Violence Threat Risk Assessment is needed, please refer to Stage 1: Violence Threat Risk Assessment (refer to *Appendix D-10: Stage 1 VTRA Administrators Guide*.)

Note: Please refer to Procedure 3041 - *Police/School Board Protocol* and Procedure - 911 – *Emergency Response Guideline* when dealing with a serious incident and/or a student or staff injury. It is important to document the incident, e.g. Administrator's notes, witness statements and photographs, in case of potential legal action, medical follow-up and/or student discipline.

In circumstances where board employees have reason to believe that a student may be in need of protection, they are required to call a children's aid society, in accordance with the requirements of the Child, Youth and Family Services Act. (PPM 120)

If the incident meets the criteria for a Violence Risk Threat Assessment (VTRA), consult with the Administrative Officer for Safe Schools. If a Level 1 VTRA is initiated refer to *Appendix D-10: Stage 1 VTRA Administrators Guide*.

Appendix A: Summary Chart

The Form	Critical Injury	Employee Violent Incident Form	Parklane	OSBIE	Safe Schools Incident Reporting Form	PPM 120 – Reporting to the Ministry	Physical Containment Report	Behaviour Safety Plan	Student Brief	Stage 1 VTRA Administrators’ Guide
	<u>(Appendix D-1)</u>	<u>(Appendix D-2)</u>	<u>(Appendix D-3)</u>	<u>(Appendix D-4)</u>	<u>(Appendix D-5)</u>	<u>(Appendix D-6)</u>	<u>(Appendix D-7)</u>	<u>(Appendix D-8)</u>	<u>(Appendix D-9)</u>	<u>(Appendix D-10)</u>
Who is Responsible	Principal /Supervisor	Principal /Supervisor– Part B	Principal /Supervisor	Principal /Supervis or	Employee–Part 1 Principal–Part 2	Principal /Supervisor	Principal /Supervisor	Principal /Supervisor	Principal /Supervisor	Principal /Supervisor
Department	Health & Safety	Health & Safety	Human Resources	Business	Safe Schools	Safe Schools	Special Education	Special Education	Health & Safety	Safe Schools
Threshold	When an injury occurs that: - Places life in jeopardy; - Produces unconscious-ness; - Results in substantial loss of blood; - Involves the fracture of a leg or arm but not a finger or toe - Involves the amputation of a leg, arm, hand or foot but not a finger or toe; - Consists of burns to a major portion of the body; or - Causes the loss of sight in an eye	When an employee is subject to any of the following that causes or could cause injury: - Physical force - The attempt of physical force - A threat to exercise physical force	When an employee requires first aid, visits a medical practitioner or misses time form work as a result of an injury at work	An injury to a student or a visitor to a school	When the activity of the student is such that the discipline /actions could reasonably lead to suspension or expulsion	When a person: - Is in possession of a weapon, including a firearm - Commits physical assault causing bodily harm requiring medical attention - Commits sexual assault - Commits robbery - Uses a weapon to cause or to threaten bodily harm to another person - Commits extortion - Participates in hate and/or bias-motivated occurrences	When a student has been physically contained	When a special education team defines a behaviour safety plan as necessary as defined by Procedure #5127	To be completed if a student’s behaviour may pose a risk of injury to DDSB Employees. - Confidential single hard copy maintained in a binder in the main office. - Minimum amount of information necessary to those staff who may encounter a student with a history of violent behaviour - Completed Student Briefs are no to be duplicated or shared electronically with staff	When a violent incident or threat occurs (In consultation with the Area Administrative Officer and Safe Schools Officer) which results in a Level 1 Violence Threat Risk Assessment (VTRA)

*Please Note: If a student has suffered a concussion, please refer to Policy and Procedure #5128, Concussion Management



THE DURHAM DISTRICT SCHOOL BOARD
400 Taunton Road E., Whitby Ontario, L1R 2K6, Ph. 905-666-5500

TO: All Principals and Supervisors C.F.# 15/16- 022
FROM: Gary Gibson, Manager of Health and Safety Elem.15/16 - 020
 Sec. 15/16 - 021
RE: **Critical Injury Reporting**
DATE: February 22, 2016

A critical injury is defined by Regulation 834 under the Occupational Health & Safety Act (OHSA) as an injury of a serious nature that,

- (a) *places life in jeopardy;*
- (b) *produces unconsciousness;*
- (c) *results in substantial loss of blood;*
- (d) *involves the fracture of a leg or arm but not a finger or toe;*
- (e) *involves the amputation of a leg, arm, hand or foot but not a finger or toe;*
- (f) *consists of burns to a major portion of the body; or*
- (g) *causes the loss of sight in an eye.*

The OHSA requires that whenever a critical injury occurs that immediate notification be made, along with a written report within 48 hours, to the Ministry of Labour (MOL). The Health and Safety Department undertakes these regulatory requirements. When you are made aware that a staff critical injury has occurred at your location, please contact the Health and Safety Department immediately by phone.

In some instances, the accident report has already been submitted and an employee informs the administration several days later that what was thought to be a sprain is now a fracture. Phone notification is also required in this situation.

As a result of the MOL notification, there may be an on site visit from a MOL inspector.

Regards,

Gary Gibson

cc: All Superintendents
Joint Health & Safety Committee

IN THE CASE OF A CRITICAL INJURY...

Under the Occupational Health and Safety Act a critical injury is an injury of a serious nature that,

- a) Places **life in jeopardy**;**
- b) Produces **unconsciousness**;**
- c) Results in a **substantial loss of blood**;**
- d) Involves the **fracture** of a leg or arm, but not a finger or toe;**
- e) Involves the **amputation** of a leg, arm, hand or foot but not a finger or toe;**
- f) Consists of **burns to a major portion of the body**; or**
- g) Causes the **loss of sight** in an eye**

- 1. First priority is the delivery of medical aid. Call 9-1-1 and ask for an ambulance.**
- 2. Report staff, student & visitor critical injuries immediately to the Health and Safety Department at 905-666-5500 ext. 5416.**
- 3. Document (e.g. photograph) incident location and materials involved (e.g. push-stick) as soon as possible, before conditions change.**

YOUTH VIOLENCE WARNING SIGNS

There are a number of warning signs that suggest when a child may be at risk for a violent behaviour. The presence of one or more of the following indicators increases the risk that a student may display violent behaviours:

- Past violent, oppositional or aggressive behaviour, including uncontrollable angry outburst
- Bringing a weapon to school
- Blaming others and/or being unwilling to accept responsibility for his or her own actions
- Bullying or intimidating peers or younger children
- A pattern of threats
- Themes of death or depression repeatedly evident in conversation, written expressions, reading selections, artwork etc.
- Preoccupation with themes and acts of violence in TV shows, movies, music, magazines, comics, books, video games, internet sites etc.
- Use of alcohol or illicit drugs
- Disciplinary problems at school or in the community
- Past destruction of property or vandalism, including a fascination with fire
- Poor peer relationships and/or social isolation
- Involvement or a fascination with "cults" or gangs
- Little or no supervision or support from parents or other caring adult

Do:

- Try to de-escalate the situation by using a calm, clear voice
- Back away from the situation, and seek immediate help
- Immediately report the incident to the office and/or call 911

PREVENTATIVE INTERVENTION STRATEGIES INCLUDE:

When a potentially violent adult is involved:

- In a calm manner, identify yourself, welcome the adult to the school and ask him or her to proceed to the office. From a safe distance, accompany the adult to the office
- If he or she refuses to report to the office, keep him or her in sight, from a safe distance until an administrator arrives
- Do not confront the adult
- Back away, find a secure location and contact the office
- If the situation is serious, call 911

Schools should:

- Identify potentially violent students and/or adult
- Develop intervention or the Behaviour/Safety Plans to reduce the risk of violence and/or to be implemented if there is a safety issue
- Communicate relevant information to the staff identified in the Behaviour/Safety Plan



VIOLENT SITUATIONS

INTERVENTION STRATEGIES TO REDUCE RISK

PROTECT YOURSELF



The development of a safe, positive learning environment is a shared responsibility of staff, students, parents and school community members. Staff have a responsibility to protect the safety of students while maintaining their own personal safety. When confronted by a violent incident, staff should weigh their actions to reduce risks to students and themselves.

One important initiative to support our schools as safe places for students to learn is the Violence Risk Threat Assessment and Intervention. School teams work to assess potentially high risk student behaviour and then evaluate the level of threat to others and to the student exhibiting the behaviour. The timely sharing of information about students who are at risk for violence ensures that supportive behaviour/safety plans can be put in place to enhance safety.

In order to keep our school communities safe, it is important that any member of the school community who has knowledge of high-risk student behaviour or the potential for high-risk or violent behaviour to report the information to school Administration.

The well-being and safety of members of the school community is a shared responsibility, and includes attention to maintaining safe and secure environments and developing healthy relationships. Safety plans are developed along with school partners to address bullying prevention and intervention and responding to risks of violence.

INTERVENTIONS—WHEN YOU ENCOUNTER A VIOLENT SITUATION:

Assess the situation and consider:

- the number of students involved
- the age and/or size of those involved
- the size of crowd
- the involvement of crowd
- the location (physical space)
- the availability of support (direct & indirect)

Interventions to diffuse a violent situation:

- Request immediate assistance from the office
- Keep as much distance from the incident as is reasonable given the physical space
- Always attempt to de-escalate the situation and calm the student(s)
- Using your voice, attempt to shift attention away from the fight and clear bystanders (bystanders can amplify the fight). For example yell:
 - “The Principal and/or Police are on the way”
 - “Walk away, right now” (this gives the combatants a way out)
 - “Break it up!”
 - “I want you to leave now”
 - “That’s enough”
 - If this doesn’t work, call the police and, if it is safe to do so, use your phone to document and identify who is fighting and who is in the crowd
- Separate the combatants, but do not move between them until the confrontation has stopped

- Have one combatant leave the area immediately accompanied by another staff member (if available). Have one student precede the other to a quiet area e.g. the office
- When walking with students, ensure one student walks well ahead of the other, and that you walk behind both students
- In the quiet area make sure the students are separated
- Report the incident to an Administrator

When the crowd won’t diffuse if there are multiple combatants, the combatants refuse to separate or there are weapons involved:

- Back away from the situation and get assistance immediately. Call 911
- Remain in the area, but don’t put yourself in jeopardy. Send a student to get help if not immediately available

When you are being threatened by a student attacker:

