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<b>Subject</b>	<b>VIOLENT INCIDENTS – RESPONSE PROCEDURES</b>
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<b>Links</b>	FORM A7100 - 1
<b>Contact</b>	School Services

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1. **General**

- 1.1 With the input of staff, students, the school council, parents or guardians, the community and services such as the police, schools will develop a set of procedures for dealing with the range of violent incidents that might involve students, staff or visitors.
- 1.2 Such procedures will enable staff and students to deal with incidents effectively, consistently and fairly.
- 1.3 These procedures will help to prevent recurrences, thus making the learning environment safer.

2. **Violent Incidents Involving the Police**

- 2.1 The following serious incidents must be **reported to the police** by the principal or designate: (see APPENDIX B)
  - 2.1.1 possession of weapons (i.e. guns, knives)
  - 2.1.2 physical assaults causing serious bodily harm
  - 2.1.3 sexual assault
  - 2.1.4 robbery and extortion
  - 2.1.5 any hate-motivated violence (i.e. incidents involving racism or homophobia)
  - 2.1.6 vandalism causing extensive damage to school property or property located on school premises
  - 2.1.7 threats of serious physical injury.
- 2.2 Although the categories in item 2.1 must be reported to the police, students and parents or guardians are free to seek police involvement in incidents of violence that fall outside these categories, if they decide that such involvement is appropriate.
- 2.3 Police officers visit our schools on many occasions for a variety of purposes and this protocol is intended to promote beneficial relationships among all parties. The procedures set out in the protocol are intended to encourage co-operation between the Simcoe County District School Board and the police, while protecting the rights of students, parents, and board employees.



- 2.4 Police presence in the schools will assist in developing effective relationships among schools, police and the greater community.
- 2.5 When a student is interviewed at school concerning a violation or potential violation of the law, the Board expects its employees to strive to ensure that the student is treated fairly and in accordance with the law.
- 2.6 It is the preference of the Simcoe County District School Board that interviews of students relating to investigation of offenses not be conducted by law enforcement officers at school, when such interviews are not related to an action or incident that took place on school premises. However, when law enforcement officers are required to undertake such interviews of students on school premises, all board staff are expected to co-operate with the officers.

### 3. Categories of Students by Age

- 3.1 For students **under the age of 12**, each individual violent incident should be judged on its own merits. The decision to report to the police should be made locally.
- 3.2 Although persons under the age of 12 cannot be charged criminally, police may still be called to investigate alleged serious criminal offenses and to become involved in the communication that must occur with the parent(s), guardian(s) and other agencies.
- 3.3 Under the *Youth Criminal Justice Act*, a **young offender** may be any person 12 years of age up to and including 17 years of age who is charged with a criminal act.
- 3.4 Students who are **18 years of age or older**, are considered adults and fall within the provision of the *Criminal Code of Canada*.

### 4. Protocol for Reporting Violent Incidents to the Police

The principal's judgment is most often the basis for the determination of whether a violent incident has occurred and what actions need to be taken to ensure the continuation of school safety and security. Once the principal or designate has made the determination that a violent incident has occurred, this protocol will be followed:

- 4.1 Principal or designate **shall contact the parent(s)** or guardian(s).
  - 4.1.1 In the case where a student is under 18, parent(s) or guardian(s) must be contacted immediately. If not available, another adult chosen by the



student should be informed.

