



## PROCEDURE

**Title:**                   **SAFE SCHOOLS**

Procedure No.: **4008h**

Effective Date: **2017 Jun 27**

**Department:**   Learning Support Services – Culture for Learning

References(s)

- The Education Act
- Trespass to Property Act
- Access to Premises Act
- Charter of Rights and Freedoms
- Bill 13: Accepting Schools Act, 2012
- Safe Schools Act, 2001
- Caring and Safe Schools in Ontario
- Occupational Health and Safety Act
- Municipal Freedom of Information and Protection of Privacy Act
- PPM128: The Provincial Code of Conduct and School Boards Code of Conduct
- PPM 144: Bullying Prevention and Intervention
- PPM 145: Progressive Discipline and Promoting Positive Behaviour
- Police/School Board Protocol, 2017
- TVDSB Equity and Inclusive Education Policy and Procedure
- TVDSB Harassment Policy and Procedure
- TVDSB Independent Procedure: Technology Security
- TVDSB Policy and Procedure: Health and Safety
- TVDSB Policy and Procedure: Public Concerns and Complaints
- TVDSB Policy and Procedure: Violence in the Workplace

The Thames Valley District School Board is committed to ensuring that it provides learning and working environments that are safe, accepting and inclusive for all.

### 1.0 ACCESS TO SCHOOL SITES

- 1.1 In order to ensure a safe learning environment, all persons, including visitors authorized to be on school premises, must report their presence to the school office and obtain permission to remain on the school premises. A person is not permitted to remain on school premises if the person fails to obtain permission as noted unless the principal has pre-authorized an alternate procedure. Such pre-authorization procedures may apply to a person employed or retained by the Board or a person who is otherwise on the premises for a lawful purpose (eg. delivering mail, voting, et cetera).
- 1.2 A principal has a duty under the Education Act s.265(m) to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the principal's judgement, be detrimental to the physical or mental well-being of the students. The Access to Premises Act extends the scope of this to include

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- persons detrimental to the safety or wellbeing of a person on the premises.
- 1.3 Authority to be on school premises does not entitle a person to have access to all areas of the school premises.
  - 1.4 The Trespass to Property Act provides authority to deal with a person not acting in a lawful manner such as entering premises or failing to leave after being directed to do so by the principal or designate. Matters under the Trespass to Property Act are normally referred to a police officer. Principals may contact the Superintendent of Student Achievement in situations where charges are not laid by police in order to determine what action, if any will be taken on behalf of the Board.

## 2.0 **Code of Conduct**

The Thames Valley District School Board is committed to supporting a system strategy for promoting a safe and inclusive school climate. Schools are expected to develop and maintain safe, inclusive and accepting learning environments that are free from violence.

The purpose of the TVDSB Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote self-respect and respect for others.

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole school approach involving all education and community partners is needed to bring about necessary systemic change.

### 2.1 **TVDSB Code of Conduct**

The TVDSB Code of Conduct is the Provincial Code of Conduct and states the minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local Code of Conduct and are based on requirements of the Ministry of Education.

### 2.2 **Development of Local Codes of Conduct for Individual Schools**

Principals will develop local school Codes of Conduct governing the behaviour of all persons in the school tailored expressly for their schools.

Local school codes of conduct must set out clearly what is acceptable and what is unacceptable for all members of the elementary or secondary school community (eg. students, staff, parents/guardians, volunteers, community members and community groups) and must also be consistent with the Provincial and School Board Codes of Conduct. The code applies whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have impact on the school climate. Local school codes of conduct must be communicated to all members of the school community.

In developing local standards of behaviour, the principal must take into consideration the views of the School Council. In addition, principals will:

- seek input from students, staff, parents/guardians and members of the school community;
- include procedures and timelines for review (at least once every three years) in accordance with school board policy;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents/guardians whose first language is not English (eg. postings within the school, copies of the Code to be sent home with students, et cetera);
- embed all of the standards of the Provincial and Board Code of Conduct (outlined in section 2.7);
- provide a copy of the Code of Conduct to the Superintendent of Student Achievement for review in order to ensure consistency with Ministry and Board policy.

## 2.3 **Board Code of Conduct**

2.3.1 A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe, inclusive and accepting learning and teaching environment.

A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions.

All students, parents/guardians and staff have the right to be safe and to feel safe, included and accepted in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and Character Development along with the employment of prevention and intervention strategies to address inappropriate behaviour fosters a positive school climate that supports student achievement and the well-being of all students.

The TVDSB Code of Conduct and each school's Code of Conduct include the provincial standards of behaviour.

These standards of behaviour apply not only to students but also to all individuals involved in the school system (principals, staff, parents/guardians, volunteers, community members (whether they are on school property, on school buses or at school-related events or activities, or in other circumstances which could have an impact on the school climate.

