

Bluewater District School Board
ADMINISTRATIVE PROCEDURE

Students

AP 6801-D

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Procedure Title	Police/School Protocol		
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References			
Provincial Model for a Local Police/School Board Protocol, Ministry of Education; Criminal Justice Act; Youth Criminal Justice Act; Safe Schools Act, 2000; Municipal Freedom of Information and Protection of Privacy Act; AP 6823-D (Secure) "School Lockdown/Hold and Secure"; Administrators' Handbook – 'Police and School Protocol' folder			

1.0 RATIONALE

- 1.1 This protocol has been developed by a committee comprised of representatives from the police and Bluewater District School Board schools and administration.
- 1.2 Its purpose includes the assurance of the safety of students and school personnel, and for the future, positive development of students who are in conflict with the law.

2.0 PROCEDURE

Please see attached - Bluewater District School Board Police/School Protocol.

Please refer to the 'Best Practices for Search and Seizure' located in the Administrators' Handbook → 'Police and School Protocol'.



POLICE/SCHOOL PROTOCOL



Many thanks to all of our partners for their contribution to this document.

Revised October 19, 2016

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Introduction

It is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and police services establish and follow a protocol for the investigation of school-related occurrences.

This document has been prepared for the following reasons:

- to ensure a coordinated approach among school boards and police services;
- to promote dialogue and the establishment of effective relationships between schools and police based on cooperation and shared understandings;
- to address unique factors and/or considerations that may affect individual jurisdictions, and negotiate service-delivery arrangements accordingly.

This document outlines the common principles, the varied resources, and certain obligations and procedures that are required by provincial and federal legislation (i.e. the *Education Act*, the *Child and Family Services Act*, the *Criminal Code*, the *Youth Criminal Justice Act*, the *Canadian Charter of Rights and Freedoms*, and the *Ontario Human Rights Code*) and by case law.

It is important for schools and police to respect the human rights of students under the *Ontario Human Rights Code* (the *Code*) in the context of this document. For more information, see www.ohrc.on.ca.

Note to readers: A glossary of terms is provided in Appendix A of this document. An asterisk following an italicized word or phrase at its first use in the text of the document signals that a definition of that word or phrase is provided in the glossary.

Purpose of this Document

Promoting the well-being of all students in Ontario schools is one of the key goals in the government's renewed vision for education (see *Achieving Excellence: A Renewed Vision for Education in Ontario*, 2014, p. 3). To help achieve this goal, all partners in education - students, parents/guardians (herein referred to as parents), school staff, and community organizations - work together to create and sustain safe, accepting, and healthy schools across the province. A safe, inclusive, and equitable school environment fosters and supports learning and the ongoing development of respect, responsibility, civility, and other positive behaviours and characteristics. An effective school-police partnership plays an important part in safeguarding these qualities and promoting a positive school climate.

At the root of effective school-police partnerships is a common understanding of each partner's roles and responsibilities, as well as agreed-upon procedures and clearly delineated decision-making authority. Providing the best possible education for students in a safe school community is a shared responsibility, which requires a commitment to collaboration, cooperation, and effective communication.

Keeping our schools safer requires a comprehensive strategy that includes the following elements: opportunities for staff to acquire the knowledge, skills, and attitudes necessary to maintain a school environment in which conflict and differences can be addressed in a manner characterized by respect and civility;

- implementation of strategies for the prevention of violent and/or antisocial behaviour, and use of intervention and supports for those who are at risk of, or have already engaged in, violent or antisocial behaviour;
- an understanding of, and commitment to, human rights principles; and
- an effective and timely response to incidents when they occur – one that respects the rights of victims and witnesses, as well as those of the alleged perpetrators.

It is understood that the strategy can be effective only if decisions about school safety are informed by reliable data, including school climate and violent incident data. The data that schools collect on school climate can, for example, provide information on risk factors for violent or antisocial behaviour. Decisions should be made on the basis of assessments and priority, need, and risk that are as accurate as possible. Police play a vital role in supporting and enhancing the efforts of schools and their communities to be safe places in which to learn and to work. In addition to responding to and investigating school-related incidents, police are essential partners in the prevention of crime and violence.

It is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and police services work together to develop police/school board protocols so that both partners have a clear understanding of the respective roles, procedures, and decision-making authority of both police and school

personnel as they relate to school safety.

The Ministry of Community Safety and Correctional Services' guideline LE-044 on Youth Crime indicates that every police service's procedures on the investigation of offences committed by young persons should include the steps to be taken by officers, in accordance with the local police/school board protocol, when responding to school-related occurrences. The guideline also states that every chief of police, and the Commissioner of the Ontario Provincial Police (OPP) should work, where possible, with local school boards to develop programs for safe schools. Every chief of police and the OPP Commissioner should consider the need for a multi-agency strategy to prevent or counter the activities of youth gangs in the community, including working, where possible, with school boards, municipalities, youth and other community organizations, business, and the Crown.