- 4.1.2 In the case where a student is 18 or older, permission must be gained from the adult student before contact of parent(s) or guardian(s) may be made.
- 4.1.3 A call to the police may not be delayed due to the unavailability of parent or guardian or alternative adult, but contact is to be made as soon as possible after referral to police.
- 4.2 The principal or designate shall contact the police.  
At any time, the police may act in a consulting role to assist in the determination of an act of violence and appropriate action to be taken. With respect to students under the age of 12, at a minimum, discussion should occur with the police in violent incidents which involve sexual assault, possess a weapon, or where students seriously injure others or cause serious damage to others' property.
- 4.3 The principal or designate shall endeavour to ensure confidentiality of police involvement with student and/or parent(s) or guardian(s). Informal discussion may occur with concerned parties.
- 4.4 Where the student has a learning or communication disability, or a first language other than English or French, the principal or designate will ensure that this fact is communicated to the investigating officer and that every measure is taken to assist the student to more clearly understand the process.
- 4.5 Although it is the responsibility of the police to inform students of their legal rights, it is important that staff also clearly understand the parameters.
- 4.6 In the event that a formal police interview takes place at the school, should a parent, guardian or chosen adult not be available, the principal (or designate) will be present, unless the principal is convinced by the student or the police, that his/her presence will interfere with the student's rights or with the investigation. The principal should ensure that the staff member who attends the police interview is one who may be seen as protecting the students' rights.
- 4.7 When the police deem it necessary to place a student under arrest, police and school staff will co-operate to address the impact on students and staff within the school community.
- 4.8 In cases involving child abuse, the principal or designate shall follow the protocol for the reporting of suspicion of child abuse. (see APM A7620 Children in Need of Protection)
- 4.9 In every case, a copy of the **VIOLENT INCIDENT FORM** (FORM A7100 - 1) shall



be completed and filed in the OSR for the student(s).

4.10 In every case where a **VIOLENT INCIDENT FORM** is completed, the principal shall notify the appropriate supervisory officer. This notification will include:

4.10.1 age of the student

4.10.2 gender of student

4.10.3 a summary of the violent incident

4.10.4 police contact.

4.10.5 The identity of the student shall not be revealed.

4.11 Whereby this protocol relates essentially to the procedures to follow when students are involved in acts of violence, staff and students who are victims have the right to access the police to lay a complaint on their own behalf. Measures will be taken to provide the necessary support to victims and members of the school community who have been impacted by such violent incidents.

## 5. Other Violent Incidents

Schools, in consultation with staff, students, parents or guardians **shall develop guidelines** for dealing with violent incidents that do not necessarily require police involvement. These guidelines **should** be consistent with other APMs (e.g. harassment), board policy and be included in the **school's code of conduct**.

## 6. Responses to Violent Incidents

6.1 When considering responses to violent incidents, schools should take the following factors into account:

6.1.1 the type of incident;

6.1.2 all the facts, circumstances and individuals involved;

6.1.3 the nature and degree of harm caused to the victim and school community;

6.1.4 the decision regarding when and how to involve parents or guardians, the school board, and external agencies, including the police, and, where



appropriate, First Nations policing units;

6.1.5 consistency with the Ministry of Education procedures for recording and reporting violent incidents (see FORM A7100 - 1);

6.1.6 the underlying causes of the violence (i.e. racism, sexism, homophobia, drugs, and gangs);

6.1.7 repeated occurrences of violent incidents by the same individual;

6.1.8 support and compensation to the victim(s), witnesses, and the school community, including treating the victim with support and respect;

6.1.9 the consequences for the perpetrator (including exclusion, community service, restitution, as well as participation in rehabilitation programs which may involve other agencies).

6.2 Secondary school principals may wish to set up an in-school crisis intervention team, consisting of staff and student representatives, to handle incidents involving violence and situations that could lead to violence.

6.3 Principals may consider the involvement of the district/county crisis intervention team(s).

6.4 Teachers, and where available, guidance counsellors, play a key role in the prevention of violence and in the reintegration of students who have been involved in violent incidents.

6.5 Schools shall report yearly to the Board for its report to the Ministry of Education their school record of incidents resulting in suspension or expulsion for violent behaviour, and those reported to the police.

## 7. Record Keeping of Violent Incidents Leading to Suspension/Expulsion and of Reports to the Police

7.1 The information relating to serious violent incidents leading to reports to the police and/or suspension or expulsion **must be maintained in the OSR on the VIOLENT INCIDENT FORM** (see FORM A7100 - 1).

7.2 The information related to suspension for violent behaviour **shall not be removed** from the OSR unless **three years** have passed during which no further suspensions for serious violent incidents have taken place.

7.3 The information relating to expulsion **shall be removed five years** after the date on



which the school board expelled the student.

- 7.4 Where the student has not been suspended or expelled, the **VIOLENT INCIDENT FORM** shall **be removed after three years** if no further serious violent incident is reported to the police during that time.
- 7.5 If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, **will remain in the OSR** unless removed under Items 7.2, 7.3 or 7.4.