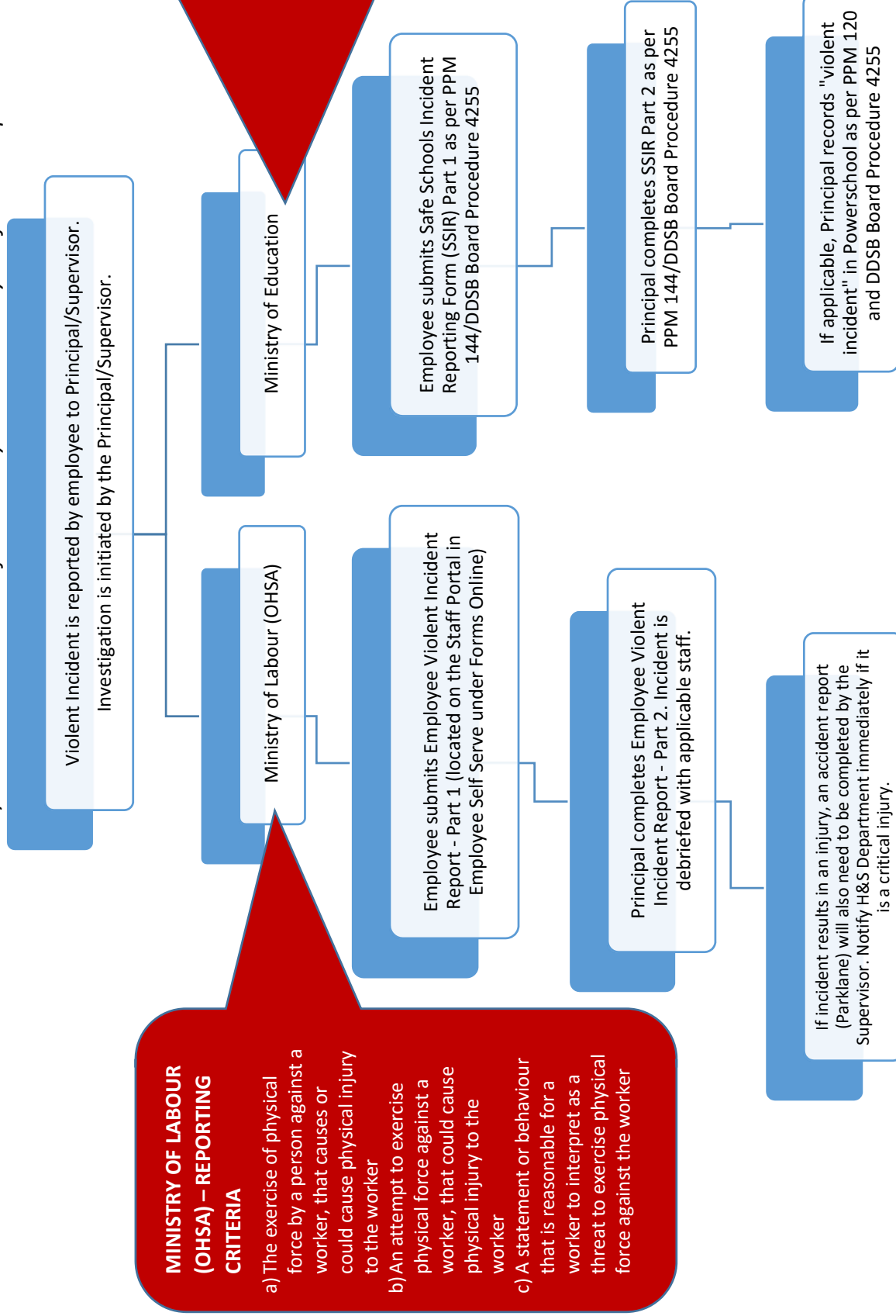
Don’t;

- Touch the individual (s), regardless of his or her size/age
- Chase the individual. Follow at a safe distance
- Invade the individual’s personal space
- Argue, raise your voice, or lose control
- Issue ultimatums or threats

EMPLOYEE VIOLENT INCIDENT REPORTING

When a violent incident occurs within a school board, two separate pieces of legislation need to be considered – the Occupational Health and Safety Act (*workplace violence*) and the Education Act (*PPM 120 and PPM 144/145*). Use the flow chart and the accompanying reporting criteria to assist you in determining the applicable incident report(s).

Note: Follow Police/School Board Protocol if mandatory or discretionary notification to police is warranted.



MINISTRY OF LABOUR (OHSA) – REPORTING CRITERIA

- The exercise of physical force by a person against a worker, that causes or could cause physical injury to the worker
- An attempt to exercise physical force against a worker, that could cause physical injury to the worker
- A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker

MINISTRY OF EDUCATION – REPORTING CRITERIA

PPM 144/145 – when the activity of the student is such that the discipline/actions could reasonably lead to the suspension or expulsion or any behaviours causing injury to an employee/students (e.g. biting, hitting, spitting, bullying)

PPM 120 – the occurrence of any one of the following or the occurrence of a combination of any of the following: possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.



Employee Violent Incident Form

This form was developed in collaboration with the Joint Health and Safety Committee to meet the reporting requirements under the Occupational Health and Safety Act. Other reporting forms may be required (as indicated).

Part A: to be completed by the employee.

"Workplace Violence" as per the Occupational Health and Safety Act" is defined below. Use the definition to determine if this incident meets the intent of this legislation. **Check all that apply before proceeding with the completion of the form.**

- ☐ a) the exercise of physical force by a person against a worker, that causes or could cause physical injury to the worker,
- ☐ b) an attempt to exercise physical force against a worker, that could cause physical injury to the worker,
- ☐ c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, that could cause physical injury to the worker.

Incident Details:

Incident Description:

Please do NOT include any personal information in this field including student name, medical diagnosis or other confidential student information. If personal information is entered, your supervisor is required to return the form to you for revision.

Aggressor:

Please select at least one choice in this section.

- ☐ Student – If student, what grade: Does student have: Individual Education Plan (IEP)
Behaviour Safety Plan (BSP)
- ☐ Parent/Guardian
☐ Visitor
☐ Employee
☐ Other

Is this a repeat incident involving the same aggressor? ☐ Yes ☐ No

Victim Affiliation Information:

Employee Name: LORI CLINT
 Position(s): ADMINISTRATIVE ASST - SUPT OF ED / AREA / 801 / AREA 1
 Union:
 Supervisor: RICHARD KENNELLY

Incident Location:

Choose Site :

Incident Date: Incident Time: Date Reported to Supervisor:

Use of Site at the time:

Please select at least one choice in this section.

- ☐ Regular ☐ Extra-Curricular ☐ Con-Ed ☐ Permit issued to

Incident type:

Please select at least one choice in this section.

- ☐ struck, pushed, kicked ☐ verbal threat ☐ bite ☐ scratched ☐ head Injury ☐ other

Location of Incident:

Please select at least one choice in this section.

- | | | | | |
|--------------------------------------|--|-----------------------------------|--------------------------------------|------------------------------------|
| ☐ Classroom | ☐ Small Class Placement | ☐ Hallway | ☐ School Yard | ☐ Gym |
| ☐ Parking Lot | ☐ Office | ☐ Off-site | ☐ Washroom | ☐ Cafeteria |
| ☐ Other | <input type="text"/> | | | |

****If the incident involves a student,** please complete a Safe Schools Incident Reporting Form (Part 1)

****If you were injured,** you must report the injury to your Principal/ Supervisor immediately.

Part B: to be completed by the Principal/Supervisor.**Follow Up Actions/Steps Taken to Prevent Reoccurrence: (check only those that apply):**

- ☐ If incident resulted in injury to staff, complete accident investigation and submit Parklane accident report. (Proc 3040) D3
- ☐ Complete Safe Schools Incident Reporting Form (Part 2) and returned to employee (Proc 4255) D5
- ☐ Debrief of incident with appropriate personnel (see Procedure 5127 Appendix G)
- ☐ PPM 120 Ministry of Education Violent Incident Reporting – Record incidents involving suspension in Powerschool (Proc 4255) D6
- ☐ If a physical containment was performed on a student, complete the Physical Containment Report (Proc 5127) D7
- ☐ If a Behaviour Safety Plan exists, review/update Behaviour Safety Plan with appropriate personnel (Proc 5127) D8
- ☐ VTRA initiated D9
- ☐ Concussion protocol followed
- ☐ Follow Police/School Board protocol. Contact Police if needed.
- ☐ Parent(s) contacted
- ☐ Additional concerns – contacted AO
- ☐ Other pertinent information

Date Signed by Supervisor:

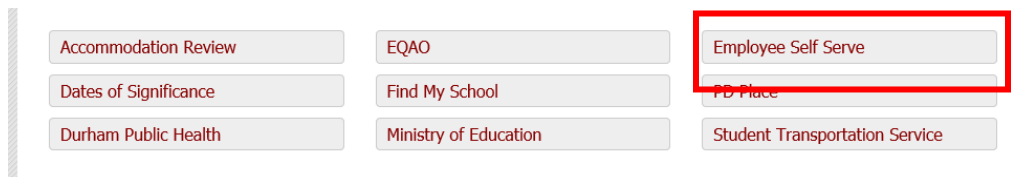


Employee Violent Incident Reporting Tool Supervisor Instructions

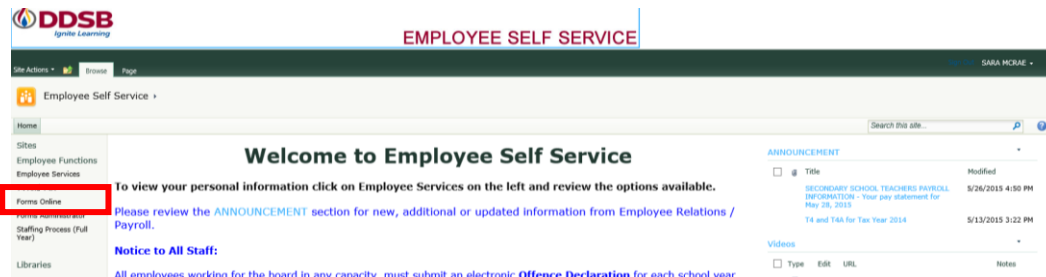
As of September 5, 2017, all Employee Violent Incident Reports will be submitted through the Forms Online system accessible through Employee Self Service (ESS). Employees may login to ESS to complete the Part A of the form as well as view their previously submitted forms. Supervisors will also login to review and complete Part B of the form and view their previously submitted forms.

How to Login to the System

To access the system, go to www.ddsb.ca and click on **Employee Self Service (ESS)** button at the bottom of the page:



Login to the ESS and click on **Forms Online**:



Click on **Forms to Review**:





Employee Violent Incident Reporting Tool Supervisor Instructions

Complete **Part B** of the form (Supervisor Section) and click on the Submit button at the top of the page:

Informer - Forms Online

My Available Forms | My Previously Submitted Forms | Forms To Review | Previously Reviewed Forms | Available Employee Forms | Submitted Employee Forms

Submit Cancel Print

DDSB
Ignite Learning

Employee Violent Incident Form

This form was developed in collaboration with the Joint Health and Safety Committee to meet the reporting requirements under the Occupational Health and Safety Act. Other reporting forms may be required (as indicated).

Part A: to be completed by the employee.

"Workplace Violence" as per the Occupational Health and Safety Act" is defined below. Use the definition to determine if this incident meets the intent of this legislation. **Check all that apply before proceeding with the completion of the form.**

- ☐ a) the exercise of physical force by a person against a worker, that causes or could cause physical injury to the worker,
- ☐ b) an attempt to exercise physical force against a worker, that could cause physical injury to the worker,
- ☐ c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, that

After you have successfully submitted your form, you will be able to see your completed form in the **Previously Reviewed Forms** on the menu bar at the top of the screen.

Informer - Forms Online

My Available Forms | My Previously Submitted Forms | Forms To Review | **Previously Reviewed Forms** | Available Employee Forms | Submitted Employee Forms

Filter: (Displaying 3 of 3 records)

Form Name	Description	Category
Employee Violent Incident Form	Employee Violent Incident Form	
Leave of Absence	Leave of Absence	Leave of Absence

Employees will be notified by email when the Form has been processed by the Supervisor. A copy will also be sent to the Health and Safety Officer, Special Education Officer and the applicable union/federation representative on the JHSC.

Personal Information Privacy Note:

If an employee enters personal information about a student in the form (including but not limited to student name or medical diagnosis) please return the form to the employee for revision.

When the supervisor returns the form to the employee, the employee will receive an email notification that a change is required to the form. Once the revisions are made by the employee, the form will again be submitted to the supervisor for review and processing.