In the development of this police/school board protocol, the school boards and police services have considered all relevant legislation, including, but not limited to, the:

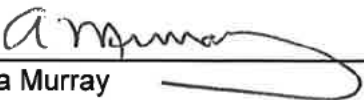
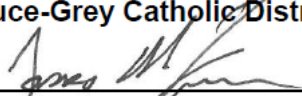
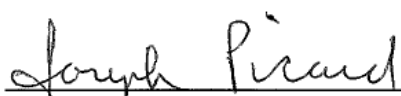

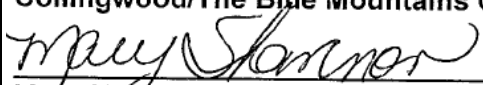

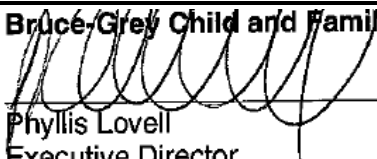


- Youth Criminal Justice Act,
- Criminal Code,
- Police Services Act,
- Canadian Charter of Rights and Freedoms,
- Ontario Human Rights Code,
- Provincial Offences Act (specifically Part VI, "Young Offenders"),
- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA),
- Freedom of Information and Protection of Privacy Act (FIPPA),
- Child and Family Services Act,
- Personal Health Information Protection Act, 2004,
- Education Act / Safe Schools, and
- Equity and Inclusive Education Policy.

Required Elements for a Local Police/School Board Protocol

1. Signatories to the Protocol

This document represents the clarification of our respective roles and responsibilities, and defines the need for maintaining open lines of communication.

We the undersigned support the principles and protocol set out in this document.

Bluewater District School Board  Alana Murray Director of Education	Grey County O.P.P. Mike Guilfoyle Inspector
Bruce-Grey Catholic District School Board  Jamie McKinnon Director of Education	Bruce County O.P.P. Dana Earley Inspector
Conseil scolaire catholique Providence  Joseph Picard Directeur général	Hanover Police Service  Robert De Groot Sergeant
Collingwood/The Blue Mountains O.P.P.  Mary Shannon Inspector	Owen Sound Police Service  William Sornberger Chief
Bruce-Grey Child and Family Services  Phyllis Lovell Executive Director	West Grey Police Service  Robert Martin Chief
	Saugeen Shores Police Services  Dan Rivett Chief

2. Statement of Principles

The Bruce-Grey Catholic District School Board, Bluewater District School Board, and Le Conseil scolaire catholique Providence shall herewith be known as the School Boards.

Bruce Peninsula O.P.P., Collingwood/The Blue Mountains O.P.P., Grey County O.P.P., South Bruce O.P.P., Hanover Police Services, Owen Sound Police Services, West Grey Police Services, Saugeen Shores Police Services and Cape Croker First Nation Police herewith be known as the Local Police.

School Principal or designate, herewith be known as the Principal.

The Bruce-Grey Catholic District School Board, Bluewater District School Board, and Le Conseil scolaire catholique Providence and the Local Police recognize their respective responsibilities for the safety of students, staff and members of the school community:

- Police have responsibility for the investigation of alleged criminal offences;
- the School Boards have the responsibility for maintaining proper order and discipline in their schools and for ensuring the safety and well-being of staff, students and all members of the school community where subject to the School Boards' jurisdiction;
- students and/or their parents/guardians are free to seek Police involvement in incidents that fall outside the categories covered in this Protocol or in cases where the school does not involve the police.

The guiding principles upon which the terms of this agreement are based and which are relevant to the jurisdiction, include:

- the need to have a clear understanding of police and school responsibilities;
- the need to promote respect and civility in the school environment;
- the need to respect the fundamental rights of students, teachers, and staff pertaining to disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the Ontario Human Rights Code; and
- the need to support both rights and responsibilities.

3. Introduction

The School Boards and the Local Police believe that students, staff and members of the school community have the right to learn and work in a safe and positive learning environment.

To that end, this Protocol between the School Boards and the Local Police outlines how the School Boards and Police will co-operate with each other in their dealings with students and police-related investigations. Further, this Protocol outlines the respective roles and responsibilities of the School Boards and the Police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable law.

The purpose of this protocol is to:

- assist in the greater safety, protection and well-being of students, teachers, principals, staff, and volunteers in schools;
- encourage constructive, ongoing, adaptive, and responsive partnerships between police and the school community;
- facilitate appropriate sharing and disclosure of information in accordance with privacy laws, including FIPPA and MFIPPA;
- promote joint consultation and partnerships between school boards and police services on maintaining a safe school environment;
- ensure that the obligations and requirements of both the education and police systems are met; and
- ensure an equitable and consistent approach across a school board's jurisdiction in the way police and schools respond to a school-related occurrence.

4. Role and Mandate of Police Services

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The Local Police:

- engage and work proactively in partnership with school officials to ensure the effectiveness of this protocol;
- protect public safety and prevent crime;
- enforce the Youth Criminal Justice Act, the Criminal Code, and other federal, provincial, and municipal legislation and related regulations;
- uphold the duties legislated under section 42 of the Police Services Act;
- assist victims of crime;
- conduct police and criminal investigations;
- assist in the development of young people's understanding of good citizenship;
- promote and foster the prevention and reduction of crime, both against and committed by young people;
- provide information on community safety issues;
- divert young people away from crime and antisocial behaviour; and
- work in partnership with other government and community-based organizations to support positive youth development.

