



## KENORA CATHOLIC DISTRICT SCHOOL BOARD

### 300 Student Procedures

#### AP 317: Safe Schools – Supporting Students and Parents Who are Victims of a Serious Incident

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The Kenora Catholic District School Board believes it is important that all pupils must have a safe, caring, accepting, and faith-filled school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community. AP 317: Supporting Students and Parents Who are Victims of a Serious Incident outlines what schools are required to do to support students who are victims of a serious student incident, including the development of specific plans to protect victims. This procedure also outlines a process for parents to follow if they are not satisfied with the supports that their children are receiving.

#### 1.0 Procedure

- 1.1 A parent is expected to communicate reasonably, with the student's best interest in mind, with school personnel.
- 1.2 A parent has a right to reasonable consultation with the pupil's teacher or the principal of the school.
- 1.3 Both parents and school staff have a shared responsibility to conduct themselves in a respectful manner and to follow established procedures when involved in communications concerning the pupil.
- 1.4 In all cases, the principal must provide the employee who reported the incident with written acknowledgement of receipt of the report using 068 – *Safe Schools Incident Reporting Form – Part 2 Acknowledgement of Receipt of Report*.
  - 1) The principal must specify whether action has been taken or no action is required.
  - 2) If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it.
  - 3) Information that could identify the student(s) involved must not be part of the acknowledgement.
- 1.5 In addition to employees of the board, school bus drivers must also be required to report a serious incident, in writing, to the principal of the school.

- 1.6 Other non-board employees who come into direct contact with students on a regular basis, as outlined in *subsection 300.4 (5.3) of Part XIII of the Education Act*, must also report such matters to the principal (e.g., outdoor education instructors).
- 2.0 **Investigation of a Serious Incident**
  - 2.1 Any serious incident shall be investigated by the principal or his/her designate.
  - 2.2 Information related to a serious incident shall be gathered and documented from all students involved, including any witnesses.
  - 2.3 A *Form #067 – Safe Schools Incident Reporting – Part 1* will be completed and filed.
- 3.0 **Actions if a Serious Incident has Occurred**
  - 3.1 Actions to address a serious incident shall take into account the particular student and circumstances (e.g. mitigating or other factors);
  - 3.2 The nature and severity of the incident;
  - 3.3 The impact on the school climate (e.g. the relationship within the school community).
  - 3.4 Progressive discipline prior to suspension may include:
    - 1) Withdrawal of privileges
    - 2) Withdrawal from class
    - 3) Out of class withdrawal of classroom privileges
    - 4) Detention
    - 5) Restitution for damages
    - 6) Peer mediation
    - 7) Restorative damages
    - 8) Transfer
    - 9) Consultation.
  - 3.5 The behaviour of each student involved must be monitored to determine further action(s).

- 3.6 The school principal or his/her designate in consultation with the teacher shall determine whether it is appropriate to contact the parents of the students involved.
  - 3.7 The school principal or his/her designate may request assistance from various outside agencies such as the O.P.P. Community Policing Officer, the Attendance Officer, or other appropriate community agencies or resources.
  - 3.8 Intentionally and falsely accusing another student of bullying shall be considered bullying behaviour.
  - 3.9 Formal procedures will be outlined specifically by each school:
- 4.0. **School Transition Meetings - Development of a Student Transition Plan for Transfer of an Aggressive Student or Victim**
- 4.1 Schools are expected to coordinate a meeting between the schools involved to put a transition strategy in place to identify any additional supports and resources that the student may require (e.g. referral of the student to a community agency).
  - 4.2 Schools are expected to ensure in the transition meetings that they reflect the principles outlined in the following documents, when developing a transition plan for the student :
    - 1) [Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”, June 24, 2009](#)
    - 2) [Regulation 181/98, “Identification and Placement of Exceptional Pupils”; Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000](#)
    - 3) [Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007](#)
    - 4) [English Language Learners: ESL and ELD Programs and Services, 2007.](#)
  - 4.3 The meeting will include the receiving teacher and all other individuals the school principal deems relevant, ensuring a smooth transition of the student including appropriate non-teaching staff.
  - 4.4 The meeting will include the student that is being moved and his or her parents (or legal guardian) will also be invited to the meeting.
  - 4.5 During the meeting, the principal will reinforce to all parties that all correspondence, statements and records concerning the incident will be kept confidential.
- 5.0 **Procedural Steps for Parents to Follow if they are not Satisfied with the Supports that their Children Receive During Transition**