Parklane InfoExpress

Why Use:

- Paperless incident entry
- Real time email notification
- Create efficiencies in the reporting process
- Review modified return to work opportunities quicker
- Help to meet legislative requirements for reporting

Installing Parklane:

- Click on "Start"
- Go to "Control Panel"
- Click on "Programs and Features"
- Click on "Install a program from the network" on the left-side
- Be patient, let the programs load - You should see "Parklane Info Express"
- Select it and click "Install" located on the top of the screen
- The shortcut will show up on your desktop

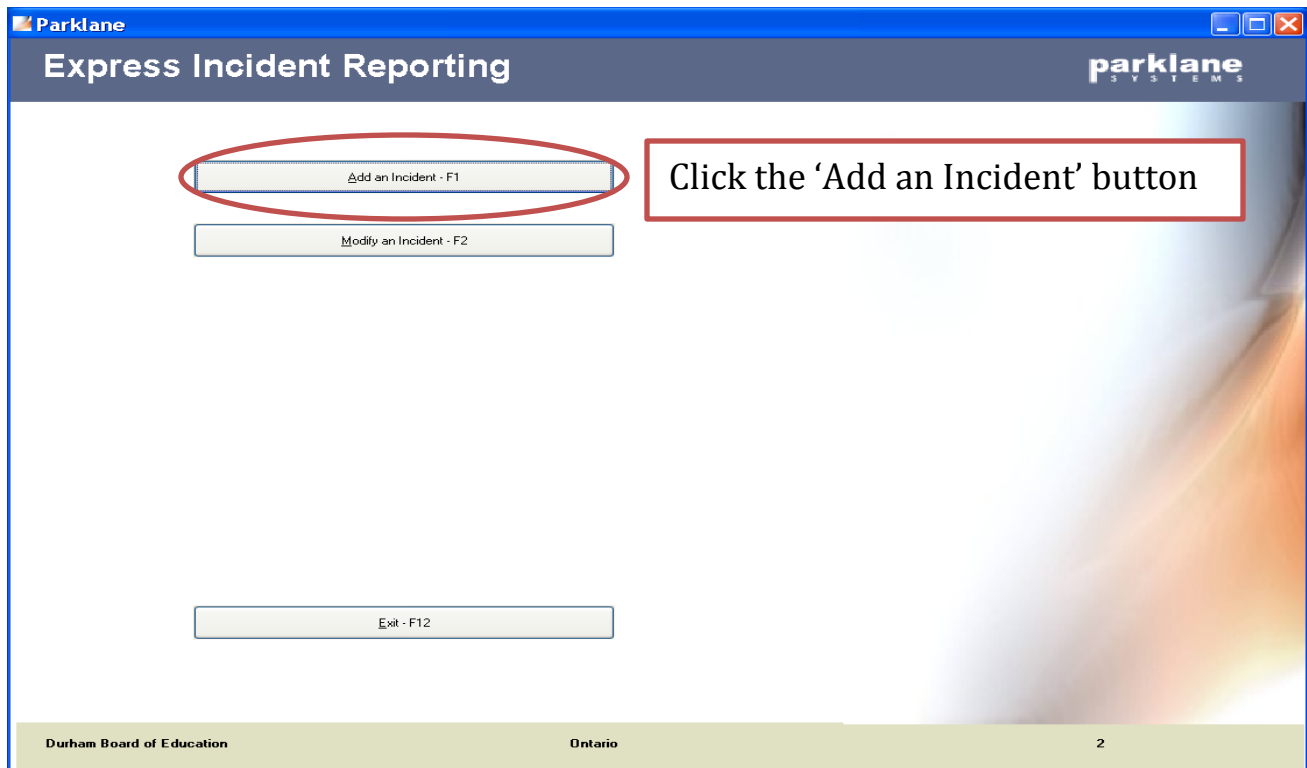
'Double Click' the desktop icon



Enter your user ID and your password at this screen

A screenshot of the "Parklane Systems System Login" window. The window has a blue header with the title "Parklane Systems" and a close button. Below the header, the text "System Login" is displayed in large white letters. The main area is white and contains two input fields: "User Id" and "Password". Both fields are highlighted with red ovals. To the right of the input fields, there is contact information for Parklane Systems, including their address, phone, fax, support email, and website. At the bottom, there are two buttons: "Sign In" and "Exit".

Press the 'Enter' key to login



To search for the employee the incident occurred to, enter the employee's surname



Select the employee
Press the 'Enter' key to continue

Click 'Continue'

Choose whether the claim is First Aid, Health Care or Lost Time

INJURY CLASSIFICATION

First Aid: Workplace incident with no medical attention or lost time from work. Ex. Cut that requires bandage

Health Care: Workplace incident that does require medical attention. Ex. Cut that requires stitches

Lost Time: Workplace incident that requires employee to be off work any day following the date of the incident

SAMPLE HEALTH CARE INCIDENT

The screenshot shows the 'D5A - Description of Incident' form. Red circles highlight the following fields: 'Health Care' under 'F1) Claim No.', 'Injury' under 'Injury', 'Incident Date' (28/09/2011) and 'Date Reported' (28/09/2011) with their respective times, 'Name of Person Reporting Incident' (YOUR NAME), 'Injury' (AREA OF INJURY), 'Location' (AREA OF INCIDENT), 'Supervisor' (YOUR NAME), and the 'Index - F8' button. A red arrow points from the 'Index - F8' button to a text box at the bottom.

D5A - Description of Incident

GRIMES STEVEN 009-D 000099114 Key: 12953 Durham Board of Education

☐ Hazard ☐ First Aid ☒ Health Care ☐ Lost Time

☒ Injury ☐ Critical ☐ Illness ☐ Violence

Incident Date: 28/09/2011 08:30
Date Reported: 28/09/2011 14:00

F1) Claim No. [] []

☐ Inactive ☐ Closed []

☒ Pending ☐ Denied ☐ Approved ☐ N/A ☐ No Further Action

Status Date: []
Comment: []

Name of Person Reporting Incident: YOUR NAME

Injury: AREA OF INJURY (INCLUDE LEFT OR RIGHT SIDE IF APPLICABLE)

Location: AREA OF INCIDENT - INCLUDE SCHOOL NAME AND LOCATION IN THE SCHOOL

Department: 009-D [Get - F6]
Empl.Rel:Non-Affiliated
Account No. []

Supervisor: YOUR NAME [Get - F2]
Miscellaneous: [] [Get - F2]

As of date of Incident: [Change - SF1]
Status: []
Position: WSIB SPECIALIST
Union: ADMINISTRATION GROUP Tool Tip

Entered By: TEST 28/09/2011 09:33
Print - F5 Index - F8

System Reference No. 001012877
Next Name - Esc Exit - F12

DTD Short Notice - SF5
Cancel Inc - SF7
Enter the worker's supervisor at the time of the incident.

Once the fields are entered, click on the 'F8 button'

Either click 'F2' on your keyboard or double-click on 'Happened & Doing Details'

D58 Index

F1	Description
F2	Happened & Doing Details
F3	Initial Medical Treatment
F4	Miscellaneous

Double Click on selection or, press function key or, Tab down and press enter.

Next - Esc

D59 - Details of Happened and Doing

GRIMES STEVEN 0090 000099114 Key: 12953 Durham Board of Education

What Happened

ENTER A DESCRIPTION OF WHAT HAPPENED TO CAUSE THE INJURY

Use box below to provide a complete description

What The Worker Was Doing

ENTER A DESCRIPTION OF WHAT THE WORKER WAS DOING

Use box below to provide a complete description

Additional Information

PREVENTATIVE MEASURES MUST BE ENTERED HERE AS WELL AS ANY ADDITIONAL INFORMATION THAT YOU FEEL WILL ASSIST US IN REVIEWING THE INCIDENT

Index - F8

Navigate - F9

Next Name - Esc

Exit - F12

Once the fields are entered, click on the 'F8 button'

Either click 'F4' on your keyboard or double-click on 'Miscellaneous'

F1 Description
F2 Happened & Doing Details
F3 Initial Medical Treatment
F4 **Miscellaneous**

Double Click on selection or, press function key or, Tab down and press enter.

Next - Esc

D5C - Miscellaneous

GRIMES STEVEN 005-D 000099114 Key: 12953 Durham Board of Education

Equipment: (EQUIPMENT USED (EX: SCISSORS, ETC) IF NO EQUIPMENT ENTER NONE)

Witnesses Name / Address: (IF NO WITNESSES, MUST ENTER NONE)

Worksite: Get Tool Tip

☐ Was on Shift rotation

Working Hours on Last Day: Start Date: Start Time: (hh:mm) Working Hours: (hh:mm)

Had Similar Disability: ☐ Yes ☐ Unk

Another Responsible: ☐ Yes ☐ No

Doubt the Injury?: ☐ Yes ☐ No

RTW Regular Duties: ☐ Yes ☐ No

Modified Duties (M Duties): ☐ Yes ☐ No

Was on M Duties prior: ☐ Yes ☐ No

Was on longer than 7 days: ☐ Yes ☐ No

Was offered M Duties: ☐ Yes ☐ No

Employee accepted: ☐ Yes ☐ No

Returned to M Duties: ☐ Yes ☐ No

Limitation Period: M Duties Start Date: M Duties Stop Date:

Person who took the report

First Name: Last Name: Phone: Email: Contact Hours: Title:

Person who reported the incident

First Name: Last Name: Phone: Email: Contact Hours: Title:

☐ Same as person who took report

☐ An accident investigation was completed

By Whom: Phone: Email:

☒ Preventative/Corrective actions were identified

Comments to appear on reports when this incident appears:

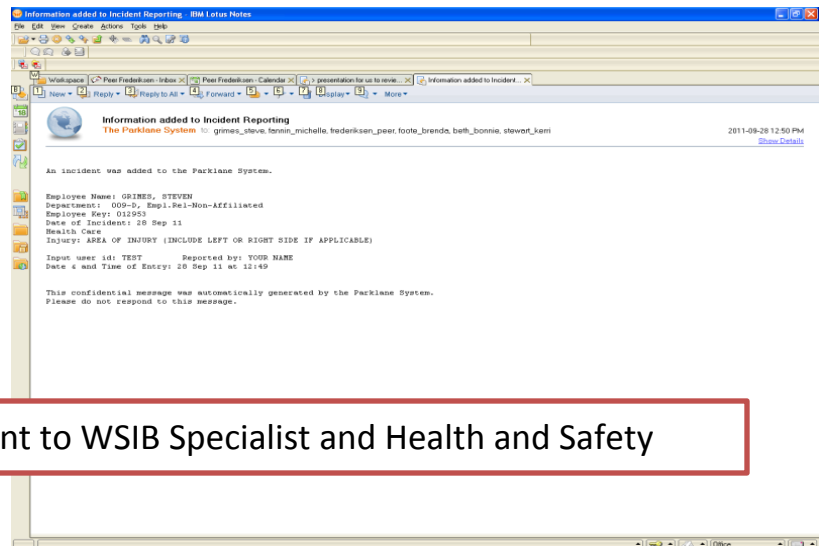
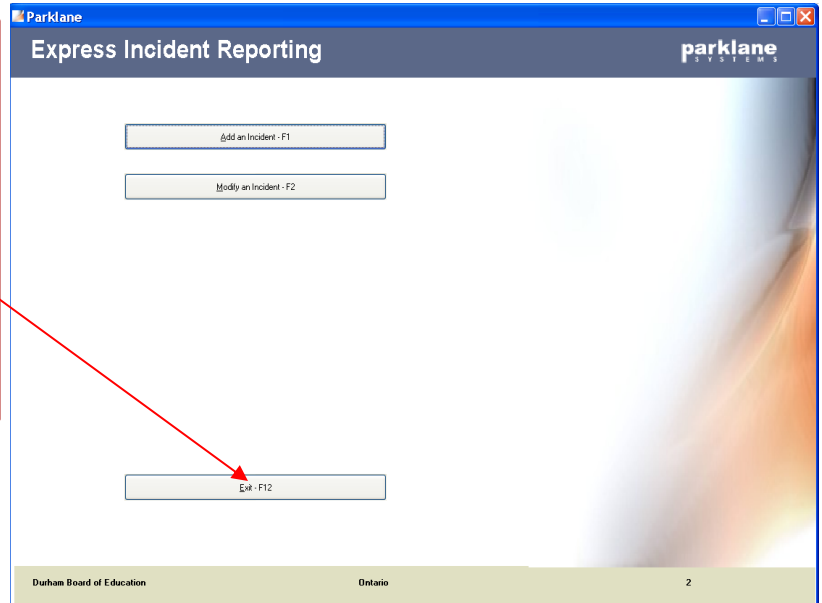
Comments to pop-up immediately whenever this incident it accesses:

Index - F8 Navigate - F9 Next Name - Esc Exit - F12

Once the fields are entered, click on the 'Exit' button

After clicking the 'Exit' or 'F12' button, you will be prompted back to this screen

**PLEASE MAKE SURE TO
CLICK THE EXIT OR F12
BUTTON TO LOG OFF**



Email will be automatically sent to WSIB Specialist and Health and Safety

User ID and Password Set-up

- User ID: Will be your SURNAME
- Password: Up to 10 characters – can include letters and numbers and is defaulted to upper case
- Please email your password to Steve Grimes, WSIB Specialist at steven.grimes@ddsb.ca
- Your password will be confidential



ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE

COMPLETION OF OSBIE INCIDENT REPORT FORM

The information on the Incident Report form is collected to create province-wide statistics on high risk activities or locations. It is also used by OSBIE to assist in the investigation of a claim on behalf of a school board. Even if an accident does not appear to be serious, it is still important to complete an incident report form.