5. Role and Mandate of School Boards

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The principal will have a role consistent with his or her statutory responsibility for the health and welfare of students and to maintain discipline in the school.

The School Boards, principals, teachers, and school staff related to safe and secure schools, shall:

- clearly explain the board's code of conduct to the school community, and the potential reach of school discipline with respect to behaviours taking place outside of school that have a negative impact on school climate;
- engage and work proactively in partnership with police officials to ensure the effectiveness of this protocol;
- comply with the requirements related to the duties of principals and teachers under the Education Act and regulations;
- consider the roles and responsibilities of the principal in conducting investigations of incidents for which suspension or expulsion under the Education Act, including the responsibility to take mitigating and other factors into account, as set out in Ontario Regulation 472/07;
- comply with the requirements legislated under the Child and Family Services Act (e.g., "duty to report");
- respect the board's code of conduct, as required by the Education Act (s. 302);
- ensure that resources (i.e. on drug awareness, on bullying prevention) are accessible to assist school staff in promoting a positive school environment with students and parents;
- develop policies on how to respond to crises, including the development of a communications plan;
- ensure that appropriate prevention and intervention strategies are available; and,
- provide staff with opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments.

6. Definitions/Explanations of Terms

A glossary is provided, outlining definitions of terms that are important to assist those who will be administering local protocols, as Appendix A.

7. A Coordinated Approach to Violence Prevention

A coordinated and multifaceted approach on the part of the school board and police to promote positive behavior and prevent school violence is important. School boards and principals should develop, promote, and maintain strong partnerships with police and seek to benefit from their support in implementing the school's violence-prevention policies,

particularly where these policies pertain to addressing risk factors associated with antisocial, gang-related, or criminal behavior. In a closely cooperative relationship, police may also offer support in a consulting role, to assist school personnel in determining appropriate action with dealing with violent behavior and to explain the procedures for police investigations.

Police work in partnership with other community-based service providers to administer various crime-prevention programs, including programs that focus on areas such as peer mediation or conflict resolution; (e.g., those providing counselling or mentoring services, drug awareness/education programs, or support for seeking employment or housing); and programs such as Crime Stoppers.

Working from a crime-prevention perspective, police can play an important role in the school community, which presents extensive opportunities for employing the strategy of “crime prevention through social development” (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behavior.

CPSD recognizes that the intersection of multiple and complex social, economic, health and environmental factors may lead to criminality. CPSD involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors (e.g., mental health issues, certain types of behavioural issues, involvement in the criminal justice system, victimization/abuse) that can start a young person on the path to crime, and build protective factors (e.g., strong adult role models, enhanced self-esteem, effective personal coping skills and strategies) that might mitigate those risks.

Strategies that schools can use to help prevent violence include:

- helping students develop social skills, including conflict resolution skills;
- promoting positive mental health and reducing the stigma associated with mental health issues;
- proactively identifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behaviour in the school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, that students' human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process.

Strategies that police can use to help prevent violence in schools include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- launching, leading, or being part of local planning tables that mobilize community members and agencies to participate in activities designed to address and reduce risk factors and to enhance protective factors for youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice Probation Services, and other police officers, courts and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

In developing the protocol, school boards and police ensure alignment with related ministry, board, and police policies on violence prevention. The local police/school board protocol is one component of a broader partnership between schools and other essential community partners, including mental health providers, health care professionals, and children's aid societies, that is dedicated to violence prevention in Ontario schools.

8. Occurrences Requiring Police Response

It is the duty of the principal to maintain proper order and discipline in the school.
The following reporting guidelines should be followed by the principal or designate.

The following incidents require mandatory reporting to police (for students under the age of 12, refer to section 15 below). Note that mandatory police reporting does not mean that police will lay charges in every situation; however, for the

incidents listed, police must be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion.

Mandatory Notification of Police

The police must be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- threat where victim perceives imminent danger;
- sexual assault*;
- robbery*;
- criminal harassment*;
- relationship-based violence*;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking* in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences*;
- bomb threat;
- non-consensual sharing of intimate images*;
- threat of suicide (*see BWDSB AP 6835-D*);
- gang-related occurrences*; and
- extortion*.

Discretionary Notification of Police

Principals may notify police of the following types of incidents:

- giving alcohol to a minor;
- being under the influence of alcohol or illegal drugs;
- physical assault;
- threats* of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- incidents of bullying;
- incidents of vandalism; and
- trespassing incidents.

Principals should consider mitigating and other factors when deciding whether to call the police in these discretionary situations. It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion. (For students with special education needs, school boards should identify circumstances where a police response is neither necessary nor appropriate. Refer to section 15 below for further information on dealing with students with special education needs.)

9. Information Sharing and Disclosure

A number of different statutes deal with information sharing and disclosure. These include federal legislation (the Criminal Code, the Youth Criminal Justice Act) and provincial legislation (the Municipal Freedom of Information and Protection of Privacy Act, the Education Act, and the Child and Family Services Act). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence.

a) Criminal Code

The police can access a student's Ontario Student Record (OSR) and other student records, by warrant or subpoena, or with the written consent of a parent or of the student, if the student is 18 years of age or older, or if the student is 16 or 17 years of age and has withdrawn from parental care.

b) Youth Criminal Justice Act (YCJA)

The Youth Criminal Justice Act (YCJA) sets out the procedural requirements for dealing with young persons charged with offences. (Refer to Part 6 (ss. 110 to 129) of the YCJA, "Publication, Records and Information".)