### Dealing with the Aftermath of an Incident

- 8.1 Schools, with the assistance of the community, will develop short and long term strategies to follow up on violent occurrences.
- 8.2 These strategies will deal with the provision of programs and services designed to:
- 8.2.1 promote the security and healing of the victims;
  - 8.2.2 plan carefully the re-entry and rehabilitation of the perpetrators, including links with youth services (see APPENDIX A);
  - 8.2.3 support the ongoing education of the perpetrator;
  - 8.2.4 support the well-being and security of witnesses and the broad school community (i.e. by ensuring confidentiality);
  - 8.2.5 consider the underlying problems that may have contributed to the violent incident (i.e. abuse in the home, ongoing related activities, substance abuse, behavioural difficulties, sexism or racism).
  - 8.2.6 facilitate the ongoing involvement of local and social agencies and the community to address the issues that may have contributed to the incident.
  - 8.2.7 Section 23 of the *Education Act* provides that where a student is suspended for the maximum 20 day period or more than once during the school year, the school board must ensure that counselling opportunities are made available for the student and parent(s) or guardian(s) are made aware of community agencies which can support the student and the family.



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**9. Review**

- 9.1 Principals will ensure that this policy and set of procedures is reviewed with students, staff and school community on a yearly basis.
- 9.2 Although it is the responsibility of the police to inform students of their legal rights, it is important that staff also clearly understand the parameters.
- 9.3 Police presence in the schools will assist in developing effective relationships among schools, police and the greater community.

**UNDER REVIEW**

First Issued            November 4, 1996

Revised

***Issued under the authority of the Director of Education***



**Guidelines for Developing a School Re-entry Plan After Suspension**

The school will develop appropriate strategies for providing counselling and guidance service to parents and students upon re-entry of a suspended student. The following components should be included in the school plan:

1. Meeting with student, parent or guardian and school principal or designate.
2. Development of strategies to respond appropriately to conflict.
3. Co-operative Plan developed and Re-entry Agreement signed by student, parents or guardians and principal or designate (Appendix A - 4)



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## **GUIDELINES FOR STUDENTS RETURNING FROM SUSPENSION - Re-entry Planning**

### **PURPOSE**

To provide principals with guidelines to successfully re-integrate students into school, after their return from suspension. The following recommendations are given with the understanding that the length of suspension varies with the seriousness of student infraction, ranging from 1 day to 20 days. For infractions resulting in multiple suspension days or repeated suspensions, it is suggested that more intense re-integration plans be implemented prior to the students return. The most intensive planning should be reserved for those students returning to school after instances of assault as outlined in the "Guidelines for Addressing Assaults on Staff and Students". However, in all cases, suspensions should prompt the school to examine, at minimum, current practice vis a vis the suspended student. Components such as academic and behavioural expectations should be considered as well as the student's "fit" with these expectations.

The following are some of the issues needing consideration after suspension. The seriousness of the actions that lead to the suspension determine which combination of responses need to be implemented, including need for involvement of district superintendent.

Arrange a school and psychologist/associate meeting before parent meeting to review and to ensure:

- a) program adequacy (both academic and behavioural appropriateness);
- b) that appropriate behavioural program is in place (at both a preventive and response level);
- c) that staff are reassured and confident;
- d) that appropriate community agency involvement be considered.

Convene school/family conference with possibility of support staff and district superintendent or designate. The intent of this meeting is to secure understanding and cooperation amongst the family, students and the school. The following issues should be addressed:

- e) the family agrees to the importance of their supporting the school and managing the student;
- f) the family will show some understanding of the many circumstances at home and school leading to the suspension;
- g) the student must demonstrate understanding of contributing factors to suspension;
- h) the student must show remorse for actions;
- i) the student must demonstrate a commitment to learning more constructive and/or alternative coping strategies using in-school resources;
- j) the school will present reviewed and updated curriculum and behaviour program;
- k) the failure to agree will be interpreted as a continuation of unwillingness to cooperate or accept/understand the seriousness of the situation. In consultation with the district superintendent, consideration will be given to extend the suspension up to and including 20 days.

Re-entry plan samples range from simple (check-in upon arrival, increase positive interactions with student, review of student status at end of day, review in 4-6 weeks) to complex (partial day with gradual lengthening of day, contingent on student performance, revamped behavioural and academic program). See attached examples.