WHEN TO BE COMPLETED

When someone receives medical/dental attention

WHO IS TO COMPLETE

To be completed by **SCHOOL/BOARD PERSONNEL ONLY**

NOT to be completed by injured party or parent

This is **NOT** a Student Accident Insurance Form, nor a Workers Compensation Form

HOW TO COMPLETE - SEE INSTRUCTIONS FOR ONLINE ENTRY

Ensure ALL information is included.

Details of Incident

The date and time is imperative. If you are unsure about the exact time, provide an estimate.

Nature of the Injury

Describe the severity of the injury or damage. Indicate what part of the body was injured and provide a detailed description of the injury - be specific. If you describe the victim as sustaining a head injury, when the student scraped his/her forehead, it creates an inaccurate description of the seriousness of the injury - BE AS CLEAR AS POSSIBLE.

Nature of Incident

If the incident was a result of a SPORT INJURY please identify the name of the sport (i.e. baseball). If the incident does not fit in the suggested categories, indicate the OTHER field and specify briefly (i.e. collision or playing).



How/Where Incident Occurred

It is also very important to fully describe how the incident happened. If very little information is provided, the form will be returned to the board. Here are some suggestions: Describe how the accident happened. Was any first aid administered? Were the parents or guardian informed of the accident? Do not express personal opinions about the lack of board procedures or improper policies. This can be interpreted as an admission of liability. Leave all conclusions up to the investigators. Just the facts please.

Example - Billy was walking in the back of the playground and slipped on the snow that had accumulated after a recent snow fall. He landed on his elbow causing a scrape and bruising. Teacher in charge took Billy to the office where ice was applied. Informed mom of incident. Parent took Billy to doctor.

WHEN TO SUBMIT URGENT REPORT/WHEN TO CALL OSBIE

Upon death or critical injury

When the injured party has been admitted (**not treated and released**) to hospital

When parents are upset or angry with the school staff

Any mention of the injured party retaining a lawyer

Any mention of the injured party looking for compensation

When someone, other than a parent, an OSBIE or board representative, asks questions about the incident or attends the school to take pictures after the incident/accident has occurred

If anyone asks for a copy of the incident report

FURTHER ACTION TO BE TAKEN

1. Pictures of the incident location should be taken by school personnel
 - (i) Physical evidence of the location could change; i.e. snow and ice could melt, was bare cement could be covered by snow the next day, equipment set up could change, etc.
 - (ii) When the injury sustained is a serious one, such as a broken limb, severed fingers, loss of consciousness, situations where an ambulance is called to attend to the injured person. People who suffer severe injuries are more likely to present a claim for their damages.
2. Details of an accident/incident should only be discussed with board or OSBIE representatives.
3. Preserve physical evidence, i.e. broken glass, push sticks, stock being worked on, permission forms, attendance records, etc.





ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE GUIDE TO COMPLETING THE OSBIE INCIDENT REPORT ONLINE

- Visit our website at www.osbie.on.ca



- Click



- Click

- You will be prompted for a user name and password (*case sensitive*): **For the Durham DSB**

User name: SG215
Password: durham215

- Please refer to the link below to access the “User Manual” for reporting incidents online.
<http://www.osbie.on.ca/pdf/Online-Incident-Reporting-Manual.pdf>
- Complete the Incident Report form as usual. Ensure that the description of the incident is brief and factual. Please refrain from expressing personal opinions about any lack of board procedures or improper policies.

Example of an appropriate description – Billy was walking behind the portable and slipped on the snow that had accumulated after a recent snow fall. He landed on his elbow causing a scrape and bruising. Teacher in charge took Billy to the office where ice was applied. Informed mom of incident. Parent took Billy to doctor.

NOTE - Do not use the following characters in the Incident Report description:

~ ! @ # \$ % ^ & * () \ [] { } < > / ? : ” ”

- Click the button “***If Person has been admitted to Hospital, or if fatally injured, please click here***” if the injured person has been **admitted to hospital overnight, for surgery or is fatally injured**. This will email a copy of the report directly to a claims representative for immediate review.

Submit

- Click

- If you have any problems with your Internet Browser, contact your IT department, or refer to our “Troubleshooting Guide” (see link): <http://www.osbie.on.ca/pdf/Troubleshooting.pdf>

For any error messages or problems with the website please contact: 1-800-668-6724

- You will have the option to print a copy of the Incident Report once it has been submitted. The Incident Report will be sent directly to OSBIE and is uploaded to our database every Monday morning. A copy of the report will also be automatically sent to the Board.

MEMO TO: Superintendents, Administrative Officers, Elementary Principals, Secondary Principals, Elementary Vice-Principals, Secondary Vice-Principals
FROM: Georgette Davis, Superintendent of Education, Safe Schools/Mental Health & Well-Being
RE: Ministry Safe Schools Incident Reporting Form and Retention of Suspensions
DATE: June 16, 2019

The Ministry *Safe Schools Incident Reporting Form* should be completed by staff when a student has done something that is likely to lead to a suspension or a suspension pending an expulsion (a serious student incident.) The Ministry *Safe Schools Incident Reporting Form* (see attached) should be used in addition to your regular “Behaviour/Incident Reporting Form”. Since the Ministry *Safe Schools Incident Reporting Form* is to be used for serious infractions, there needs to be a conversation between the staff member who completed the form and an administrator. Although preferable, this does not have to happen prior to the completion of the form (the form is available online – Employee Self Serve - Forms.) Employees will complete Part A online, Part B will be completed by the Principal and returned online to the employee. A more fulsome debrief of the incident should occur with the staff member following the investigation into the incident.

Many of you have developed “Behaviour/Incident Reporting” forms that incorporate restorative questions, and as a result provides a learning opportunity for students. These forms should continue to be used for day-to-day behavioural infractions.

School-based behaviour forms and the Ministry *Safe Schools Incident Reporting Forms* can be used to identify the effectiveness of the Safe Schools initiatives you are implementing as part of your Safe and Accepting Schools Plan that includes your Bullying Prevention and Intervention Plan. For example, a school would gather data on behavioural infractions, implement a strategy based on the data, and then evaluate the effectiveness of the initiative (Please refer to the resources on the Safe Schools Portal for suggestions).

When a Ministry *Safe Schools Incident Reporting Form* is completed, it is supposed to be placed in the student's Ontario Student Record (OSR). This expectation also applies to any suspension forms associated with the incident. To simplify the organization of this process, it is suggested that schools print and file these forms in a secure binder by month, and only move them to the OSR when a student transfers from the school. Since the Ministry *Safe Schools Incident Reporting Forms* are supposed to be placed in the OSR, the guidelines for the OSR apply. This means, based on the provisions in the OSR Guidelines, that teaching staff, parents and legal guardians have the right to examine the forms. In addition, when you receive an OSR, if there are Ministry Safe Schools Incident Reporting or suspension forms in the OSR they should be removed and placed in your binder. The *Ministry Safe School Incident Reporting Form* is only kept for one calendar year. Suspensions are retained electronically for two school years. At the end of the calendar year, the Ministry Reporting and suspension forms should be shredded. Please refer to Policies, Procedures and Regulations: *Code of Conduct, and Discipline for Students*, and Policy and Regulation: *Positive School Climate* for more detail.



Safe Schools Incident Reporting Form
(CONFIDENTIAL)

Report No: 801-2018/07/17- []

Part I: to be completed by the employee.

Name of School : 801 AREA 1

Name of Student(s) Involved : []

Location of Incident (check primary location) :

☐ At a location in the school or on school property (please specify)

[]

☐ At a school-related activity (please specify)

[]

☐ On a school bus (please specify route number)

[]

☐ Other (please specify)

[]

Time of Incident : Date: []

Incident Time: [] [] []

Type of Incident (check all that apply) :

Activities for which suspension must be considered under section 306(1) of the Education Act

☐ Uttering a threat to inflict serious bodily harm on another person

☐ Possessing alcohol or illegal drugs

☐ Being under the influence of alcohol

☐ Swearing at a teacher or at another person in a position of authority

☐ Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school

☐ Bullying

☐ Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board

Other suspendable infractions including but not limited to:

☐ possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;

☐ being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;

☐ smoking on school property;

☐ committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;

☐ stealing property;

☐ engaging in intimidation, extortion, harassment, or verbal aggression;

☐ misusing or misappropriating school property or services, including computers and other technology systems;

☐ engaging in hate motivated incidents;

☐ engaging in gang related activity;

☐ possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;

☐ committing physical assault on another person;

☐ engaging in or encouraging a fight;

☐ engaging in conduct that constitutes opposition to authority;

☐ demonstrating poor attendance that warrants disciplinary action;

☐ engaging in behaviour that is disruptive to the learning environment of the class or school;

☐ engaging in conduct that is detrimental to the moral tone of the school;

☐ wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;

☐ engaging in unauthorized gambling or games of chance.

Activities for which expulsion must be considered under section 310(1) of the Education Act

- ☐ Possessing a weapon, including possessing a firearm
 - ☐ Using a weapon to cause or to threaten bodily harm to another person
 - ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
 - ☐ Committing sexual assault
 - ☐ Trafficking in weapons or in illegal drugs
 - ☐ Committing robbery
 - ☐ Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
 - ☐ Giving alcohol to a minor
 - ☐ Any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- Other suspendable infractions including but not limited to:
- ☐ assault/physical intimidation of an employee;
 - ☐ any activity for which suspension must be considered that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
 - ☐ committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others;
 - ☐ hate motivated violence;
 - ☐ gang related violence;
 - ☐ trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes;
 - ☐ uttering threats or threatening conduct intended to intimidate;
 - ☐ engaging in harassment;
 - ☐ ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

Report Submitted By: Name : LORI CLINT

Role in School Community: ADMINISTRATIVE ASST - SUPT OF ED / AREA / 801 / AREA 1

Contact Information: Location: Telephone:

☐ Employee Violent Incident Form Submitted

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Part II: to be completed by the Principal/Supervisor.

Investigation completed

Investigation in progress

Name of Principal: RICHARD KENNELLY

Date:

Policy/Program Memorandum No. 120

Date of Issue: May 16, 2011

Effective: Until revoked or modified

Subject: REPORTING VIOLENT INCIDENTS TO THE MINISTRY OF EDUCATION

Application: Directors of Education

Supervisory Officers and Secretary-Treasurers of School Authorities

Principals of Elementary Schools

Principals of Secondary Schools

Principals of Provincial and Demonstration Schools

References: This memorandum replaces Policy/Program Memorandum No. 120, June 1, 1994, and revokes the document *Violence-Free Schools Policy, 1994*.