There may be occasions when it is necessary for police to share confidential information with school officials. Section 119 of the YCJA provides the circumstances under which confidential information may be shared.

The following subsections of Part 6 are of particular relevance for police/school board protocols:

- subsection 110(1), which states that no person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the YCJA;
- subsection 111(1), which states that "no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person";
- subsection 118, which states that no person shall be given access to a record and no information in the record shall be given to any person, where to do so would identify the young person as being dealt with under the YCJA;
- subsection 125(1), which states that "[a] peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence";
- subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young persons to disclose to a representative of a school board or school any information kept in a record under sections 114 to 116 of the YCJA if the disclosure is necessary:
 - to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
 - to ensure the safety of staff, students, or other persons; or
 - to facilitate the rehabilitation of the young person.

c) Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

This legislation regulates the collection and disclosure of personal information that is not related to the YCJA. As part of the local protocol, police services and school boards should develop a policy for the disclosure of personal information in situations under subsection 32(g) of the Municipal Freedom of Information and Protection of Privacy Act MFIPPA (i.e. "to aid an investigation undertaken with a view to a law enforcement proceeding ...").

d) Child and Family Services Act (CFSA)

The Child and Family Services Act (CFSA) mandates that anyone who has reasonable grounds to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society. Section 72(1) - "Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society".

This provision applies as well to information that is confidential or privileged (except under solicitor/client privilege), and there is no liability against a person who reports unless the reporting was done maliciously or without reasonable grounds.

e) Release of School Information by Warrant or Subpoena

In criminal matters, if a school Principal is served with a warrant requesting an OSR or other records, the Principal is obliged to comply with the warrant and will provide a copy of the OSR contents and other records as specified. The Principal should contact the Supervisory Officer for guidance before releasing information. This should be done immediately upon receiving the warrant.

If a Principal is personally served with a subpoena requiring his/her testimony in a criminal case, he/she is obliged to comply with the subpoena, attend court, and produce any records or documents, including the original O.S.R., to court as specified in the subpoena. In the event that a record or document is ordered by the court to be entered into evidence, the

Principal should bring the original records or documents, plus three copies, in order that the School Board can request to retain the originals and provide copies to the court.

f) Other Release of School Information to Police

In the absence of a warrant or court order, Principals should seek direction from their Supervisory Officer before releasing any information.

If the Police are conducting an investigation for the purpose of law enforcement proceedings, the school Principal shall, upon the request of Police and pursuant to section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), release general information to the Police officer including, but not limited to the following:

- name, address and phone number of the student or staff member;
- name, address and phone numbers of the parent or guardian of the student.

In exigent circumstances, the police can access a student's OSR without a warrant, under section 487.1.1 of the Criminal Code.

Video surveillance may be disclosed to a law enforcement agency when:

- The law enforcement agency presents a warrant requiring the disclosure of footage, as per section 32(e) of MFIPPA;
- The law enforcement agency does not have a warrant but requests that footage be disclosed to aid an investigation from which a proceeding is likely a result, as per section 32(g); or
- An illegal activity is observed on school premises and footage of this activity is disclosed to a law enforcement agency to aid an investigation from which a proceeding is likely to result, as per section 32(g) of MFIPPA.

10. School Procedures for Reporting to Police

In emergency circumstances, reporting to police shall be done through 9-1-1.

In non-emergency situations that require police involvement, school staff should report the matter to the school principal or designate, who will initiate police contact. The following telephone numbers are available for non-emergency situations:

- | | |
|---|---------------------|
| • Bruce Peninsula Ontario Provincial Police: | 1-888-310-1122 |
| • Collingwood/The Blue Mountains Ontario Provincial Police: | 1-888-310-1122 |
| • Grey County Ontario Provincial Police: | 1-888-310-1122 |
| • South Bruce Ontario Provincial Police: | 1-888-310-1122 |
| • Hanover Police Service: | 519-364-2411 ext. 0 |
| • Owen Sound Police Service: | 519-376-1234 ext. 0 |
| • West Grey Police Service: | 519-364-2411 ext. 0 |
| • Saugeen Shores Police Services: | 519-832-2500 |
| • Cape Croker First Nation Police: | 519-534-1233 |

When notifying the police of an incident, the caller should be prepared to provide the following information. Additional details may also be required:

- where and what is happening?
- is anyone injured and what are the injuries?
- who and where is the caller?
- are there any weapons involved? What type? Where are the weapons now and who has them? and,
- who is involved (including names, dates of birth)? How many people are involved?;
- when did the event take place?
- emergency or medical required?

Reporting procedures must comply with the "duty to report" provisions under the Child and Family Services Act.

11. Initial Police Contact

Under exigent circumstances, or if the principal is being investigated, the officer is not required to follow the procedures set out below.

The police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident. The officer is normally required to take the following steps:

- report to the principal, providing proper identification;
- explain the purpose of the visit, and plan with the principal on how to proceed;
- consider alternatives that limit the disruption to the school day;
- obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and
- contact, or make arrangements with the principal to contact, parents of students under the age of 18 (see section 12(a) below).