A whole school approach involving all members of the school community is needed to build and sustain a positive school climate.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

### 2.3.2 The purposes of the code are:

- to ensure that all members of the school community (including those in a position of authority) are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to prevent bullying in schools;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in the schools;
- to discourage the use of alcohol and illegal drugs;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

### 2.3.3 School boards provide direction to schools to ensure opportunity, academic excellence and accountability in the education system. It is the responsibility of the School Board to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the Provincial standards that promote respect, civility, responsible citizenship and safety;
- hold the Director responsible for ensuring accountability for the

behaviour and actions of everyone under their authority;

- establish a process that clearly communicates the Provincial Code of Conduct and School Board Code of Conduct to all parents/guardians, students, staff members and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those parties listed above;
- seek input from School Councils, their Parent Involvement Committee and their Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe, inclusive and accepting learning and teaching environment;
- wherever possible, Boards should collaborate to provide coordinated prevention and intervention programs and endeavor to share effective practices;
- include in agreements with a third party that the third party must follow standards that are consistent with the Provincial Code of Conduct (this includes third party rentals of school space).

2.3.4 Principals, under the direction of their School Board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.
- empowering volunteers and other members of the school

community;

- preparing students for the full responsibilities of citizenship.

2.3.5 School staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents/guardians, volunteers and other members of the school community;
- prepare students for the full responsibilities of citizenship.

2.3.6 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

2.3.7 Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students.

Parents/guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for

school;

- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the Provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

2.3.8 Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g. Elders from our indigenous communities) may also be created. Community-based service providers are resources that Boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between Boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the TVDSB Police/School Board Protocol.

## 2.4 **Standards of Behaviour**

### 2.4.1 Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;

- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- use respectful language (for example, refrain from swearing) when speaking to a teacher or at another person in a position of authority.

#### 2.4.2 Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

### 3.0 Student Dress Codes

It is the policy of the Board that individual schools will establish a student dress code respecting appropriate dress for students. Principals will ensure that a consultation process is in place and that school policies and guidelines address the following requirements:

- Parents are encouraged to be extensively involved and active in the decision-making process through their School Councils.
- The consultation process is designed to enable a majority of parents, through their School Councils, to decide what an appropriate dress policy should be in their own school.
- While a consensual approach is recommended, if a vote is used, a majority of



parents is defined as 70% of the parents/guardians who vote (one vote per family) of registered students in the school.

- The school's statement of principles which forms the basis of the school's student dress code will relate to fostering a safer and more respectful learning and teaching environment.
- The school dress code will be consistent with the Human Rights Code and the Charter of Rights and Freedoms (e.g. disability, religious beliefs).
- Any terms used in the dress code will be defined in the code (e.g. appropriate dress, dress code or school code).
- Expectations will be stated for student compliance with the school policy (e.g. appropriate dress, dress code or school uniforms) and will take into consideration local circumstances and the principal's authority under the Education Act.
- Issues of affordability will be addressed in the process. No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's dress code.
- Each school will annually review the school's dress code. This review process shall include consultation with students, school staff, volunteers working in schools, parents and guardians.
- A copy of the school's dress code will be filed annually with the school's Superintendent of Student Achievement who will review and monitor the process of dress code development.

## 4.0 BULLYING AND INVENTION

A positive school climate exists when all members of the school community feel safe, included and accepted and work to promote positive behaviours and interactions between and among all members of the school community. TVDSB and its schools will actively promote and support positive behaviours and interactions using evidence-informed processes and programs. This whole school approach to bullying prevention and intervention endeavours to ensure that all work collaboratively to achieve a positive school climate free from bullying.

### 4.1 Positive School Climate

The Thames Valley District School Board supports and maintains positive school climates in its schools. PPM 144 defines a positive school climate as a place where:

- students, staff members, and parents feel safe, and are safe, included, and accepted;
- all members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment;
- students are encouraged and given support to be positive leaders and role models in their school community;

- open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged;
- the learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners;
- every student is inspired and given support to succeed in an environment of high expectations;
- bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

#### 4.2 **Definition of Bullying**

Bullying is aggressive and typically repeated behaviour by a student that:

- intends to cause harm, fear or distress to another individual;
- includes physical, psychological, social or academic harm, harm to an individual's reputation or harm to an individual's property;
- creates a negative environment at a school for another individual;
- occurs in a context where there is real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education services;
- may include the use of any physical, verbal, electronic, written or other means;

Cyberbullying includes:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as an author of content or messages posted on the internet; and
- communicating material electronically or posting material on a website that may be accessed by one or more individuals.

#### 4.3 **Prevention and Awareness Raising**

TVDSB is committed to raising awareness and providing prevention strategies which include:

- incorporating bullying prevention procedures into the School Code of Conduct;
- incorporating information regarding bullying prevention, reporting procedures and the consequences for bullying in the student handbook;
- conducting anonymous Safe Schools and Well-Being Surveys of students, staff and parents once every two years;

- providing opportunities for students to participate in equity and inclusive education, bullying prevention and leadership activities within their own school;
- focusing on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles throughout curriculum instruction and school activities;
- ensuring that all schools have a Bullying Prevention and Intervention Plan which is updated annually and posted on the school's website.

#### 4.4 **Programs, Interventions and Other Supports**

Students who bully, are bullied or who witness bullying can learn effective strategies for interacting positively with others and for promoting positive peer dynamics if they receive the necessary support. This support may be provided by school staff as well as by social workers, school support counsellors, psychologists or by other professionals who have trained in similar fields, as determined by the Board.