INTRODUCTION

The purpose of this memorandum is to provide direction to school boards¹ on the development of procedures for reporting violent incidents to the Ministry of Education. Boards are required to have these procedures in place by September 1, 2011.

Research shows that violence in schools can affect the social, psychological, and physical well-being of students, as well as the learning process. Students who experience violence in school are more likely to report feelings of social isolation, depression, and frustration, and to demonstrate decreased engagement in school.² Research also shows that it is important to monitor the occurrence of violent incidents in order to obtain accurate data on which to base policies and planning.³

REQUIREMENTS FOR BOARDS

Reporting of Violent Incidents

Boards are required to report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS). *All* violent incidents that occur on school premises during school-run programs must be reported to the ministry, whether the violent incident was committed by a student of the school or whether it was committed by any other person.

For the purposes of this memorandum, the term *violent incident* is defined as the occurrence of any one of the following *or* the occurrence of a combination of any of the following:⁴

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

Boards must follow the direction in *Provincial Model for a Local Police/School Board Protocol, 2011* regarding notification of the police if any of the above violent incidents occurs.⁵

In circumstances where board employees have reason to believe that a student may be in need of protection, they are required to call a children's aid society, in accordance with the requirements of the Child and Family Services Act.⁶

Ongoing Monitoring by Boards

Boards are also required to collect and analyse data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.

- ^{1.} In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.
- ^{2.} Sarah Lindstrom Johnson, "Improving the School Environment to Reduce School Violence: A Review of the Literature", *Journal of School Health* 79 no. 10 (2009), pp. 451–465.
- ^{3.} Rami Benbenishty, Ron Avi Astor, and Anat Zeira, "Monitoring School Violence: Linking National-, District-, and School-Level Data Over Time", *Journal of School Violence* 2 no. 2 (2003), pp. 29–50.
- ^{4.} This list is taken from Ministry of Education, Ontario, *Provincial Model for a Local Police/School Board Protocol, 2011*, p. 8. Various terms used in the list are defined in the Glossary of the protocol document.
- ^{5.} *Provincial Model for a Local Police/School Board Protocol, 2011*, p. 8.
- ^{6.} See Ministry of Education, Ontario, Policy/Program Memorandum No. 9, "Reporting of Children in Need of Protection", August 10, 2001.

Student incidents, suspensions and expulsions, are recorded and maintained in PowerSchool using the Incident Management function. Corresponding letters will be generated from PowerSchool.

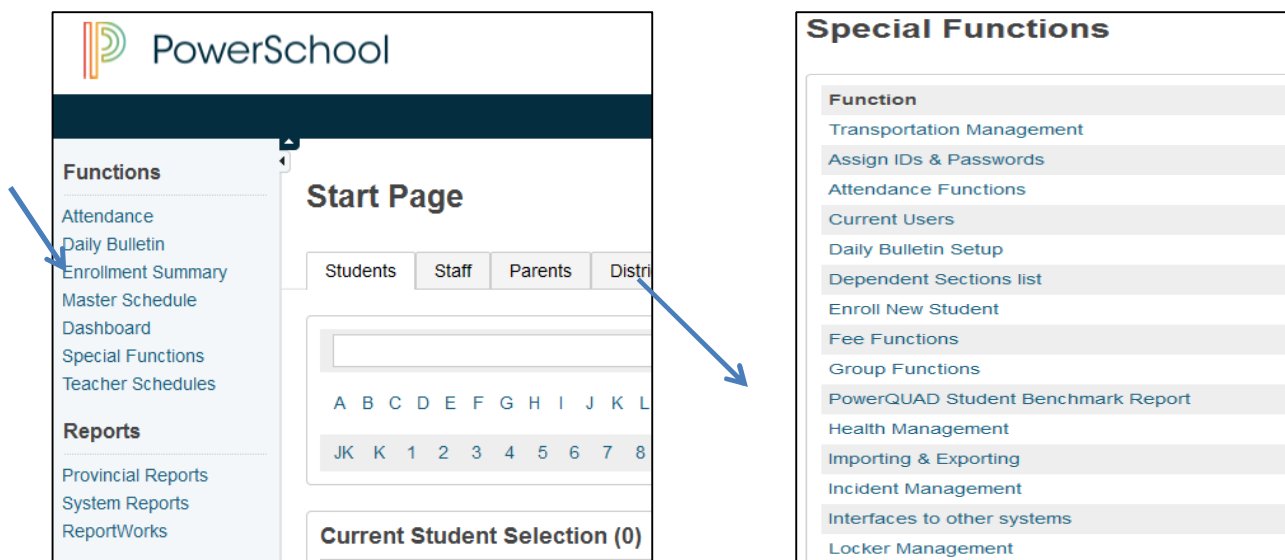
Using Incident Management allows you to:

- Create an incident including the offender(s) name, incident type, date/time, location, initial investigation and actions.
- Update individual offender records. This would include modifying the default information and adding additional information specific to the individual's involvement.

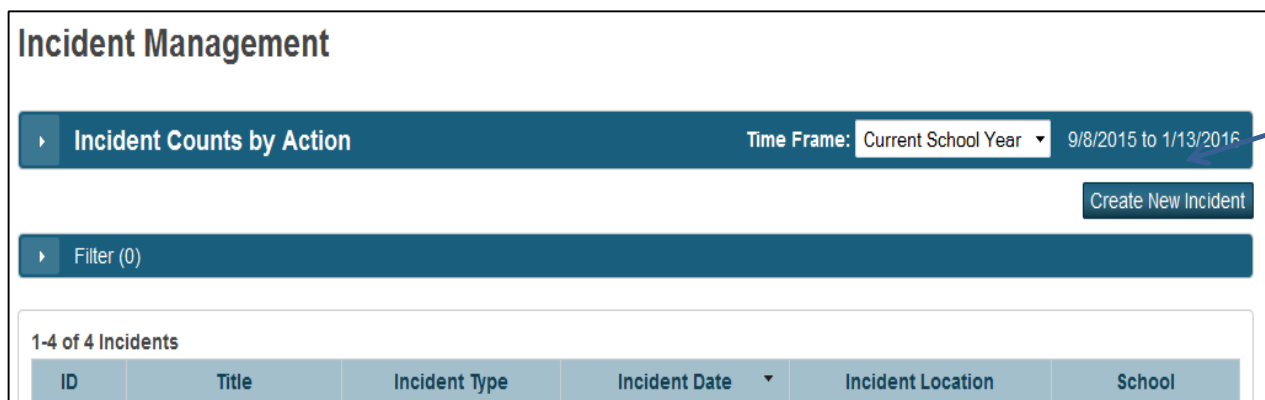
As each incident record is created, the system will generate and maintain a numbered listing of all incidents.

➤ How to Create an Incident

Path: Start Page under Functions menu choose Special Functions > Incident Management



- Click on Create New Incident to record a new entry.



- Incident ID will automatically be assigned when the “Submit Incident” button is clicked
- The following screen will display three areas that require completion when creating a new Incident: Incident Description, Participants, Incident Elements.
- If the Participants and Incident Elements portion is not appearing, click on the arrow to the left of the Incident Builder to expand the section.



Incident Detail

▼ Incident Description

Incident Type

Incident Date 01/13/2016 Time: 10:00 AM

Time Frame

512 characters left

Title

Description

Location

512 characters left

Location Description

Prepared by Financial Impact (\$)

▼ Incident Builder

Participants

Reporters

Victims

Offenders

Incident Elements

Type	Description
No records found.	

Part 1: Incident Description

Fields that indicate “**required field**” must be completed for accurate OnSIS reporting.

- Incident Type – using the dropdown select OnSIS Discipline (**required field**)
- Incident Date – enter the date of the incident or click on the calendar icon and choose appropriate date (current date is the default), (**required field**)
(**Note:** the date of the incident cannot be greater than the first day of the suspension - this will create an OnSIS critical error.)
- Enter the time of the incident: the current time is the default (**required field**)
- Time Frame – use the dropdown to select the appropriate time frame (**required field**)
- Title – enter an appropriate title for this incident Note: the title entered here is what will be listed in the Incident list and has search capability (**required field**)
- Description – enter a brief description of the incident (**required field**)
(**Note:** The Description entered appears on the Incident Letter).
- Location – use the dropdown to select an appropriate location (**required field**)
(**Note:** if the location of the incident is not entered it will create an OnSIS critical error.)
- Location Description – enter additional details regarding location as required (optional)
- Prepared by – optional
- Financial Impact – optional

Part 2: Incident Builder – If required, click on the arrow beside Incident Builder to expand the section.

To add a Participant(s):

- Click on the green plus (+) sign next to Participants
- In the Search Filter – enter last name
- Type – Default is Students.
The dropdown to select Type Staff or Other may only be used for Violent Incidents - see section below for Violent Incidents.
- Grade Level – If “Students” was selected above, use the dropdown to limit the search or select ALL
- Only Active – If you wish to search for inactive students, click the box to remove the checkmark
- Context – Default is School Name
- Click on **Search**
- Click on the name you were searching for in the Results section. Note: Add button will be greyed out until you click on a name in the Results section
- Click **Add**

Type	First	Middle	Last	School	Gr	Gen
	Sylvester	Ryanne	Waverly P.S.	7	M	

The “Add Participant Attributes” popup will be displayed. Using the “Select Roles” dropdown, choose the appropriate role i.e Offender.

- Click on **Add Participant Attributes** to save.

Selected Person: Sylvester Ryanne

Attributes

Select Role(s)

Reporter No subcodes defined

Reporter

Victim

Offender

Witness

Add Participant Attributes Close

Participant will now appear on the Incident Detail screen under the selected role. If the participant was added with an incorrect role, hover over the student name to display the editing icons and then click on the pencil icon to change the participant role. Click “Update Participant Attributes” to save the change.

To add another Participant to the same Incident, repeat steps.

- At least one participant must be recorded as an **offender**.
- If the incident involved **multiple offenders** enter them on the same incident (do not create individual incidents).

For Violent Incidents Only

To Add Staff Member or Other

If the offender is a current staff member in your school follow the steps below:

- Click the green plus (+) sign next to Participants
- In the Search Filter – enter last name of the staff member
- Type – use the dropdown to select Staff
- Grade Level – blank
- Only Active – If you wish to search for inactive staff, click the box to remove the checkmark
- Context – Default is School Name
- Click on **Search**
- Select the staff member that you were searching for
- Click on **Add**
- Using the “Add Participant Attributes” popup, select offender from the Select Roles dropdown
- Click on **Add Participant Attributes** to save

If the offender is **not** a current student or staff member in your school, follow the steps below

- Click the green plus (+) sign next to Participants
- In the Search Filter - **leave name blank**
- Type – use the dropdown to select Others
- Click on **Create Other**
- Using the “Add Other Participant” popup, enter the required information
- Click on **Add**
- Using the “Add Participant Attributes” popup, select offender from the Select Roles dropdown
- Click on **Add Participant Attributes** to save

Part 3: Incident Elements

Click the green plus (+) sign beside Incident Elements to add further offender details (Actions, Behaviours, and Attributes). After creating any of these elements as listed below, they can be dragged and dropped to appear under the appropriate offender's name. If there are multiple offenders involved in the incident, the Incident Elements may differ for each participant.