From time to time, it may become necessary and/or unavoidable to interview or apprehend a staff member on school property. If this occurs it is the intent of the board to proceed as sensitively and unobtrusively as possible while co-operating with the police. The police may not always be able to discuss or disclose circumstances involving the investigation (including apprehension). Where feasible, the police should attempt to contact a supervisor or senior executive of the board of the staff member being apprehended.

12. School and Police Investigations of Incidents

While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the Education Act. Under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date when the student was suspended. When possible, the police will share information with the principal that may be relevant to that decision.

Upon notifying Police of an incident, school staff shall separate the involved students and refrain from taking written statements. In the event that school staff are taking a statement while conducting an internal investigation and determine that a criminal offence has been committed, they shall discontinue the statement and notify Police immediately.

Any statement(s) taken shall then be turned over to Police for purposes of an investigation if requested.

Police investigations should be undertaken in accordance with the local police service's criminal investigation management plan and, where required, with the Ontario Major Case Management Manual.

The principal will inform police of any logistical information about the school (i.e. the hours of the school day and class rotation schedules) that may be relevant to the investigation process.

Police services will endeavour to work within these logistical considerations in order to minimize the disruption to the school.

a) Legal Rights

In the investigation of school-related incidents where a young person is a suspect, particular attention should be given by the principal and police to procedures that are consistent with the following provisions:

- parental notification upon arrest (s. 26, Youth Criminal Justice Act);
- right to counsel (s. 25, Youth Criminal Justice Act);
- right not to make a statement (s. 146, Youth Criminal Justice Act); and
- protection of privacy (s. 110, Youth Criminal Justice Act).

b) Search and Seizure

The Canadian Charter of Rights and Freedoms (Section 8) states that "Everyone has the right to be secure against unreasonable search and seizure".

Where investigations involve search and seizure, the police and the principal should pay particular attention to the following procedures and responsibilities:

- the Principal or Vice-Principal must advise the students and staff at the beginning of the school year that desks and lockers are school property and there is no expectation of privacy on the part of the students; therefore, a search of such property is permissible by the school administrator. In this case, the Principal or the Vice-Principal is acting under the authority of the Education Act to maintain proper order and discipline in the school, and not as an agent of the Police. It is advisable for the Administrator to have another person present to conduct any search. The Supreme Court of Canada in *R. v. M.R.M.* (1998) and the Ontario Court of Appeal in *R. v. J.M.G.* (1986) have stated that a Principal, who has reasonable grounds to do so, may conduct a search of a student or his/her possessions in carrying out his or her duties to maintain order and discipline in the school.
- any search by the police, shall be conducted in accordance with relevant federal and provincial legislation.
- the police will notify the principal before conducting searches on school premises. (Under some exigent circumstances, police may execute a search without a warrant and without notice to the principal).
- the continuing responsibility of the principal for students even when police are on school premises

c) Detention and Arrest

Where investigations result in detainment detention and/or arrest, the police and the principal should pay particular attention to the following procedures and responsibilities. When possible, non-school related incidents resulting in the arrest of a student shall take place away from school property.

If the Police wish to arrest or charge a student on school property, the Police officer shall contact the Principal of the school that the student is attending and advise of the nature of the visit and to request a meeting with the student. In the case of "fresh pursuit", the Police may not be able to advise the school administrator immediately of the reason for their actions but will advise the school administrator at the first opportunity of any students charged or arrested.

If the student who is being arrested or charged by the Police is under 18 years of age, the Police shall inform that student about the nature of the charges and his/her rights.

Subject to the Youth Criminal Justice Act, and in consultation with the Police, the school will attempt to contact the student's parents/guardians to inform them that their child is being arrested or charged by the Police. There may be times when the Police will direct the school administrator **not** to contact the parents/guardians of a charged or arrested student, for example:

- the parents/guardians are the suspects of a crime about which the student is being interviewed and/or;
- contacting the parents/guardians could interfere with the Police investigation.

In such cases, the Police determine the proper course of action. The school administrator will follow Police direction in this regard and will document the name and badge number of the officer and the direction given. The Principal shall notify the Supervisory Officer.

If a student is a Crown ward or a ward of the Children's Aid Society, the legal guardian is the Children's Aid Society and shall be contacted in the same way as a parent/guardian.

If the student who is being arrested or charged by the Police is 18 years of age or older, and therefore an adult, (or a 16 or 17 year old who has withdrawn from parental control), the school shall not contact the parents/guardians without the permission of the student.

It is the responsibility of the school to communicate to the Police officer if any student has a learning disability or other exceptionality that may impede the student from expressing or understanding written/oral communication. Refer to section 14 of this protocol for further information.

If the student is not in attendance at school on that day, the school shall inform the Police officer of the student's date of birth, address, phone number, and the parent's/guardian's home and business phone numbers on file, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, which is the authority for providing such personal information to law enforcement officials who are conducting an investigation with a view to a law enforcement proceeding is likely to result. Refer to section 8 of this protocol for further information.

d) Supports for Victims

It is important that police and/or the principal be aware of the procedures and responsibilities with respect to providing support for victims, according to their own agency-specific guidelines.