All TVDSB employees will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents;
- respond to any student behaviour that is likely to have a negative impact on the school climate, including all inappropriate and disrespectful behaviour at any time on school property or at any school-related event if, in the employee's opinion, it is safe to respond to it;
- report any bullying incidents to the school administrator as soon as it is possible to do so.

Schools will:

- investigate any reports of bullying and review anonymous reports;
- provide a mechanism that enables students and parents/guardians to anonymously report incidents of bullying to teachers and school administrators;
- respond in a manner that is consistent with a progressive discipline approach;
- take measures to address the issue of protection in a way that will minimize the possibility of reprisal for those who report incidents;
- ensure that, for students with special education needs, interventions, supports and consequences are consistent with the student's strengths and needs as well as with the program goals and learning expectations in their Individual Education Plan (IEP);
- encourage an open and ongoing dialogue among the principal, staff,

parents and students;

- inform the concerned parents/guardians to contact the classroom teacher first when attempting to resolve an issue (should the issue remain unresolved, the process to follow is outlined in the Board's Resolving Public Concerns and Complaints Procedure);
- offer supports to parents through school, Board or community partners.

#### 4.5 Reporting Process

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities for which suspension or expulsion must be considered and to help ensure a positive school climate.

The Education Act outlines the responsibilities of all parties when reporting serious incidents:

- an employee of the Board shall report the matter to the principal as soon as reasonably possible, considering the safety of others and the urgency of the situation in reporting the incident, but no later than the end of the school day;
- in cases where immediate action is required, a verbal report may be made;
- all reports are to be confirmed in writing using the "Safe Schools Incident Reporting Form – Part I";
- in certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, possible to do so without having a negative impact on the nature of the clinical relationship and report matters that could result in the student's doing physical, emotional or psychological harm to themselves or others (consistent with the code of ethics and the standards of practice of their respective professions);
- the principal must investigate all reports submitted and once the investigation is complete, communicate the results of the investigation to the staff member who made the report (if the employee making the report is not a staff member of the school, the principal may communicate the results of the investigation if the principal considers it appropriate);
- communication between the principal and the staff is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school;
- the principal must not communicate more personal information than is reasonably necessary for the purpose of communicating the results of

the investigation;

- the principal must provide the employee who reported the incident with a written acknowledgement using the “Safe Schools Reporting Form – Part II”, indicating whether the investigation has been completed or is still in progress;
- if the principal determines that action must be taken as a result of an incident of bullying, a copy of the reporting form must be filed in the Ontario Student Record (OSR) of the student whose behaviour was inappropriate (names of all other students involved must be removed from the form);
- if no further action is required, the form does not need to be retained;
- if multiple students have been involved in an incident, a copy of the form goes into the OSR of each student (names of all other students must be removed from the form);
- a copy of the form does not go into the OSR of the student who has been harmed unless the parents/guardians of the student expressly requests that it be placed in the OSR;
- the form and documentation must be kept in the OSR for a minimum of one year;
- third-party contractors (Before and After School Program Providers, bus operators) are required to use the reporting forms and must report to the principal any serious incidents as soon as it is reasonably possible.

#### 4.6 Notification of Parents/Guardians

Principals are required to notify the parents/guardians of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity;
- the supports that will be provided for the student.

When principals notify the parents/guardians of students who have been harmed as a result of a serious incident, they shall disclose the following information:

- the nature of the incident that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student’s safety, including the nature of any disciplinary action taken in response to the activity;
- the supports that will be provided for the student in response to the harm

that resulted from the activity.

If the principal makes the decision not to notify the parents/guardians of a student that their child was involved in a serious incident, the principal is required to:

- document the rationale for the decision not to notify the parents/guardians of the student;
- inform the appropriate supervisory officer of this decision;
- inform the teacher who reported the incident;
- inform other Board employees of the decision, if the principal determines it is appropriate to do so; and
- refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support (eg. Counselling, a sexual assault centre, Kids Help Phone, Lesbian, Gay, Bisexual, Transgendered Youth Line).

#### **4.7 Safe and Accepting Schools Teams**

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner and the principal or designate. An existing school committee (eg. Healthy Schools Committee) can assume this role. The chair of this team must be a staff member.

#### **4.8 Bullying Prevention and Intervention Plans**

Each school must have an annual Bullying Prevention and Intervention Plan (BPIP) developed by the school's Safe and Accepting Schools Team. The plan must be communicated clearly to the students, parents/guardians, staff and school community. The school BPIP must be posted on the school's website.

### **5.0 PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE BEHAVIOUR**

The Thames Valley District School Board is committed to building and sustaining a positive school climate that is safe, inclusive and accepting for all students in order to support their education so that all students reach their full potential. A comprehensive, whole-school approach involving all members of the school community fosters efforts to ensure that schools are safe and welcoming environments for everyone.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a culture of mutual

respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

All aspects of school life are included in a whole school approach, including curriculum, school climate, teaching practices, policies, procedures parent involvement, student engagement. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. Involving the whole school community is necessary to bring about necessary systemic change.

Schools will “support students who wish to establish and lead activities and organizations that promote a safe and inclusive environment, acceptance and respect for others, and the creation of a positive school climate, including activities or organizations that promote gender equity, antiracism, the awareness and understanding of, and respect for, people with disabilities, or awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name “gay-straight alliance” or another similar name” (PPM 145).