If a parent wishes to make a complaint about the supports they and/or their children have received, they can expect it to be dealt with in the following manner:

### **5.1 Stage One – Informal Resolution**

- 5.1.1 An initial complaint should be made by contacting the child’s teacher. The complaint should be dealt with either by telephone or in person.
- 5.1.2 Parents may also contact the school principal if they feel a suitable resolution has not been made in conversation with the teacher.

### **5.2 Stage Two – Formal Resolution**

- 5.2.1 If the complaint cannot be resolved on an informal basis, the parents should put their complaint, in writing, to the principal. The principal will decide the appropriate course of action to take.
- 5.2.2 The principal will meet with the parents (and, if necessary, the principal may include any relevant school personnel) within seven days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- 5.2.3 It may be necessary for the principal or designate to carry out further investigations.
- 5.2.4 The principal will keep written records of all meetings and interviews held in relation to the complaint.
- 5.2.5 Once the principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and the parents will be informed of the decision, in writing. The principal will also give reasons for his decision.
- 5.2.6 If the parents are still not satisfied with the decision, they should proceed to Stage Three of this Complaints Procedure.

### **5.3 Stage Three – School Principal and Superintendent of Education**

- 5.3.1 If parents decided to proceed to Stage Three (following a failure to reach an earlier resolution) they will be referred to the Superintendent of Education, who will review the written records of all meetings and interviews held in relation to the complaint.
- 5.3.2 The Superintendent of Education, on behalf of the Board, will then acknowledge the complaint, in writing, to the parents and schedule a meeting

with the parents to take place as soon as possible, normally within fourteen days.

- 5.3.3 If the Superintendent of Education deems it necessary, he may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to the Superintendent of Education no later than seven days prior to the parent meeting.
- 5.3.4 Parents may be accompanied to the hearing by another person. This may be a relative or friend. Legal representation will not normally be appropriate.
- 5.3.5 If possible, the Superintendent of Education will resolve the parents' complaint immediately without the need for further investigation.
- 5.3.6 Where further investigation is required, the Superintendent of Education will decide on appropriate action.
  - 1) After due consideration of all the facts, the Superintendent of Education will reach a final decision and may make recommendations, which shall be completed within fourteen days of the parent meeting.
  - 2) A copy of the letter will be sent to the school principal, the Director of Education and, where relevant, the person against whom the complaint has been made.
- 5.3.7 Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential.
- 5.3.8 If parents are not satisfied with the outcome of an incident after the review of the Superintendent of Education, they may contact the Director of Education who will review all the information and meet with the parents at a mutually agreed upon time.
- 5.3.9 Upon completion of the meeting with the parents, the Director of Education will within five days render a decision which will either support or not support the decision of the school principal and Superintendent of Education.
  - 1) If the decision of the Director of Education does not uphold the recommendation of both the school principal and Superintendent of Education, both the school principal and Superintendent of Education will meet with the parents to resolve the complaint.

Form(s) associated with this procedure:

Form #067 – Safe Schools Incident Reporting – Part 1

Form #068 – Safe Schools – Supporting Students and Parents Who Are Victims of a Serious Incident

**Legal Resources:**

1. Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”, June 24, 2009
2. Regulation 181/98, “Identification and Placement of Exceptional Pupils”
3. Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000
4. Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007
5. English Language Learners: ESL and ELD Programs and Services, 2007

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