The principal shall inform the parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered unless, in the principal's opinion, doing so would put the victim at risk of harm from the parents (Education Act, s. 300.3(1), O.Reg. 472/07), and Bill 157.

All board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (i.e. public health units, community agencies, Help Phone lines). Advising victims of the services available shall be a shared responsibility between police and school administrators.

Procedures for information sharing and community referrals shall be in keeping with current and relevant legislation governing confidentiality.

Appendix B provides a link to InformationBruceGrey.ca, which is a dedicated search engine to assist with finding community, social, health and government services in Bruce and Grey Counties.

13. Police Interviews of Students

It is the responsibility of police to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses.

The Police, in the course of an investigation, may need to interview students. If the school encounters an incident which necessitates the involvement of the Police, the Principal shall request the Police attend at the school.

The following procedure will be used when students are being interviewed:

Notification of Parents

The following procedures are to be followed, except in exigent circumstances, when the police interview students on school premises.

Police

- a) must advise a student, under the age of 18, that he/she may request his/her parent/legal guardian to be in attendance during the police interview;
- b) are to act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours;
- c) if the student is deemed a suspect, the police will explain to the young person his/her rights, specifically the right to speak to a lawyer.

Police /Bruce-Grey Child and Family Services

- If the Bruce-Grey Child and Family Services (B.G.C.F.S) is involved, school and police officials should make every effort to contact the local agency's support person for the family in order to discuss and come to an agreement regarding the timing and procedure for notifying the parents.
- Police will consult with the B.G.C.F.S when there is a duty to report, as outlined under the *Child & Family Service Act* and will make efforts to include a representative in a joint interview if the child is suspected to be in need of protection.

Principal

Students under the Age of 18

- except in exigent circumstances, it is the principal's responsibility to contact parents of:
 - a) victims who have been harmed as a result of an activity for which suspension or expulsion must be considered, unless, in the principal's opinion, notification of the parents would put the student at risk of being

harmful by the parents. If that is the case, the parents must not be contacted (Education Act, s300.3(3) www.e-laws.gov.on.ca)

- b) students receiving a suspension (Education Act, S. 311 www.e-laws.gov.on.ca)
- c) all other students being interviewed by police during an investigation, except:
 - if the principal is otherwise directed by police because of exigent circumstances, or where the police believe the parent may be implicated
 - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent)
- d) the principal will attempt to inform the parent of any student who will be interviewed by the police and give the parent the opportunity to attend at the location of the interview. This applies to students under the age of 18 (except where the student is the victim of abuse and the alleged offender is a family member or primary caregiver or the contact may jeopardize further investigation or safety of the student)
- e) a parent/legal guardian, third-party adult, or the principal, if no alternative is available, must be present when students under the age of 18 are being interviewed at school
- f) in cases where a student aged 12 to 17 is to be interviewed at the school and waives the right to have an adult present at the interview, and the police and the principal consider the school the most appropriate location for conducting the interview, steps will be taken to ensure that the student's rights are respected during the interview
- g) when the parent cannot be reached or be present, at the request of the student, the principal or suitable designate, may act as an observer/advocate for the student; and
- h) where the principal is not able to contact the parent(s)/guardian(s), the principal will record his/her attempts to make such contact

Students over the Age of 18

The parent/legal guardian should not be called if the student is 18 years of age or older, unless the student gives his/her consent or makes the request him/herself or is incapable of providing consent for medical or other reasons.

Preparations for Interviews

Police will employ appropriate techniques when interviewing children and young persons and are required to follow the Guide to Officers for Section 146 Youth Criminal Justice Act <http://laws.justice.gc.ca> Statements.

Police are required to provide, upon arrest or detention, a legal caution and notification of the right to counsel, where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal offence. As well, the police will take into account the legal considerations respecting the admissibility of statements made to persons in authority (S. 146(2) of the Youth Criminal Justice Act <http://laws.justice.gc.ca>)

It is recognized that the norm for interviews by police will be conducted outside the school.

However:

- interviews may be conducted on school premises
- police will attempt to notify the school principal or designate when interviews are to be conducted on school premises
- police should consult with the principal to consider alternatives for conducting interviews at a location other than the school
- interview procedures will vary depending on the circumstances and will be conducted at the discretion of the police
- if police interviews are conducted on school premises during school hours, the principal/designate will cooperate with police to provide equipment, facilities, information, staff and logistical support as required

Additional Principal Responsibilities

- principal shall follow police direction and document the name and badge number of the officer and the directions given by police
- principal to communicate to the police if any student has a learning disability or other exceptionality, who has the need for specialized resources, that may impede the student from expressing or understanding written/oral communication; where a student is known to have a behavioural, cognitive, mental health, physical or learning disability.
- principal shall remain with the student during any interview held at the school
- if student is not in attendance at school on that day, the principal shall inform police of the student's date of birth, address, phone number and the parent's/guardian's home and business phone numbers on file, in accordance with section 32(g) of the Municipal Freedom of Information and Protection of Privacy Act, which is the authority

for providing such personal information to law enforcement officials who are conducting an investigation with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result.