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally, socially and emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

## 5.1 Prevention and Awareness

In order to promote a positive school climate, TVDSB supports the use of positive practices for prevention and positive behaviour management. Positive practices for prevention include:

- equity and inclusive education strategy;
- bullying prevention programs;
- mentorship programs;
- student success strategies;
- character development initiatives;
- student leadership;
- promoting healthy student relationships;
- healthy lifestyles;
- learning opportunities for staff and students around bullying, violence, bias, stereotyping, cultural competency and sensitivity, discrimination, prejudice, hate, critical media literacy, appropriate and safe online behaviour.

Positive behaviour management practices include:

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- individual, peer and group counselling;
- conflict resolution / dispute resolution;
- restorative practices;
- mentorship programs;
- promotion of healthy relationships;
- sensitivity programs;
- safety programs;
- safety plans;
- school, board and community support programs.

## 5.2 Responding to Incidents

The purpose of responding to incidents that can have a negative impact on school climate (eg. inappropriate and disrespectful behaviour) is to stop it and correct it immediately so that the students involved can learn that it is unacceptable.

Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate or disrespectful, and asking the student to correct the behaviour (eg. asking the student to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, Board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

Schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and during school-related activities.

The Board supports the use of consequences/interventions which may include:

- oral reminders;
- review of expectations;
- contact with the student's parents/guardians;
- peer mentoring;
- written work assignment addressing the behaviour that has a learning component that requires reflection;
- dialogue with police liaison officers where available;
- conflict mediation and resolution;
- restorative approaches;



- meeting with the student's parents/guardians, student and principal;
- referral to counselling;
- consultation with school supports;
- referral to a community agency;
- volunteer services in the community;
- detention;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- depending on the severity of the infraction, suspensions and/or expulsions may be considered.

In responding to incidents and when determining progressive discipline measures, the following should be considered:

- the particular student and circumstances, including considering mitigating and other factors;
- the nature and severity of the behaviour;
- the impact of the inappropriate behaviour on the school climate; and
- consultation with the student's parents/guardians (unless the student is an adult or has withdrawn from parental control).

In accordance with the Education Act, a principal has the authority to delegate powers or functions to a vice-principal of the school or to a teacher employed in the school. A principal may only delegate this authority (in writing) to a teacher if the administration is absent from the school and must respect the terms of all applicable collective agreements. Principals must communicate to school staff when and to whom administrative responsibilities have been delegated if no administrator is on site.

## **6.0 SUSPENSION OF STUDENTS**

Within the continuum of progressive discipline, the purpose of a suspension is to caution students and deter them from continuing with or repeating unacceptable behaviour; prevent other students from being exposed to or involved in dangerous and damaging activities; discipline students who have transgressed the rules of the school; and to warn parents or guardians of serious discipline problems with their children.

### **6.1 Circumstances for Which a Suspension Shall Be Considered by the Principal**

The principal shall consider a suspension, subject to mitigating and other factors,

if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in any other circumstances where engaging in the activity will have an impact on the school climate:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or illegal drugs;
- being under the influence of alcohol;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- bullying;
- persistent opposition to authority;
- use of profane or improper language;
- engaging in any act considered by the principal to be injurious to the moral tone of the school;
- engaging in any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community;
- engaging in any act considered by the principal to be contrary to the Board or school Code of Conduct or the Board's Safe Schools Policies and Procedures.

## 6.2 Other Non-Disciplinary Reasons for a Suspension

In accordance with the Immunization of School Students Act, Reg. 645, the Medical Officer of Health may order that a student be suspended or excluded from school where the student is not immunized as required by legislation and is not legally exempt from being immunized.

## 6.3 Mitigating Factors

A suspension may not be imposed if, in the judgement of the principal, one or more of the mitigating factors are relevant:

- the student does not have the ability to control their behaviour;
- the student does not have the ability to understand the foreseeable consequences of their behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The principal will consider whether the following other factors would mitigate the seriousness of the activity for which the student is being suspended:

- the student's history;
- whether a progressive discipline approach has been used with the

- student;
- whether the infraction for which the student may be suspended was related to any harassment of the student because of sex, race, ethnicity, ancestry, religion/creed, disability, gender identity, gender expression, sexual orientation, age, citizenship, family status or any other characteristic or ground protected by the Human Rights Code;
- how the suspension would affect the student's on-going education;
- the age of the student;
- in the case of a student for whom an Individual Education Plan (IEP) has been developed,
  - whether the behaviour was a manifestation of a disability identified in the student's IEP;
  - whether appropriate individualized accommodation has been provided; and
  - whether a suspension is likely to result in aggravating or worsening of the student's behaviour or conduct; or
- where the student has a safety plan, whether that plan was being considered.

#### **6.4 Duration of Suspensions**

Suspensions may be for a minimum of one (1) day to a maximum of twenty (20) days. A student may only be suspended once for any incident or infraction. The student shall be suspended from school and from all school-related activities.

When determining the length of a suspension, the principal shall consider:

- the student's history;
- any factors prescribed in regulation; and
- such other matters as the principal considers important.

For suspensions of one (1) to five (5) days, the suspension is processed and authorized by the principal.