Behaviour Element: (mandatory, at least one must be attached to each offender)

- Click on **Add Behaviour**
 - o Behaviour Code – using the dropdown select Suspension or Expulsion
 - o Behaviour Sub Code – using the dropdown below the Behaviour Code, select the appropriate reason
 - o Primary Behaviour – If multiple Behaviours are attached to an offender, this box must be checked on the one considered to be the primary reason for the suspension or expulsion. **Note: only the Primary Behaviour is reported to OnSIS.**
 - o Click on **“Add Behaviour”** to save

To select an additional Behaviour, click on the green plus (+) sign and follow the above steps ensuring that only one is checked as the Primary Behaviour. If the Primary Behaviour box has been checked, the hand will display with a “1” on the icon.

Type	Description		
Behaviour	[1] OnSIS Suspension Infraction Type^ - Bullying^		
Behaviour	[2] OnSIS Suspension Infraction Type^ - Conduct detrimental to moral tone of the school		

If multiple offenders are attached to the incident and the Behaviours (reasons for suspension/expulsion) are the same, you do not have to re-create the same Behaviours - a Behaviour can be dragged to multiple offenders. If, however, an additional offender has different reasons for the suspension/expulsion, additional Behaviours must be created.

Action Element: (mandatory – one per offender)

- Click the green plus (+) sign beside Incident Elements then click on **Add Action**
 - o Action Code – using the dropdown select appropriate action (School users will always select Suspension)
 - o Using the dropdown on the line below Action Code, select **Principal** or Board (Note: School users will always select Principal)
 - o Action Date Range – click on calendar to choose Begin and End dates
 - o Re-entry Meeting Time – enter time for meeting with Parent/Student - format HH:MM AM or PM
Note: the time will appear on the Incident letter
 - o Re-entry Meeting Date – click on the calendar to choose the meeting date with Parent/Student.
Note: the date will appear on the Incident letter
 - o Duration Code – using the dropdown select Days
 - o Assigned Duration – enter the number of days the student is suspended or expelled
(Note: required - if Assigned Duration is not entered it will create an OnSIS critical error.)
 - o Actual Duration – leave blank
 - o Action Change Reason – leave blank

Add Action		
Action Code	OnSIS Suspension^	
	Principal^	
512 characters left		
Action Date Range	Begin Date	End Date
	1/13/2016	1/13/2016
Re-Entry Meeting Time	10:30 AM	
Re-Entry Meeting Date	1/14/2016	
Duration Code	Days^	
512 characters left		
Assigned Duration	1	Actual Duration
Duration Notes		
Action Change Reason		
Action Change Code	No codes have been configured.	
512 characters left		

- o **Action Attributes:**
 - o **Susp/Expl Program Type^**
 - For suspensions less than 6 days – leave blank and click “**Add Action**” to save and exit
 - For suspensions from 6 to 10 days – select **Academic Only**
 - For suspensions from 11 to 20 days or expulsion – select **Both Academic/Non-Academic**
 - o **Susp/Expl Program Status^**
 - If suspension is 6-10 days select **Attended**
 - If suspension is 11-20 days select either **Attended, Ongoing** or **Did not attend**
 - If expulsion select either **Completed, Ongoing, Did not attend** or **No longer attending**
 - **Note: The Susp/Expl Program Status must be entered for the above noted suspension lengths, using only the valid entries for that length. If not done correctly, an OnSIS critical error will be generated**
 - o Expulsions or suspensions from 11 to 20 days must also have an **OnSIS Non-Academic Pgm** selected. Select **Yes** for one of the following Non-Academic Pgms:
 - Non-Academic Pgm - Anger Management^
 - Non-Academic Pgm - Drug/Alcohol^
 - Non-Academic Pgm - Family Counselling^
 - Non-Academic Pgm - Individual Counselling^
 - Non-Academic Pgm - Life Skills ^
 - Non-Academic Pgm - Other ^

Action Attributes	
OnSIS Susp/Expl Program Type^	Both Academic/Non-Academic^
512 characters left	
OnSIS Susp/Expl Program Status^	Attended^
512 characters left	
OnSIS Non-Academic Pgm - Anger Management^	
512 characters left	
OnSIS Non-Academic Pgm - Drug/Alcohol^	
512 characters left	
OnSIS Non-Academic Pgm - Family Counselling^	
512 characters left	
OnSIS Non-Academic Pgm - Individual Counselling^	Yes
512 characters left	
OnSIS Non-Academic Pgm - Life Skills ^	
512 characters left	
OnSIS Non-Academic Pgm - Other ^	

Note: OnSIS Non-Academic Pgm Attribute must be either “**Yes**” or **blank** – do not choose “No”

Click **Add Action** to save

Note: If multiple offenders are attached to the Incident, a separate Action Element must be created for each offender.

Attribute Element: (optional)

- Click the green plus (+) sign beside Incident Elements then click on **Add Action**
 - o Check the box if the incident was reported to the police
 - o Check the box if the incident was reported to the Parent and the student is under 18; a comment may be entered if applicable.
 - o Check the box if the incident is a “Violent Incident”

Add Attributes

OnSIS Reported To Police^

☒ OnSIS Reported To Police^

Parent Contacted (student under age 18)

☒ Parent Contacted (student under age 18)

Comments

512 characters left

Violent Incident

☒ Violent Incident

? Cancel Add Attributes

Note: Attributes are not attached to participants. They are associated with the Incident.

Click **Add Attributes** to save

Associate the Action and Behaviour to a Participant

Click on the word **Action** in the **Incident Elements Type** column (2 crossed arrows will appear) and then **drag and drop** the Action onto the offender's name. The Action will then be attached to this offender. If there are multiple offenders, click on one of the remaining "Actions" and drag onto the appropriate offender.

Offenders

Martin Ryan Ross

└ Suspension^A - Principal^A



Incident Elements

Type	Description		
Action ★	Suspension ^A - Principal ^A		
Behaviour 🖐	[1] Suspension - Committing physical assault on another person ^A		
Behaviour 🖐	[2] Suspension - Conduct detrimental to moral tone of the school		
Attribute 🔍	Reported To Police ^A		
Attribute 🔍	Violent Incident		
Attribute 🔍	Parent Contacted (student under age 18)		

Click on the word **Behaviour** in the **Incident Elements Type** column (2 crossed arrows will appear) and then **drag and drop over** the Behaviour onto the offender's name. The Behaviour will be attached to the student. If there are multiple Behaviours (reasons for suspension or expulsion), click on each Behaviour and drag and drop over offender's name. If there are multiple offenders attached to this Incident ensure that that the appropriate Behaviour is attached to the correct offender's name

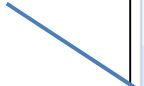
Offenders

Martin Ryan Ross

└ Suspension^A - Principal^A

└ [1] Suspension - Committing physical assault on another person^A

└ [2] Suspension - Conduct detrimental to moral tone of the school



Incident Elements

Type	Description		
Action ★	Suspension ^A - Principal ^A		
Behaviour 🖐	[1] Suspension - Committing physical assault on another person ^A		
Behaviour 🖐	[2] Suspension - Conduct detrimental to moral tone of the school		
Attribute 🔍	Reported To Police ^A		
Attribute 🔍	Violent Incident		
Attribute 🔍	Parent Contacted (student under age 18)		

Once all necessary information has been entered for the Incident, click **Submit Incident** to save.

Edit an Incident Element

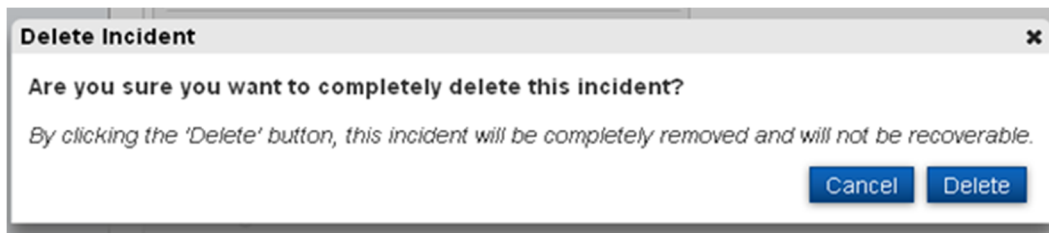
- In the Incident Element section of the Incident Detail page, click on the pencil icon beside the element you wish to update. Click on the Update button to save the change. Note: if the element that is being changed has been associated to a Participant then the Participant element is changed automatically.
- To edit an Incident Element that is only attached to an offender i.e. Action, hover over the element under the offenders name and click on the pencil icon that appears.

Delete an Incident Element

- Click on the “red minus sign”  beside the element you wish to delete.

Delete Incident Record

- To delete an incident record that was entered in error, select the incident from the Incident List page.
- Click on Incident record to open
- Scroll to bottom of screen and click Delete – a box will appear asking if you are sure you want to delete this Incident - to continue click Delete, or click Cancel



Note: Once an Incident record has been deleted it cannot be retrieved.

Incident List – Counts and Search Filters

- The Incident List page is the starting point for quickly and easily viewing incidents as well as creating a customized search filter to locate specific existing incidents.
- For instructions on how to use these features, click on the PowerSchool Help button from the Incident List page.
- **Incident Counts by:**
 - Time Frame
 - Incident Element Type (Action or Behaviour)
 - Incident Element Category Type - click on one of the tally groups to view the incidents for this Category (up to 10 Categories can be tallied ie. Bullying, Vandalism etc)
- **Search Filters:**
 - Several additional search filters are available to locate specific incidents
- The search results will appear below the filter section. To view the details of an individual Incident, click on the ID or Title to open the Incident Detail page.

Sorting the Incident List

- Click on the name of a column to sort by that column in ascending order. Click again to sort in descending order.

Incident Management

Incident Counts by Behavior

Time Frame: Current School Year 8/31/2015 to 1/14/2016

Incident Element Behavior

10 OnSIS Suspension Infraction Type^

Create New Incident

Filter (0)

ID =

+

Clear Apply

1-10 of 10 Incidents

ID	Title	Incident Type	Incident Date	Incident Location	School
15513	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/27/2015 12:58 PM	Hallway^	Brock H.S.
15508	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/27/2015 11:04 AM	Hallway^	Brock H.S.
15488	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/26/2015 03:17 PM	Hallway^	Brock H.S.
15491	Swearing at a teacher/person in a position of authority.	OnSIS Discipline	11/26/2015 01:40 PM	Parking Lot^	Brock H.S.
15168	Engaging in conduct that constitutes opposition to authority	OnSIS Discipline	11/18/2015 11:21 AM	Library^	Brock H.S.
15006	Demonstrating por attendance that warrants disciplinary action	OnSIS Discipline	11/13/2015 02:52 PM	Other^	Brock H.S.
14158	Engaging in behaviour that is disruptive to the learning environment of the clas	OnSIS Discipline	9/30/2015 01:30 PM	Classroom^	Brock H.S.
14159	Smoking on school property	OnSIS Discipline	9/30/2015 08:40 AM	School Bus^	Brock H.S.
13997	Swearing at a teacher or another person in a position of authority	OnSIS Discipline	9/18/2015 12:06 PM	Classroom^	Brock H.S.
13595	Engaging in conduct that constitutes opposition to authority	OnSIS Discipline	9/11/2015 02:43 PM	Hallway^	Brock H.S.

Rows/Page 10

Incident Management

Incident Counts by Behavior

Time Frame: Current School Year 8/31/2015 to 1/14/2016

Incident Element Behavior

2	OnSIS Suspension Infraction Type^ Opposition to authority	1	OnSIS Suspension Infraction Type^ Behaviour disruptive to the learning environment
2	OnSIS Suspension Infraction Type^ Swearing at a teacher/person in authority^	1	OnSIS Suspension Infraction Type^ Smoking on school property
1	OnSIS Suspension Infraction Type^ Demonstrating poor attendance/truancy	1	OnSIS Suspension Infraction Type^ Vandalism/destruction/damage to property
2	OnSIS Suspension Infraction Type^ Committing vandalism causing extensive damage ^		

Create New Incident

Filter (2)

Incident Location, Title

Incident Location Hallway^

Title vandalism

Clear Apply

1-3 of 3 Incidents

ID	Title	Incident Type	Incident Date	Incident Location	School
15513	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/27/2015 12:58 PM	Hallway^	Brock H.S.
15508	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/27/2015 11:04 AM	Hallway^	Brock H.S.
15488	Committing vandalism, destruction, damage to school property.	OnSIS Discipline	11/26/2015 03:17 PM	Hallway^	Brock H.S.