14. Reporting of Children Suspected to be in Need of Protection

The *Child and Family Services Act* mandates that anyone who has reasonable grounds to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society. Section 72(1)-"Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society".

In cases where a child is suspected to be in need of protection, the principal shall notify the appropriate Children's Aid Society, in accordance with the protocol established by the school board and the *Child and Family Services Act*. In our boards, this is Bruce-Grey Child and Family Services.

When police are advised of a matter where a child is suspected to be in need of protection, the police will conduct an investigation in accordance with the protocol established with the appropriate Children's Aid Society.

For additional information, refer to the document Reporting Child Abuse and Neglect, developed by the Ministry of Children and Youth Services, which is available at www.children.gov.on.ca/htdocs/English/topics/childremsaid/reportingabuse/index.aspx.

15. Investigations Involving Students with Special Education Needs

School administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, they are obliged to report incidents to police as outlined in section 8 of this document. However, in investigations that involve a student known to have special education needs, additional considerations must be taken into account by school personnel and police.

Additional considerations are to be taken into account when an investigation involves a student known to have special education needs, who may be identified as having exceptionality in any of the following categories: behaviour, communication, intellectual, physical, or multiple.

Such considerations include:

- the responsibility of the school to communicate to the police that a student is known to have special education needs or communication difficulties;
- the requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports / resources, as needed, for the student during an investigation;
- the need to ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

The unique needs of students with mental health concerns also need to be taken into consideration in these circumstances.

16. Occurrences Involving Students Under Age 12

The Principal is required to notify the child's parent as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

Children under 12 years of age cannot be charged with an offence under the Criminal Code <http://laws.justice.gc.ca>, Youth Criminal Justice Act <http://laws.justice.gc.ca>, or the Provincial Offences Act www.e-laws.gov.on.ca, but police have authority to:

- take reports of incidents allegedly committed by students in this age group
- make referrals to additional services for the student (Health, counselling)
- conduct interviews
- report to the local children's aid society under subsection 72 (1) of the Child and Family Services Act www.e-laws.gov.on.ca when there is evidence of abuse or neglect, or the risk thereof; when the child has committed serious acts and the child's parents are not accessing appropriate treatment.

Police shall refer to relevant police procedures/protocols, and local police service policies.

The Principal is required to conduct an investigation of an incident for the purpose of school discipline where a recommendation for suspension or expulsion may be required regardless of the age of the students involved. The Principal is required to provide accommodations and/or modifications for students with special education needs, as outlined in their Individual Education Plan (IEP).

The Principal shall refer to appropriate board regulations and procedures, in addition to this protocol, and may at any time consult with a Supervisory Officer.

17. School Board Communication Strategy

Develop a communication plan to promote knowledge and understanding of the contents of the protocol as well as consistency in its application. Key targets of the communication strategy are students and their families, who need to be aware of the range of situations in which police may be called (including any criminal activity involving students that takes place away from school, if that activity has a negative impact on school climate). Communications materials should use plain language, and should be available in multiple languages and accessible formats, as appropriate.

18. Protocol Review Process

A review of the local protocol shall be conducted every two years, or sooner if required.

The review is conducted by the police, school boards and Child Protective Agencies, who should develop an effective mechanism for soliciting input from school staff, students, and parents.

19. Physical Safety Issues

Police services may be requested to work in co-operation with local schools to assess the physical safety of the school premises, including both the building(s) (e.g., lighting, building design) and outdoor areas (e.g., landscaping). Final decisions about alterations to enhance the safety of students, staff, and teachers rest with the school board, as does the responsibility to carry out any desired work.

20. Threat Management/Awareness Services

There is a need for, and value of, early intervention and threat management/awareness services. Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour or non-threatening but worrisome behaviour that may pose a risk of violence. Taking steps to identify at-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police interventions. Principals are advised to consider contacting the police and the school board's mental health lead for further supports and input. A multi-disciplinary/multi-agency approach to threat management can be a highly effective means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff.

It should be noted that multi-disciplinary threat management teams are not a substitute for police Threat Assessment Units. Such units exist within some of the larger police services, including the Ontario Provincial Police. The police/school board protocol should specify that, in situations where a multi-disciplinary team has determined that a student may pose a risk of violence, the team should contact police for assistance. (Similarly, where no multi-disciplinary threat management team exists and a student is thought to be a potential threat, the school board should contact its local police service for

assistance.) If the local police service does not have a Threat Assessment Unit, it will assist in obtaining the required services from another police service.

Where a threat management protocol is in place, it should be reviewed when the biennial review of the local police/school board protocol is being conducted (see section 18 above).

21. Emergency Planning and Threats to School Safety

In keeping with school board and ministry policies, every school shall have and communicate an Emergency and Crisis Response Plan, which must include but is not limited to, [1] a lockdown* plan and a procedure to be followed after a lockdown or similar emergency, and [2] a plan and procedures for dealing with bomb threats. Mechanisms for sharing the Emergency and Crisis Response Plan with police services and the fire department are specified in the protocol and the plan must be appended to the protocol.

The Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario. It specifies two mandatory components, as follows:

1. All publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.
2. A minimum of two lockdown drills must occur each school year.

In response to these requirements, boards will have school lockdown/hold and secure procedures (BWDSB AP 6823-D).