Suspensions of six (6) to ten (10) days are initiated by the principal in consultation with the Superintendent of Student Achievement.

Suspensions of eleven (11) to twenty (20) days are initiated by the principal in consultation with the Superintendent of Student Achievement and the Associate Director of Learning Support Services.

#### **6.5 Suspension Process**

Where the principal has completed an investigation and has determined that a suspension is being imposed, the following steps must be followed.

- 6.5.1 Where the student is under the age of eighteen (18) and has not withdrawn from parental control, the parent or guardian must be notified before the student is dismissed, in order to outline the reason for the suspension, the nature and the length of the suspension.
- 6.5.2 The principal shall notify the student's teacher(s) of the suspension and arrange for school work to be provided for up to five (5) days.
- 6.5.3 Where the suspension imposed is for six (6) or more days, the principal shall assign the student to the Board's program for suspended and expelled students. Students who have been suspended for six or more school days cannot be compelled to attend the Board program, however they should be strongly encouraged to participate.
- 6.5.4 Written notice of suspension shall be provided promptly to the student and to the parent/guardian of the student if the student is under the age of eighteen (18) and has not withdrawn from parental control.

The letter should be addressed to the parent/guardian, or where the student is an adult or has withdrawn from parental control, to the student. This letter should be copied to:

- the student;
- the Superintendent of Student Achievement;
- the Ontario Student Record (OSR).

- 6.5.5 The written notice of the suspension shall include:
  - the reason for suspension (both the legislative grounds and the specific details of the infraction);
  - the duration of the suspension;
  - information about the Board's program for suspended and expelled students where the student has been suspended for six (6) or more school days; and
  - information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Superintendent of Student Achievement Responsible for Student Discipline.

## 6.6 **Suspension of Identified Student**

Where a student is being suspended and is on an Individual Education Plan, the principal shall complete the "Suspension of Identified Student" form and attach it to the Superintendent of Student Achievement's copy only for tracking purposes.

## 6.7 **Violent Incident**

Violent Incident Reports are required for all incidents involving police. This report should be copied to:

- the student;
- the Superintendent of Student Achievement;
- the Ontario Student Record.

#### 6.7.1 Reporting to Police

Where the student is twelve years of age or older, the following incidents shall be reported to police:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- threats of serious bodily harm or death;
- non-consensual sharing of intimate images;
- gang-related violence;
- trafficking in weapons or illegal drugs;
- possessing an illegal drug;
- hate and/or bias motivated occurrences;
- extortion;
- arson;
- bomb threats.

The categories described above must be reported to police. Parties are free to seek police involvement in incidents of violence that fall outside of these categories should they decide that police involvement is appropriate. Procedures for involving police services are outline in the Police/School Board Protocol.

#### 6.7.2 Retention of Violent Incident Reports

The information relating to a violent incident is to be retained in the Ontario Student Record until one of the following conditions is met:

- where the incident did not result in a suspension or expulsion, the record shall be removed after three (3) years have passed during which no further serious violent incidents have been filed;
- where the incident resulted in a suspension, the record shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place;

- where the incident resulted in an expulsion, the record shall be removed five (5) years after the date on which the board expelled the student;
- where the incident resulted in an expulsion and the student was readmitted to the board and is expelled again, the record shall not be removed until five (5) consecutive years have passed without any further expulsion.

## 6.8 **Alternative Suspension Program (ASP)**

TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.

- 6.8.1 Where a principal suspends a student for six (6) or more days, the student shall be assigned to the program for suspended and expelled students. Students who have been suspended for six or more days cannot be compelled to attend the board program, although they should be strongly encouraged to do so;
- 6.8.2 Where a student has been suspended for six (6) or more days, they will be provided with work for the first five (5) days or until the Student Action Plan (SAP) is implemented;
- 6.8.3 A Student Action Plan (SAP) will be developed for every student subject to a suspension of six (6) or more days who agrees to participate in the Alternative Suspension Program.
- 6.8.4 The principal or designate will convene a meeting as soon as the adult student or parent/guardian informs the school of the student's intention to participate in the Alternative Suspension Program (ASP).
- 6.8.5 The Student Action Plan (SAP) will be developed and reviewed as soon as possible and will be shared with the student and parent/guardian as well as with all necessary staff to facilitate implementation;
- 6.8.6 A student suspended for eleven (11) or more days will be provided with both academic and non-academic supports as outlined in the student's Student Action Plan (SAP).

## 7.0 **SUSPENSION APPEALS**

An appeal of a suspension may be made to the Superintendent of Student Achievement responsible for Student Discipline within ten (10) school days of the commencement of the suspension. The notice to appeal a suspension does not stay the suspension.

- 7.1 The following persons may appeal, to the Board, a principal's decision to suspend a student:
  - the student's parent or legal guardian (including the Children's Aid Society or other such community agency who has legal custody), unless the student is an adult student or the student is 16 or 17 years old and has

withdrawn from parental control;

- the student if the student is at least eighteen (18) years old or if the student is 16 or 17 years old and has withdrawn from parental control.