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**RATIONALE FOR THESE GUIDELINES**

**1. Why suspend out of school?**

- a) Attendance requires at least a minimum commitment to appropriate behaviour.
- b) In-school suspensions allow for peer attention while out of school suspension eliminates opportunity for "strutting".
- c) Immediate cooling off period for all parties.
- d) Strongest of all statements available about unacceptableness of inappropriate behaviour.

**2. What if family/student fails the conditions?**

The superintendent of education, at the request of the principal, will have the option of supporting additional suspension time or invoking some other form of alternative educational process (Home Instruction or if exceptional, partial day schooling).

**3. What about appeals?**

Handle the same as all appeals. If the suggested steps have been followed, the appeal will favour the school.

**4. What might the school do to assist the student's acquiring more appropriate responses, since a program must be established to support the student in appropriately handling subsequent crises?**

- a) The school may refer student and family to board behavioural resources, (i.e. psychologist/associate).
- b) Behavioural resources are available to the classroom teacher.
- c) Schools have a multitude of pro social programs available to them, i.e. Goldstein Social Skills Training, Assertive Discipline (contact behavioural resource personnel for assistance).
- d) Facilitate family getting help from outside agencies through psychologist/associate.



# SAMPLE

Handbook Direction: For use in area offices and Special Education Services. Purpose: To support program planning for improvement of instruction of the individual child (*Education Act*, Section 236 (d)).

## Re-entry Plan

### SPECIAL EDUCATION REPORT

STUDENT

DATE OF BIRTH

LEGAL CUSTODIAN

AGE \_\_\_\_\_ years

SCHOOL

SCHOOL PLACEMENT

TEACHER

REPORT DATE

AUTHOR

UNDER REVIEW

This consultation covers a meeting with school personnel (principal, special education teacher), \_\_\_\_\_, \_\_\_\_\_, and the undersigned, held at \_\_\_\_\_. The purpose of this meeting was to discuss \_\_\_\_\_ recent suspension and to plan for his/her re-entry to school.

\_\_\_\_\_ was requested to recount the events leading up to his most recent suspension. He/she was not too forthcoming in his explanation of the incident, nor did he/she appear to accept the seriousness of the situation. \_\_\_\_\_ outlined this current behaviour as part of a general pattern of threatening and oppositional behaviour that had earlier resulted in a number of school suspensions.



A number of alternative methods to handling similar situations in the future were reviewed with \_\_\_\_\_, to which he/she did commit. \_\_\_\_\_, however, expressed some concern as to whether \_\_\_\_\_ would be successful in following through with his/her commitment. The school personnel then reviewed the plan for \_\_\_\_\_ successful re-entry, which includes a three week graduated process, and if successful at each level, full privileges will be granted starting on \_\_\_\_\_. It was stressed to both and his/her parent/guardian that escalating consequences would ensue if there were not significant changes in \_\_\_\_\_ behaviour.

The meeting ended with \_\_\_\_\_ parent/guardian indicating that he/she was experiencing major problems with \_\_\_\_\_ at home, and expressing some pessimism as to whether the overall plan, based on his/her previous experiences with \_\_\_\_\_, will be successful. He/she asked the Associate for some assistance for himself/herself and and this will be followed up in the near future. A review of this plan with school personnel and the family will take place in \_\_\_\_\_.

**Associate in Behaviour Services**  
**Student Services**



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## DEFINITIONS

### **Criminal Harassment (including stalking)**

This refers to causing another person to fear for his/her safety (or the safety of another person they know) by such behaviour as, for example, repeatedly following him/her, repeatedly communicating with him/her, repeatedly watching his/her house, or "engaging in threatening conduct" to him/her or his/her family. This is a new section of the *Criminal Code* that gives great latitude in dealing with a situation where a student is being continually harassed and fears for his/her safety.

### **Extortion**

"Extortion" refers to obtaining anything by using threats, accusations, or violence. An example of extortion is when a student is forced to pay a washroom "tax" to enter or when a student is forced to turn over lunch money upon threat of injury, etc.

### **Gang or Group Assault**

This category takes into consideration the large number of crimes occurring that involve continued intimidation, fear and powerful group dynamics. The number of people in a gang or group does not need to be large; it can be as small as two people. As well, if someone is part of a gang or group which assaults, there might be potential liability for individuals in the group who are peripherally involved (i.e. do not inflict the damage or injury themselves). It should be noted that this category applies in respect of an offence committed by two or more persons whether or not an injury occurs.