The Provincial Policy for Developing and Maintaining Bomb Threat Procedures for Elementary and Secondary Schools in Ontario specifies two mandatory requirements:

1. All publicly funded school boards in Ontario must establish a bomb threat response procedure to ensure the development and implementation of individual school plans.
2. Each board must ensure that its staff, students, and other stakeholders are aware of their obligations/responsibilities within the individual school plans.

In response to these requirements, boards will implement bomb threat procedures.

22. Training

The school boards and police services will provide joint training on this local police/school board protocol to their respective staff on an annual basis. Best efforts should be made to include all staff, including part-time, itinerant, and occasional staff, in this training. Resources such as DVDs and other methods may be used for training.

Training will be based on effective/leading practices and will be delivered as considered appropriate to staffing requirements.

23. Dealing with the Media

Whenever a serious incident occurs in a school or is school-related and the local police propose to issue a press release that includes reference to a school board or a school, the police will consult with the appropriate director of education or designate in advance, where possible.

Bluewater District School Board	1-800-661-7509 519-363-2014
Bruce Grey Catholic District School Board	1-877-471-8121 519-364-0605
Conseil scolaire catholique Providence - London Office	1-800-407-2338 1-519-673-1035

Appendix A: Glossary

These definitions are provided as a general guide. Applicable legislation should be referenced for specific legal definitions. Online access to statutes is available through:

- www.e-laws.gov.on.ca
- <http://laws.justice.gc.ca/en/notice/index.html?redirect=%2Fen%2F>
- <http://www.napra.ca/pdfs/fedleg/cdsa.pdf>

Assault: A person commits an assault when (a) without the consent of another person, he/she applies force intentionally to that other person, directly or indirectly; (b) attempts or threatens, by an act or gesture, to apply force to another person, if he/she has, or causes that other person to believe upon reasonable grounds that he/she has present ability to effect his/her purpose; (c) while openly wearing or carrying a weapon or an imitation thereof, he/she accosts or impedes another person.

Barricading: Creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.

Bodily Harm: Refers to injury resulting from assault that is more than transient or trifling in nature

Bomb: An explosive device fused to detonate under specified conditions.

Bullying – Ministry and board Definition: “Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and / or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

Causing Disturbance: In or near a public place, by fighting, screaming, shouting, swearing, singing or using insulting or obscene language; by being drunk; or by impeding other persons.

Child: A child means a person who is, or in the absence of evidence to the contrary, appears to be less than 12 years of age

Criminal harassment: Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person’s family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

Exigent circumstances: Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.

Expulsion: The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the Education Act. An example is using a weapon to cause or to threaten bodily harm.

Extortion: The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Extra-judicial measures: Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counselling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

Gang-related occurrences: Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate and/or bias-motivated occurrences: Incidents (i.e. involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e. a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

Lockdown: A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Secure AP 6823-D)

Mitigating and other factors: Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the Education Act and as set out in Ontario Regulation 472/07 (quoted below):

2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. *the pupil does not have the ability to control his or her behaviour*
2. *the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour*
3. *the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person*
- ...

3. Other factors *For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:*

1. *the pupil's history*
2. *whether a progressive discipline approach has been used with the pupil*
3. *whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment*
4. *how the suspension or expulsion would affect the pupil's ongoing education*
5. *the age of the pupil*
6. *in the case of a pupil for whom an individual education plan has been developed,*
 - i. *whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,*
 - ii. *whether appropriate individualized accommodation has been provided, and*
 - iii. *whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.*

Negative impact on school climate: A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate. For example, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

Non-consensual sharing of intimate images: Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term "intimate image" refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Parent/legal guardian: A person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.

Police: For the purpose of this protocol, means the police detachments as listed in this protocol.

Possession of drugs: Having a controlled substance (i.e. a drug or narcotic, as set out in the Controlled Drugs and Substances Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Principal / Principal Designate: Teacher or appointed by a board to perform in respect of a school the duties of a principal under the Education Act and its regulations. For the purpose of this protocol, also includes a person designated by the principal.

Relationship-based violence: Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

Robbery: The use of violence or threats of violence to steal money or other property from a victim.

School Board: Means a district school board or a school authority, and for the purpose of this protocol, means the Boards as included as participants in this protocol.

Sexual assault: Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Suspension: The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the Education Act. An example is possessing alcohol or illegal drugs.

Theft: The illegal or unauthorized removal of another person's property without his/her consent.

Threats: Any statement, act, or communication, by any means, including electronic means, of intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trafficking: Assisting in any manner with the distributing of a controlled drug or substance, as set out in the Controlled Drugs and Substances Act, or with the distributing of weapons.

Vandalism (Mischief): The wilful or malicious damage, defacement, or destruction of (school board) buildings, grounds, equipment, or property as well as staff and student property.

Weapon: Any article designed as a weapon, or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Young Person: Means a person who is, or, in the absence of evidence to the contrary, appears to be 12 years of age or older, but less than 18 years of age.

Appendix B: Victim Services/Support Agencies – Where to Call for Help

www.informationbrucegrey.ca

The above website provides a dedicated search engine to assist with finding community, social, health and government services in Bruce and Grey Counties. From this page, follow the link “Click Here to Search for Services”.