7.2 Upon receipt of a written notice of appeal, the Superintendent of Student Achievement responsible for Student Discipline (or designate) will:

- contact the school principal to inform them of the intent to appeal the suspension;
- invite the parent/guardian or adult student to discuss any matter related to the incident or appeal of the suspension;
- review the suspension (reason, duration, and mitigating or other factors);
- consult with the principal and/or the Superintendent of Student Achievement for the school regarding modification or expunging of the suspension if appropriate (the Superintendent of Student Achievement responsible for Student Discipline or designate has the authority to confirm or modify the suspension and/or expunge the record after review);
- attempt to narrow the issues and try to effect a mutually agreeable settlement;
- where a settlement is not effected, provide notice of the review decision to the parent/guardian or adult student.

7.3 Following attempts at resolution, the parent/guardian or adult student who wishes to proceed with the appeal shall be notified that a hearing will be held to review the suspension. The hearing will be held within fifteen (15) school days of receiving notice of intention unless both parties agree to an extension.

#### 7.4 **Disclosures Require Prior to Appeal Hearing**

Ensure that the parties exchange, within five (5) days after the delivery of notice of appeal:

- an outline of each party's position, setting out the reason for the appeal of the suspension;
- a copy of the principal's findings with respect to the events which gave rise to the suspension, including a brief outline of what each witness (names not identified) stated;
- copies of any documents the party proposes to submit at the hearing;
- where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of what the witness will say.

#### 7.5 **Suspension Appeal Hearing**

The suspension appeal hearing will be held *In Camera*. Since intimate personal matters involving the student, and in some cases other persons, will be disclosed at the hearing, the interests the privacy of the student and such other persons outweigh the desirability of holding a public hearing and require that the hearing

be held in camera.

The parent/guardian (unless the student is an adult student or is 16 or 17 years old and has withdrawn from parent control), the student, the principal, the Superintendent of Student Achievement for the School and such other parties as the Discipline Committee may direct are parties to the hearing.

#### 7.5.1 Discipline Committee

The Discipline Committee is comprised of three elected members of the Board of Trustees, as designated by the Chairperson of the Board. The Superintendent for Student Achievement responsible for Student Discipline or designate will act in an advisory role to the Committee on procedural matters during the hearing and the Committee's subsequent deliberations.

#### 7.5.2 Timing of the Hearing

The Committee will make all reasonable attempts to commence an appeal hearing within fifteen (15) days from the commencement of the receipt of notice of appeal.

#### 7.5.3 Hearing Procedure

The hearing will be scheduled for one (1) hour. Notice of the date, time and location of the hearing will be provided to the parties. If any party fails to attend the hearing, the Discipline Committee may proceed in the absence of the party.

Each party will be provided with an outline of the procedure for the hearing by the assistant to the Superintendent Responsible for Student Discipline, including requirements for sharing of documentation and process for calling witnesses.

Should the party wish to engage an attorney, this information must be shared with the Superintendent's office no later than five (5) days before the scheduled hearing date in order to allow all parties to have legal representation at the hearing; the need for legal representation could impact the date and time of the hearing.

#### 7.5.4 Disposition

The Discipline Committee may:

- confirm the principal's decision;
- modify the duration of the suspension;
- expunge the record; or
- make such other orders as it deems appropriate.

#### 7.5.5 The decision of the Discipline Committee is final.

7.6 The Superintendent of Student Achievement Responsible for Student Discipline will communicate the decision of the Discipline Committee in writing to each of the parties to the hearing.



- 7.7 The Superintendent of Student Achievement Responsible for Student Discipline will report out to the Board the decision of the Discipline Committee during the *In Camera* part of the Board meeting.

## 8.0 EXPULSION OF STUDENTS

Expulsion of students exists within the continuum of progressive discipline. It is reserved for incidents that are of such a serious nature that the student's continuing presence in the school poses a risk to others in the school.

### 8.1 Circumstances for Which an Expulsion Shall Be Considered by the Principal

The principal shall consider an expulsion, subject to mitigating and other factors, if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in any other circumstances where engaging in the activity will have an impact on the school climate:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- committing a physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or illegal drugs;
- committing robbery;
- giving alcohol to a minor;
- bullying, if the student has previously been suspended for engaging in bullying, and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- engaging in any activity listed in subsection 311 of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor;
- engaging in any activity that cause the student's presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school;
- engaging in any activity that cause extensive damage to the property of the Board;
- engaging in any activity considered by the principal to be a serious violation of the Board or school Code of Conduct or the Board's Safe Schools Policies and Procedures.

### 8.2 Mitigating Factors

An expulsion may not be considered if, in the judgement of the principal, one or more of the mitigating factors are relevant:

- the student does not have the ability to control their behaviour;
- the student does not have the ability to understand the foreseeable consequences of their behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The principal will consider whether the following other factors would mitigate the seriousness of the activity for which the student is being considered for expulsion:

- the student's history;
- whether a progressive discipline approach has been used with the student;
- whether the infraction for which the student may be suspended was related to any harassment of the student because of sex, race, ethnicity, ancestry, religion/creed, disability, gender identity, gender expression, sexual orientation, age, citizenship, family status or any other characteristic or ground protected by the Human Rights Code;
- how the suspension would affect the student's on-going education;
- the age of the student;
- in the case of a student for whom an Individual Education Plan (IEP) has been developed,
  - whether the behaviour was a manifestation of a disability identified in the student's IEP;
  - whether appropriate individualized accommodation has been provided; and
  - whether a suspension is likely to result in aggravating or worsening of the student's behaviour or conduct; or
- where the student has a safety plan, whether that plan was being considered.