Rows/Page 10

Printing An Incident Letter

When the Incident has been created and submitted go back into the Incident record and select the print option at the top of the screen.

Select the appropriate Incident letter radio button:

- Incident Letter to Parent/Guardian – Suspension
- Incident Letter to Parent/Guardian – Suspension Pending Expulsion
- Incident Letter to Parent/Guardian – Notice of Recommendation for Expulsion
- Incident Letter to Student – Suspension (student 18 years or older)
- Incident Letter to Student – Suspension Pending Expulsion (student 18 years or older)
- Incident Letter to Student – Notice of Recommendation for Expulsion (student 18 years or older)

Print Incident Letter

To Parent/Guardian

☐ Notice of Recommendation for Expulsion
 ☒ Suspension
 ☐ Suspension Pending Expulsion

or,

To Student

☐ Notice of Recommendation for Expulsion
 ☐ Suspension
 ☐ Suspension Pending Expulsion

When the Incident letter appears, verify print options.

- Go to File – Page Setup.
- Format & Options – Orientation should be Portrait, check box Shrink to fit Page Width.
- Margins & Header/Footer – all Margins set to 0.3; Headers & Footers all blank.
- Click OK.
- Click Print button.
- When letter has printed click on Close button

Incident Reports

Path: Start Page > Reports > ReportWorks > Incident Reports

- **Incident Offender Details** - provides offender details including Behaviours and Actions
 - enter appropriate **Date Range**
 - check box to **Show Results for Current School Only**
 - use this report to verify information that was entered
 - incorrect entries will cause OnSIS errors when uploaded to the Ministry

Incident ID: 14376 Incident Date: Oct 13, 2015 Location: Classroom^
Title: Engaging in A Fight and Behaviour
Created by: [REDACTED]

Last Name	First Name	Grade	Location
[REDACTED]	[REDACTED]	8	Glen Street P.S.
Behavior: Engaging in or encouraging a fight Primary			
Behavior: Conduct detrimental to moral tone of the school			
Action: OnSIS Suspension Principal^			
Begin: Oct 14, 2015		End: Oct 14, 2015	Days^: 1
[REDACTED]	[REDACTED]	7	Glen Street P.S.
Behavior: Engaging in or encouraging a fight Primary			
Action: OnSIS Suspension Principal^			
Begin: Oct 14, 2015		End: Jan 14, 2016	<NA>: <NA>

➡ Incorrect information to look for:

- 1 **Incident Date** - must not be greater than the Action **Begin** date
- 2 **Location** - must not be blank
- 3 **Behaviour** - at least one must be attached to each Offender
- 4 - if there are multiple Behaviours, the word **Primary** must appear after the one to be reported to OnSIS
- 5 **Action** - one only must be attached to each Offender
- 6 - OnSIS Suspension must show as **Principal^**
OnSIS Expulsion must show as **Board^**
- 7 - both the **Begin** and **End** dates for the suspension or expulsion must be entered
- 8 - the word **Days^** must follow the **End** date
number of assigned days cannot be less than 1 and must not show as <NA>

9 - suspension less than 6 days must not show any OnSIS Program Type following the days

☐ Action: OnSIS Suspension^ Principal^
 Begin: Sep 30, 2015 End: Oct 02, 2015 Days^: 2

suspension from 6 to 10 days must show OnSIS Program Type of **Academic Only**

☐ Action: OnSIS Suspension^ Principal^
 Begin: Sep 18, 2015 End: Oct 01, 2015 Days^: 10 Academic Only^

suspension from 11 to 20 days **or** an expulsion must show OnSIS Program Type of **Yes** to indicate that at least one Non-Academic Pgm has been selected

☐ Action: OnSIS Suspension^ Principal^
 Begin: Sep 18, 2015 End: Oct 08, 2015 Days^: 15 Yes

- **Incident Summary Report** – provides a summary of incidents by School
 - enter appropriate Date Range
 - check box to **Show Results for Current School Only**

Incident Summary Report						
Brock H.S. - 8 incidents				Summary of 8 incidents for reporting period		
ID	Title	Date	Location	Behaviour	Subcode	Action
15488	Committing vandalism, destruction, damage to school property.	Nov 26, 2015	Hallway^	OnSIS	Vandalism/destruction/damage to property	OnSIS Suspension^
15491	Swearing at a teacher/person in a position of authority.	Nov 26, 2015	Parking Lot^	OnSIS	Swearing at a teacher/person in authority^	OnSIS Suspension^
15168	Engaging in conduct that constitutes opposition to authority	Nov 18, 2015	Library^	OnSIS	Opposition to authority	OnSIS Suspension^
15006	Demonstrating poor attendance that warrants disciplinary action	Nov 13, 2015	Other^	OnSIS	Demonstrating poor attendance/truancy	OnSIS Suspension^

- **Incident Summary Report by Student** - provides a summary of incidents by School and Student
 - enter appropriate Date Range
 - check box to **Show Results for Current School Only**
 - if incident contains multiple offenders, only the first offender will print

Incident Summary Report by Student								
Brock H.S. - 8 incidents				Summary of 8 incidents for reporting period				
Incident	Student	Role	Date	Time	Behaviour	Behaviour Sub Code	Action	# Days
14158	[REDACTED]	Offender	Sep 30, 2015	12:00 AM	OnSIS Suspension Infraction Type^	Behaviour disruptive to the learning environment	OnSIS	2
14159	[REDACTED]	Offender	Sep 30, 2015	12:00 AM	OnSIS Suspension Infraction Type^	Smoking on school property	OnSIS	2
15006	[REDACTED]	Offender	Nov 13, 2015	12:00 AM	OnSIS Suspension Infraction Type^	Demonstrating poor attendance/truancy	OnSIS	1
15168	[REDACTED]	Offender	Nov 18, 2015	12:00 AM	OnSIS Suspension Infraction Type^	Opposition to authority	OnSIS	1



Physical Containment

The Physical Containment initiative is completed when a containment is used with a student for any period of time. The purpose is to report the incident, who was involved and what occurred before, during and after the containment. Each record must be finalized by a school Administrator. A printed copy does not need to be submitted to the board office.

TAB 1: Incident

General Information	Student and school information (name, birthdate, gender, OEN, DDSB number, grade, school and principal) will automatically populate from Power School when the Integration > Import Data button is selected.						
Staff Member Applying Containment, Witness, and Date and Time Fields	Add the name and position of staff member(s) involved with the containment in the appropriate fields. If multiple staff members were involved in the containment, use the Add row feature to add additional rows. If Job/Position is “Other(specify)” – select that option and enter the details of the “Other Job/Position” text field. Staff Member(s) Applying Containment <table><thead><tr><th>Name</th><th>Job/Position</th><th>Other Job/Position</th></tr></thead><tbody><tr><td>Add</td><td></td><td></td></tr></tbody></table> Add Witness(es), if any. Use the Add row feature to add additional names. Complete: Date of Incident (date picker) , Time of Incident (select hours -24 hr clock and minutes), Location of Incident and Duration of Physical Containment (enter value and choose from drop down to select minutes or seconds).	Name	Job/Position	Other Job/Position	Add		
Name	Job/Position	Other Job/Position					
Add							
Description of Incident	In point form, add details in each text box outlining the detail (text limit of 100 characters) • Events Precipitating the Crisis • Description of Injuries (if any) • Strategies Employed Prior to Containment						
Follow Up	In point form, outline the plan for resolving the incident (150 character limit).						
School Administration and Parent/Guardian Notified	Enter the date (using the date picker), time (format 24 hr clock), By (name) to indicate when school administration and parent/guardian were notified of the containment.						
Finalization is done by selecting the report from the Log Tab	This initiative can only be finalized by an administrator once the record has been reviewed. The administrator would locate the record in the Log tab and check off the Finalized box. Once finalized, the record locks and appears on the log tab with a Status – Finalized. It is now considered submitted to the Special Education Department.						

TAB 2: Log

Log	The log lists all containment records that have been completed for the student. Click on any record to view the details of the containment under the Incident tab. Records with a Status - Open require Finalization by a school Administrator. New Records are added to a student by selecting Records - New Record
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Printing

Printing	Print button is at the top left hand side of the template. This initiative can be printed for your records only. A hard copy is no longer required to be sent to the board office. Each containment record must be printed individually.
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Principals/Vice-Principals

Finalization	Each containment with a "Status" of OPEN in the Log must be finalized by the Principal/Vice-Principal once all fields are completed. To finalize the entry in the log list: 1. Click on Log tab. 2. View Status of records. Click on pencil icon if the record is "active" 3. The record will open. Review the data that is being submitted, edit or add information where necessary. 4. Scroll down and click the Finalized check box to finalize the record (name and date will automatically populate). 5. The record will now be locked and considered submitted to Special Education department.
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Special Education Department
Power TPM

Behaviour Safety Plan

A detailed Behaviour Safety Plan must be developed for students whose behaviour presents a risk of injury to students or staff. Behaviour Safety Plans are unique for each student and must include the following information: description of the behavioural concerns, antecedents and consequences that maintain the behavioral concerns, interventions, resources and the crisis response plan. Behaviour safety plans should be developed in consultation with those individuals involved with the student.

TAB 1: General Information

General Information	School information (grade and school) will automatically populate from Power School (Integration – Import Data).
Date of Plan/Date to Review Plan	Date of Plan – from the date picker, choose the date when the plan has been developed Date to Review Plan – from the date picker, choose the date when you will review the plan and make any necessary changes
Description of Behaviour Concern	In full sentences, describe the behaviour(s) that concerns you most about this student.
Names of those who need to be informed of the plan/ This plan was developed by	Names of those who need to be informed of the plan: enter all names (click on “add” if additional boxes are needed to add more names) This plan was developed by: enter the names and roles of all DDSB staff that have been involved with creating the plan (click on “add” if additional boxes are needed to add more names)

TAB 2: Antecedents

TAB 3: Interventions

TAB 4: Resources for Staff

Text Boxes	In tabs 2, 3 and 4 enter all relevant information in full sentences. Refer to the Behaviour Safety Plan sample on the portal for additional information.
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TAB 5: Crisis Response

Immediate Action	Document all steps needed to deal with a crisis and share with all staff members involved
Later Action	Document what occurred – Start with the date and document in writing what occurred during the crisis ensuring that input is received from all staff members involved. Click on “add” in order to add another box for each additional date that there is a crisis.

	Review the Crisis Plan – Start with the date and document what changes are going to be made to the plan as a result of the crisis and the steps that were taken. Click on “add” in order to add another box for each additional date Administrative Actions – Start with the date and document follow up items (i.e. paper work that needs to be completed as a result of the crisis, items that need to be added to the Behaviour Safety Plan and the person responsible, equipment that may need to be ordered for staff etc.) Click on “add” in order to add another box for each additional date that there is a crisis.
--	--

Printing

Printing	Print button is at the top left and right hand side. Once printed, the plan must be signed and dated by the teacher, principal and parent. The plan should be reviewed with the parent (provide a copy to parents) and a copy should be filed in the student’s OSR. The Behaviour Safety Plan should go home in October as well at all reporting periods.
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CONFIDENTIAL STUDENT INFORMATION**DDSB STAFF ONLY**

The Durham District School Board is committed to maintaining a positive school climate in schools in which students have the opportunity to develop in a safe and respectful learning environment.