This category deals with the problem that may occur if group violence is allowed to manifest itself inside the school environment. An example may be if two students attack another in the hall and push him/her against a locker. There may be no injuries but the potential for continued escalation and retaliation is very strong because of group dynamics.

### **Harassment - Hate-Motivated Violence**

Under these offences, racism, sexism and/or sexual orientation are the causes of the violence. An assault or fight in which terms related to racism, sexism or sexual orientation bias are used may not fit into this category if the motivation or cause of the incident was not related to hate or discrimination. However, this does not preclude the incident being dealt with under the board's Anti-racism and Ethno-cultural Equity or Harassment policies.



The inciting of violence towards a person or property based solely upon the victim's race, religion, nationality, or sexual orientation, (such as hate literature) is also a criminal offence.

Hate-motivated violence is to be reported to the police whether or not an injury occurs. **(Refer to the board policies on Anti-racism and Ethno-cultural Equity and Harassment, Physical Assault Causing Bodily Harm.)**

According to the *Criminal Code*, "assault" is the intentional application of force (in any degree at all) to a person without that person's consent, directly or indirectly. "Bodily harm" refers to any hurt or injury that is more than "merely transient to trifling" in nature which interferes with the health or comfort of the person, and includes (but is not limited to) injuries that receive medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm could also include multiple minor injuries.

### Possession

When dealing with any "Possession" type offences the following definition of possession should be used:

A person has anything in possession when he/she has it in his/her personal position or knowingly has it in the actual possession or custody of another person, or has it in any place, whether or not that place belongs to or is occupied by him/her, for the use or benefit of himself/herself or another person and where one or two or more persons, with the knowledge and consent of the rest, has anything in his/her custody or possession, it shall be deemed to be in the custody and possession of each and all of them.

### Possession of Child Pornography

"Child pornography" means:

- (a) a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means
  - (i) that shows a person who is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or
  - (ii) the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years; or



- (b) any written material or visual representation that advocates or counsels sexual activity with a person under the age of eighteen years.

An example of this might include when a student is found in possession of child pornography as described above such as a hard-core sexually explicit magazine with youths under eighteen displayed.

### Possession of Drugs

Two statutes cover the offences with regards to drugs. These are the *Narcotic Control Act* and the *Food and Drugs Act*.

The *Narcotic Control Act* defines "narcotic" to include a large number of substances, the most common being cocaine, heroin, marijuana, and hashish. It is a criminal offence under the *Narcotic Control Act* to possess any of these drugs.

The *Food and Drugs Act* defines drugs as falling into two categories, Controlled Drugs and Restricted Drugs. "Restricted Drugs" include substances such as L.S.D., M.D.A., M.M.D.A., Psilocybin (Magic Mushroom). It is a criminal offence under the *Food and Drugs Act* to possess any of these restricted drugs.

### Possession of Weapons

In general, "weapon" means anything used, designed to be used or intended for use in causing death or injury to any person or to threaten or intimidate any person. It can include replicas of firearms or other weapons or objects which can be used as weapons. In a school setting, any pellet pistol, starter's pistol, or imitation firearm is a weapon and will be dealt with as a reportable incident. Objects such as a pen or a screwdriver, for example, if used to threaten or intimidate, become weapons under the definition and the incident becomes reportable.

Every person who carries or has in his/her possession a weapon or imitation for a purpose dangerous to the public peace commits an offence.

### Prostitution and Procuring

#### Prostitution

Every person who in a public place or in any place open to public view:

- (a) stops or attempts to stop any motor vehicle;



- (b) impedes the free flow of pedestrian or vehicular traffic or ingress to or egress from premises adjacent to that place, or
- (c) stops or attempts to stop any person or in any manner communicates or attempts to communicate with any person

for the purpose of engaging in prostitution or of obtaining the sexual services of a prostitute.

### **Procuring**

The offence of procuring covers what is commonly referred to as "pimping". An example of this type of offence is when a person procures or solicits a student to work as a prostitute. A student might be observed to be actually working on or near school property as a prostitute soliciting 'customers' or observed handing over proceeds of prostitution to a 'pimp'.