### **8.3 Suspension Pending Recommendation for Possible Expulsion**

The principal must undertake an investigation to determine whether to recommend to the Discipline Committee that the student be expelled. During this period, the student is suspended from all schools and from all school-related activities. The notice of Suspension Pending Recommendation for Expulsion must include the following information:

- the reason for the suspension;
- information about the investigation the principal is conducting to determine whether to recommend expulsion;

- information about the program for suspended and expelled students;
- a statement that there is no immediate right to appeal the suspension.

#### 8.4 **Suspension of Identified Student**

Where a student is being suspended and considered for expulsion and is on an Individual Education Plan, the principal shall complete the “Suspension of Identified Student” form and attached it to the Superintendent of Student Achievement’s copy only for tracking purposes.

#### 8.5 **Violent Incident**

Violent Incident Reports are required for all incidents involving police. This report should be copied to:

- the student;
- the Superintendent of Student Achievement;
- the Ontario Student Record.

##### 8.5.1 Reporting to Police

Where the student is twelve years of age or older, the following incidents shall be reported to police:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- threats of serious bodily harm or death;
- non-consensual sharing of intimate images;
- gang-related violence;
- trafficking in weapons or illegal drugs;
- possessing an illegal drug;
- hate and/or bias motivated occurrences;
- extortion;
- arson;
- bomb threats.

The categories described above must be reported to police. Parties are free to seek police involvement in incidents of violence that fall outside of these

categories should they decide that police involvement is appropriate. Procedures for involving police services are outline in the Police/School Board Protocol.

#### 8.5.2 Retention of Violent Incident Reports

The information relating to a violent incident is to be retained in the Ontario Student Record until one of the following conditions is met:

- where the incident did not result in a suspension or expulsion, the record shall be removed after three (3) years have passed during which no further serious violent incidents have been filed;
- where the incident resulted in a suspension, the record shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place;
- where the incident resulted in an expulsion, the record shall be removed five (5) years after the date on which the board expelled the student;
- where the incident resulted in an expulsion and the student was readmitted to the board and is expelled again, the record shall not be removed until five (5) consecutive years have passed without any further expulsion.

### 8.6 **Alternative Suspension Program (ASP)**

TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.

- 8.6.1 Where a principal suspends a student pending investigation into possible expulsion, the student will be assigned to the Board's program for long-term suspension and expulsion;
- 8.6.2 A student cannot be compelled to participate in the program;
- 8.6.3 The principal or designate will convene a meeting as soon as the adult student or parent/guardian informs the school of the student's intention to participate in the Alternate Suspension Program( ASP);
- 8.6.4 The Student Action Plan (SAP) will be developed and reviewed as soon as possible and will be shared with the student and parent/guardian as well as with all necessary staff to facilitate implementation;
- 8.6.5 The student will be provided with both academic and non-academic supports as outlined in the student's Student Action Plan (SAP).

### 8.7 **Investigation**

The principal will conduct an investigation into the incident. The investigation will

include interviews of individuals who the principal determines can contribute relevant information to the investigation. Principals will make every reasonable effort to interview the following:

- the student;
- the victim (if relevant);
- any witnesses suggested by the student or the student's parent/guardian;
- any witnesses suggested by the victim;
- any staff or other adult witnesses to the incident.

The investigation should normally be completed within five (5) school days of the incident. The police may be involved in carrying out a separate investigation; principals should refer to the Police/School Board Protocol.

## 8.8 Disposition

### 8.8.1 Decision not to recommend expulsion

Should the principal decide not to recommend expulsion, the principal must:

- consider if a suspension is appropriate;
- notify the adult or parent/guardian of the decision, indicating the length of suspension to be imposed;
- provide information about the right to appeal the suspension;
- provide contact information for the Superintendent of Student Achievement Responsible for Student Discipline.

### 8.8.2 Decision to recommend expulsion

Should the principal decide to recommend expulsion, the principal shall refer the recommendation to the Discipline Committee. A recommendation for expulsion may be one of two kinds:

- School expulsion – a student who is subject to a school expulsion is not entitled to attend the school or participate in any school-related activities of the school the student was attending when they committed the infraction which gave rise to the expulsion;
- Board expulsion – a student who is subject to a Board expulsion is not entitled to attend any school or to engage in any school-related activities of any school in the Province of Ontario until the student successfully completes a program for expelled students or equivalent and has satisfied the objectives required for the completion of the program, as determined by the person who provides the program.

## 9.0 EXPULSION PROCEDURE

### 9.1 Notice of Expulsion Hearing

The Superintendent of Student Achievement Responsible for Student Discipline will provide notice of the hearing to the parent/guardian or adult student. The notice shall include:

- the date, time and location of the hearing;
- a statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in suspension;
- a copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
- a copy of the Board Code of Conduct and school Code of Conduct;
- a copy of the suspension letter;
- a statement that the student and/or their parent/guardian has the right to respond to the principal's report in writing;
- information about the procedures and possible outcomes of the expulsion hearing, including :
  - if the Discipline Committee does not expel the student they will either confirm, confirm and shorten, or withdraw the suspension;
  - parties have the right to make submissions with respect to the suspension;
  - any decision with respect to the suspension is final and cannot be appealed;
  - if the student is expelled from the school, they will be assigned to another school;
  - if the student is expelled from the Board, they will be assigned to a program for expelled students;
  - if the student is expelled, there is a right of appeal to the Child and Family Services Review Board.