SCHOOL NAME

STUDENT BRIEFS

SUPPORTING SAFE WORK PLACES AND POSITIVE SCHOOL CLIMATES TOGETHER

STUDENT BRIEFS

IMPORTANT: ALL STUDENT INFORMATION IS CONFIDENTIAL

HEALTH AND SAFETY IS A RESPONSIBILITY WE ALL SHARE. THIS PROCESS HAS BEEN ESTABLISHED TO SUPPORT A SAFE WORKING AND LEARNING ENVIRONMENT FOR STAFF AND STUDENTS.

Background – Promoting Worker Safety

The Durham District School Board is required to provide information, including personal information, to workers regarding a person with a history of violent behaviour, if the worker can be expected 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

Student Brief(s) are shared with *all school staff (including occasional staff) who may not work directly with a student or students that may exhibit risk of injury behaviours*. The information contained in the Student Brief is intended as awareness only. Sharing this information does not replace access to the BSP or IEP 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.

Your Role and Expectations

Review the information provided in the Student Brief(s). Print the date and your name and provide a signature on the provided page to indicate that you have received this information and that you understand that this has been shared with you in confidence.

This binder will be centrally retained in the main office for staff reference. If you have any questions regarding the information that has been provided, please speak to your school administration.

CONFIDENTIAL INFORMATION

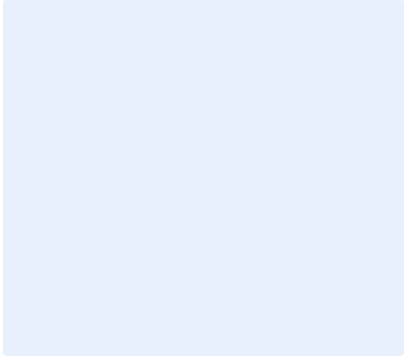
Student Brief: Notification of Risk

School Name:

A Supervisor (Principal) has a duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if:

- i. the worker can be expected to encounter that person in the course of his or her work; and
 - ii. the risk of workplace violence is likely to expose the worker to physical injury
- (Section 32, OHSA)

Important: If you observe any of these students unaccompanied by an assigned staff member, please do not attempt to interact; contact the main office for assistance. Only staff trained in intervention strategies are to engage with these students in the event of an incident.

Photo	Student Initials & Classroom/Area of School Most Frequented	Behaviour (check all that apply)	Known Triggers
		☐ physical aggression ☐ verbal aggression ☐ leaves property ☐ other relevant information (<i>provide detail</i>)	
	Bus Plan Protocol: ☐ Yes or ☐ No Bus # : Bus Plan Protocol (Notes to Share)		
	Date Created/Revised: <i>Note: all Student Brief forms must be reviewed every September and January</i>		

SIGN OFF VERIFICATION: STUDENT BRIEF

Please print name and sign your name to indicate that you have reviewed the Student Brief(s) and understand that this information has been shared with you in confidence and for educational purposes.

[illegible]

Stage 1: Violence Threat Risk Assessment

Administrators Quick Guide

STEP 1

Address any Immediate Risks and Safety Concerns

- Make sure all students and staff are safe
- Determine if the threat maker has access to the means (e.g. weapon)
- If necessary appropriately monitor and detain student(s) until police arrive

STEP 2

Check the Student's Locker, Backpack, Desk or Other Appropriate Areas for Items of Concern

- Follow DDSB (Procedure 4255) to check for possible weapons in locker, backpack and on the threat maker
- If anything of concern is found ensure that pictures are taken before turning it over to the Police

STEP 3

Call the Police

- Call the police (either dispatch or Liaison Officer) to assist with safety concerns
- Note: If there is an immediate safety concern, call 911*

STEP 4

Contact Area A.O. or Safe Schools Officer to Discuss the Initiation of Stage 1 VTRA

- Activation of the protocol requires Central Level consultation with your AO and/or Safe Schools Officer
- The Safe Schools Officer will contact community organizations for information and support
- The AO, Safe Schools Officer, Chief Social Worker and Chief Psychologist will work together to contact team members and support the school
- The Area Superintendent will be informed by the AO

STEP 5

Data Collection and VTRA package

- The Principal will arrange a meeting time for the school team including DDSB Social Worker, DDSB Psychological Services Staff and the school police Liaison Officer
- The school team will start data collection
- A plan for interviews led by a DDSB Clinician will be developed

STEP 6

Clinician Led Interviews

- It is important that a clinician (Social Worker or Psychological Services) be involved in the interview of the threat maker and parents and/or guardians
- Appropriate consents for disclosure will be obtained by the clinician if necessary
- Notify parents and students about the process

STEP 7

Completing the VTRA and Determining the Level of Risk

- Using the standard Stage 1 VTRA Report team members will work collaboratively to complete the package and determine the level of risk
- All team members are required to sign the completed package

STEP 8

Develop the Intervention Prevention Plan

- Team members should develop the initial intervention prevention plan within the VTRA package
- It is important to develop this even if the student will be transitioning to a new educational program

STEP 9

Documentation and Communication

- The Stage 1 Package complete with signatures will be forwarded to the Safe Schools Officer
- The Intervention Prevention Plan can may be shared with parents students and appropriate staff to mitigate risk
- Only the Intervention plan goes in the OSR

STEP 10

Next Steps

- Central team will meet and review Stage 1 VTRA and the Intervention and Prevention Plan
- Follow up communication will occur with the school team. If a Stage 2 VTRA is recommended the Safe Schools Officer will arrange the meeting and DDSB will arrange for appropriate consents

Dealing with

an On-line Threat

A threat includes an expression of intent to do serious harm or act out violently against people or property. Threats may be verbal, written, drawn, posted on-line or made by a gesture.

During school time or after hours, the following steps should be taken if there is a threat that could impact the safety of the school community, e.g., bomb threat, weapon in building.

STEP 01

On-line threat is brought to the attention of Principal/Vice-Principal. The Principal/Vice-Principal will gather initial information about the threat following the **Threat Assessment Intervention Protocol**. Principal/Vice-Principal will connect with:

- ▶ Family of Schools (FOS) Superintendent/Education Officer
- ▶ Durham Region Police Service (DRPS)
- ▶ The Principal/Vice-Principal will investigate following the Police/School Board Protocol

STEP 02

FOS Superintendent/FOS Education Officer will inform:

- ▶ Associate Director
- ▶ Trustees
- ▶ Safe Schools Superintendent/Safe Schools Education Officer
- ▶ Communications and Public Relations Department

STEP 03

FOS Superintendent/Education Officer/Safe Schools staff will consult with Communications and Public Relations and School Principal/Vice-Principal to develop and enact the Communication Plan.

[\(Refer to Communication Plan Considerations\)](#)

STEP 04

Safe Schools will follow up with DRPS, the School Principal/Vice-Principal and FOS Superintendent/FOS Education Officer to enact the Violence Threat Risk Assessment (VTRA) protocol and next steps.

Communication

Plan Considerations

STEP 01

If necessary, consult with DRPS (refer to Police/School Board Protocol for information on investigations and Threat Assessment Protocol).

STEP 02

Determine the content of the message(s) to be sent out, and the platforms to be used.

STEP 03

INITIAL MESSAGE

Shortly after receiving a threat, the initial message should be created and sent out (within 30 minutes if possible).

Examples of key points: aware of threat; investigation is on-going (DRPS is involved); school is safe

STEP 04

FOLLOW-UP MESSAGE(S)

Examples of key points: the situation is still being investigated; the situation is resolved; we worked with DRPS and the school is safe and/or the; risk is/was low; there is on-going consultation with DRPS and there is a police presence at school.

STEP 05

SUBSEQUENT FOLLOW-UP MESSAGES (if required):

Example: the situation has been resolved and additional supports are available to students or families.

Consider that not sending anything may make the matter worse. All messaging should help reduce fear and anxiety while also putting an end to rumours and speculation. Determine the amount of information that needs to be provided about the incident to reduce the possibility of someone "imitating" the threat.

METHODS OF COMMUNICATION

1. Board Central Messaging using the school's website homepage alert/bulletin – Posted by Communications and Public Relations
2. School Messenger - Created by Communications and Public Relations sent by the Principal/ Vice-Principal
3. School Twitter Account - Created by Communications and Public Relations sent by the Principal/Vice-Principal
4. Other - Upon consultation with SO/EO/Communications and Public Relations/DRPS - e.g., letter sent home

NOTE: School Principal/Vice-Principal must have access to the School Twitter account for emergency messaging purposes. The Principal/Vice-Principal must know the User Name and Password to be able to access Twitter during an emergency. This information should also be shared with the Communications and Public Relations Department as a security precaution and changed when members of the administrative move schools.

Responsive Strategies for Processing and Responding to Incidents

INCIDENT REPORTING PROCESS

Immediate Response – First Aid/Safety

Part A: Employee Report

Assessment by

- Special Education Officer
- Safe Schools Officer

Incident is Level 1 unless these Level 2 conditions are met:

- Multiple staff are injured
- Incident generates a report to CAS and/or DRPS
- Incident requires medical attention
- Incident is of a sexualized nature (if not already covered by CAS/DRPS condition)
- The report is about a Parent/Guardian
- There are multiple reports from the same school over a short period of time

Response to Level 1 Incident

- Monitor for further incidents from school

Response to Level 2 Incident

- Administrative Officer/Safe Schools Officer consult with principal to determine supports/interventions

INFORM (as required)

- Superintendent of Family of Schools
- Superintendent of Special Education
- Superintendent of Safe Schools
- Consult with other school and Board team members as required

FOLLOW UP

- Review incident
- Develop strategies
- Allocate support/resources
- Determine Next Steps including support for all students and staff

MONITOR SITUATION

Part B: Principal Report

Reviewed by

Health and Safety Officer

NOTE: On-going monitoring of incident reporting directs response. The time interval between an employee's submission (Part A) and the supervisor's follow up (Part B) should be completed within five days. This process is monitored with appropriate follow up when interval extends beyond this range.

DATA MONITORING

- Regular and ongoing monitoring of data will occur using the data dashboard by internal staff (Safe Schools, Health & Safety, Assessment /Accountability and Inclusive Student Services)
- Significant trends reported to Family of Schools Superintendents immediately
- Updates provided regularly to Administrative Council

Responsive Strategies for Processing and Responding to Incidents

INCIDENT ACTION PLAN

Immediate Response
First Aid/Safety

Assessment by

- Administrative Officer
- Safe Schools Officer

Student without Special Needs

(No Individual Education Plan/
Behaviour Safety Plan)

Administrative Officer connects with the Principal to provide immediate support

Debrief

- Principal organizes incident debrief and who will attend
- Gather information regarding incident:
 - Possible triggering event
 - Nature of student behaviour
 - Staff response and effectiveness

Action Plan

Principal develops Action Plan:

- Progressive Discipline considerations
- Student support plan
- Student Brief (if applicable)
- Transition plan (if required)

Follow Up

- If Behaviour Safety Plan required – Consult with Special Education Officer
- Ongoing support to Principal and school team

Student with Special Needs

(Individual Education Plan/
Behaviour Safety Plan)

Administrative Officer connects with the Principal to provide immediate support

Debrief

- Principal organizes incident debrief and who will attend
- Gather information regarding incident:
 - Possible triggering event
 - Nature of student behaviour
 - Behaviour Safety Plan
 - Programming effectiveness
 - Staff response and effectiveness

Programming Supports

- Instructional Facilitator
- Social Work/ Psych Services
- Short Term Assistance Response Team
- Autism Resource Team
- Special Education Resource Coach

Action Plan

Principal develops Action Plan:

- Progressive Discipline considerations
- Student support plan
- Student Brief (if applicable)
- Transition plan (if required)

Follow Up

- Ongoing support to Principal and school teamschool team

Ongoing Monitoring
and Support