### **Robbery**

"Robbery" refers to stealing with the use of violence or threat of violence, or assault with the intent to steal. It does not refer to a theft (in which the victim is not present, or in which violence or treat of violence is not used). It includes stealing while armed with a weapon (or imitation). Robbery can be described as theft with violence.

### **Sexual Assault**

"Sexual assault" refers to any assault [the intentional application of force (in any degree at all) to a person without that person's consent, directly or indirectly] which is committed in "circumstances of a sexual nature such that the sexual integrity of the victim is violated" according to the *Criminal Code*. The part of the body touched, the nature of the contract, the words or gestures accompanying the act, and all other circumstances surrounding the conduct (including threats) which may or may not be accompanied by force, will be relevant.

Any sexual assault should be reported even if no injury occurs. The offence of sexual assault in one of general intent so that the issue is whether, notwithstanding the absence of a proven sexual intent, the touching was committed in circumstances of a sexual nature.



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### **Supplying/Trafficking of Alcohol**

These offences fall under the *Liquor Licence Act* which is Provincial Statute and are not considered criminal offences. The sections would normally apply in this situation are:

- 4(1) No person shall keep for sale, offer for sale or sell liquor except under the authority of a licence or permit.
- 44(1) No person shall knowingly sell or supply liquor to a person under nineteen years of age.

### **Supplying/Trafficking in Drugs**

Two statutes cover the offences involved in supplying/trafficking in drugs. These are the *Narcotic Control Act* and the *Food and Drugs Act*.

"Trafficking" as defined in the *Narcotic Control Act* means to manufacture, sell, give, administer, transport, send, deliver or distribute, or to offer to do any of the above. The *Narcotic Control Act* defines "narcotic" to include a large number of substances, the most common being cocaine, heroin, marijuana, and hashish. It is an offence under the *Narcotic Control Act* to traffic a narcotic.

An example of trafficking under the *Narcotic Control Act* would be one student selling a quantity of marijuana to another student.

The *Food and Drugs Act* defines drugs as falling into two categories, Controlled Drugs and Restricted Drugs. "Controlled Drugs" include a large number of substances, the most common being amphetamines, barbiturates, methamphetamine and methaqualone.

"Restricted Drugs" include substances such as L.S.D., M.D.A., M.M.D.A., Psilocybin (Magic Mushroom). It is an offence under the *Food and Drugs Act* to traffic in a Controlled or Restricted drug.

"Trafficking" as defined in the *Food and Drugs Act* means to manufacture, sell, transport, or deliver.

An example of trafficking under the *Food and Drugs Act* would be one student selling a quantity of methamphetamine (speed) to another student.



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### **Threats of Serious Physical Injury**

It is an offence to utter or convey a threat to cause death or serious bodily harm to a person or to destroy property. The term "threat" as used here does not refer to figures of speech, in which no real threat was intended.

### **Vandalism or Arson Causing Extensive Damage to Board Property**

The section of the *Criminal Code* that most often applies in respect to vandalism or arson causing damage is mischief. Mischief is defined as follows:

Everyone commits mischief who wilfully:

- (a) destroys or damages property;
- (b) renders property dangerous, useless, inoperative or ineffective;
- (c) obstructs, interrupts or interferes with the lawful use, enjoyment or operation of property;
- (d) obstructs, interrupts or interferes with any person in the lawful use, enjoyment or operation of property.

One example of this offence is the extensive spray painting of graffiti on school property. Another example is the lighting of the contents of a garbage can on fire that results in extensive damage to other school property.

An example of possession would include a situation where one student had a narcotic or restricted drug in his/her locker, which he/she was holding for another student. Both of these students would be in possession.



**Violent Incident Form**

Name of student
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**A. Description of Violent Incident**

SAMPLE - UNDER REVIEW

**B. Police Contact**

1. Date of contact 	2. Date of police investigation at school 	3. Name of investigating officer(s)
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**C. School/Board Response**

1. <input type="checkbox"/> Suspension    2. <input type="checkbox"/> Expulsion    3. <input type="checkbox"/> _____	
Date of inclusion in OSR 	Principal's/designate's signature

(Please refer to the document Violence-Free Schools Policy for direction on the removal of this form from the OSR)