The name and contact information of the Superintendent of Student Achievement Responsible for Student Discipline.

## 9.2 Disclosures Required Prior to Hearing

Ensure that the parties exchange, within five (5) days of the hearing:

- an outline of each party's position on the discipline imposed;
- copies of any documents the party proposes to submit at the hearing;
- where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of what the witness will say.

## 9.3 Minutes of Settlement

The parties are encouraged, where possible, to agree on facts, documents or other evidence which are not in dispute between them. Minutes of Settlement are available for parties to sign prior to the hearing. If Minutes of Settlement are signed, parties are not required to attend the hearing. The decision of the

Discipline Committee is then binding.

#### 9.4 **Expulsion Hearing**

The expulsion hearing will be held *In Camera*. Since intimate personal matters involving the student, and in some cases other persons, will be disclosed at the hearing, the interests the privacy of the student and such other persons outweigh the desirability of holding a public hearing and require that the hearing be held in camera.

The parent/guardian (unless the student is an adult student or is 16 or 17 years old and has withdrawn from parent control), the student, the principal, the Superintendent of Student Achievement for the School and such other parties as the Discipline Committee may direct are parties to the hearing.

##### 9.4.1 Discipline Committee

The Discipline Committee is comprised of three elected members of the Board of Trustees, as designated by the Chairperson of the Board. The Superintendent for Student Achievement responsible for Student Discipline or designate will act in an advisory role to the Committee on procedural matters during the hearing and the Committee's subsequent deliberations.

##### 9.4.2 Timing of the Hearing

The hearing will be held within twenty (20) school days from the commencement of the suspension pending recommendation for possible expulsion.

##### 9.4.3 Hearing Procedure

The hearing will be scheduled for two (2) hours. Notice of the date, time and location of the hearing will be provided to the parties. If any party fails to attend the hearing, the Discipline Committee may proceed in the absence of the party.

Each party will be provided with an outline of the procedure for the hearing by the assistant to the Superintendent Responsible for Student Discipline, including requirements for sharing of documentation and process for calling witnesses.

Should the party wish to engage an attorney, this information must be shared with the Superintendent's office no later than five (5) days before the scheduled hearing date in order to allow all parties to have legal representation at the hearing; the need for legal representation could impact the date and time of the hearing.

##### 9.4.4 Disposition

###### 9.4.4.1 Decision not to expel

Should the Discipline Committee decide not to expel, it will:

- consider whether alternative discipline is warranted;
- uphold the suspension and its duration;

- uphold the suspension and shorten its duration;
- quash the suspension and expunge the record so that no record of the suspension remains in the Ontario Student Record; or
- make other such orders as the Discipline Committee considers appropriate.

#### 9.4.4.2 Decision to expel

Should the Discipline Committee decide to expel, the Committee must decide whether to impose a school expulsion or a Board expulsion. Where the Committee determines to impose a school expulsion, it must assign the student to another school of the Board. Where the Committee determines to impose a Board expulsion, it must assign the student to a program for expelled students.

9.5 The Superintendent of Student Achievement Responsible for Student Discipline will communicate the decision of the Discipline Committee in writing to the parent/guardian or adult student. The written notice shall include:

- the reason for the expulsion;
- a statement whether the expulsion is a school expulsion or a Board expulsion;
- information about the school or program to which the student has been assigned;
- information about the right to appeal the expulsion including the steps to be taken.

### 9.6 Appeal of a Board Decision to Expel a Student

The adult student or the student's parent/guardian may appeal a Board's decision to expel a student to the Child and Family Services Review Board in accordance with the procedures set out by the Ministry of Education. The decision of the Child and Family Services Review Board is final.

9.7 The Superintendent of Student Achievement Responsible for Student Discipline will report out to the Board the decision of the Discipline Committee during the *In Camera* part of the Board meeting.

### 9.8 Re-Entry Process Following an Expulsion

A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once they have successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the



program. The Board shall re-admit and inform the student in writing of the re-admission.

A student who is subject to a school expulsion may apply in writing to the Board to be reassigned to the school from which they were expelled.

- the Board will consider whether their attendance will have a negative impact on the school climate, including on any victims, where applicable;
- the student will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;
- the Board may, in its sole discretion, determine that a school different than the one from which the student was expelled is a more appropriate placement for the student.

When a student has successfully met the objectives of the program for expelled student, the student must be readmitted to a regular day school. A re-entry plan must be developed as part of the Student Action Plan to assist with the student's transition and integration back into the school. The re-entry plan should contain the following elements:

- a description of the re-entry process for successful transition back to school;
- identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

A meeting must be convened including the following:

- Board staff;
- staff of the school the student will be attending;
- the student;
- the parent/guardian if the student is not an adult;
- where appropriate, other significant adults in the student's life;
- the student's teacher(s) where possible.