

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:

**Safe and Accepting Schools –
Suspensions and Expulsions**

SECTION/CODE:

School Operations D 51 – C

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1. POLICY STATEMENT

- 1.1 The Protestant Separate School Board of the Town of Penetanguishene recognizes and respects the exercise of professional discretion by its administrators and the safety and dignity of alleged victims and offenders. This policy sets out procedures, guidelines and consequences to be used when dealing with inappropriate conduct. In no instance of violent behaviour will there be failure to intervene, provide appropriate disciplinary action and record or report the incident to the appropriate authorities. In all instances mandated by the Criminal Code and The PSSBP Safe and Accepting Schools policy and related procedures there will be reporting to the police.

2. PURPOSE

To support a safe school environment through the application of progressive discipline , interventions and consequences for students not in compliance with the Standards of Behaviour described in the Ontario School Code of Conduct.

2.1 ADMINISTRATIVE PROCEDURES, MITIGATING AND OTHER FACTORS TO CONSIDER

Before imposing a suspension, or recommending an expulsion, the principal, as required by the Education Act, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student. The board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a student protected by the Human Rights Code and/or exacerbate the student's disadvantaged position in society.

2.2 The following mitigating factors should be considered:

- a) whether the student does not have the ability to control his or her behaviour;
- b) whether the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or

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- c) whether the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

2.3 The following factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be suspended or possibly expelled:

- a) the student's history;
- b) whether a progressive discipline approach has been used;
- c) whether the activity is related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or any other type of harassment;
- d) how the suspension or expulsion will affect the student's ongoing education;
- e) the age of the student;
- f) if an Individual Education Plan has been developed consider:
 - i. whether or not the behaviour is a result of an identified disability,
 - ii. has appropriate accommodation been provided,
 - iii. will a suspension or expulsion result in making the student's behaviour or conduct worse?

2.4 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP).

3. VIOLENT INCIDENT REPORTING

3.1 Procedure for Dealing With Violent Incidents

3.1.1 The term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following: a) Possessing a weapon, including possessing a firearm b) Physical assault causing bodily harm requiring medical attention c) Sexual assault d) Robbery e) Using a weapon to cause or to threaten bodily harm to another person f) Extortion g) Hate and/or bias-motivated occurrences

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3.1.2 The principal must follow the direction outlined in Board Policy “D-35, Police/School Board Protocol” regarding notification of the police if any of the above violent incidents occurs.

3.1.3 In occurrences where the principal has reason to believe that a student may be in need of protection, he/she is required to call the children’s aid society (CAS), in accordance with the requirements of the Child and Family Services Act.

3.2 Procedure for Record Keeping of Violent Incidents

Information relating to serious violent incidents leading to reports to the police, as well as information relating to serious violent incidents leading to suspension or expulsion, must be maintained in the Ontario Student Record (OSR).

This information must be recorded on the Violent Incident Reporting Form.

3.2.1 Insertion of Information in the OSR

The following information will be included in the OSR:

- a) A Violent Incident Reporting Form which contains:
 - i. a description of the serious violent incident leading to suspension or expulsion or a call to the police;
 - ii. a reference to the call to the police, if applicable, and including an incident number, where possible;
 - iii. a reference to the school/board disciplinary response to the incident, if applicable.

- b) Where a letter or the Notice of Suspension has been sent to the student and/or parent(s)/guardian(s) regarding the suspension or expulsion for violent behaviour, a copy will be attached to the Violent Incident Reporting Form and shall be included in the OSR.

3.2.2 Retention in the OSR

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- a) All suspension and expulsion documentation (Letters to parents, Violent Incident Reporting Form) must be retained in the students OSR.
- b) Upon request, the Principal may consider removing a suspension letter from a students OSR

3.2.3 Transfer of OSR

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 a report to the police, will remain in the OSR. The transfer will occur in accordance with Section 6 of the "Ontario Student Record (OSR), Guideline 2000".

3.3 Procedure for Reporting Violent Incidents to the Ministry

Section 265 (i) of the Education Act states that it is the duty of a principal "to furnish to the Ministry and to the appropriate supervisory officer any information that it may be in the principal's power to give respecting the condition of the school premises, the discipline of the school, the progress of student's and other matter affecting the interests of the school, and to prepare such reports for the board as are required by the board".

- a) School administrators will submit a copy of the Violent Incident Form for each violent incident to the supervisory officer.
- b) Boards are required to report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS). All violent incidents that occur on school premises during school-run programs must be reported to the ministry, whether the violent incident was committed by a student of the school or whether it was committed by any other person.
- c) Violent Incident Forms submitted to the supervisory officer shall be for information purposes only, and to validate the effectiveness of the board's policy and action plans. The copies of Violent Incident Forms shall subsequently be destroyed at the end of each school year, and the only ongoing record shall be maintained in the OSR.

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4. SUSPENSION (Education Act S.306)

A principal shall consider suspending a student from grade 4 - 8, one to twenty days from his or her school where the principal believes that the student has engaged in any of the following activities while at the school, or while engaged in any school-related activities, or in any other circumstances where engaging in an activity has had an impact on the school climate.

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol, illegal drugs or cannabis .
- Being under the influence of alcohol, illegal drugs or cannabis
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at The student's school or to property located on the premises of the student's school.
- Bullying which includes Cyberbullying
- Any other activity that is an activity for which a principal may suspend a student under a policy of the board.

As per the Education Act S.306 (4), the minimum duration of a suspension is one school day.

4.1 Uttering a Threat to Inflict Serious Bodily Harm

When a student is deemed to have uttered a threat to inflict serious bodily harm and where the student has likely formed the intent and possesses the capacity to carry out the threat, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer as required;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider as appropriate; and
- f) suspend the student for a minimum of one (1) day and up to a maximum of twenty (20) days, depending on the severity of the situation.

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- g) if suspended for more than five days, assign the student to a program for suspended students.

4.2 Possessing Alcohol or Drugs / Being Under the Influence of Alcohol or Drugs

When a student is in possession of or under the influence of alcohol or drugs, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (mandatory if in possession of illegal drugs, else discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer as required;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider as appropriate;
- f) suspend the student for a minimum of one (1) day and up to a maximum of twenty (20) days, depending on the severity of the situation.
- g) if suspended for more than five days, assign the student to a program for suspended students.

4.3 Swearing at a Teacher or Person in Authority

When the student has sworn directly at a teacher or another person in authority with intent, the administrator will:

- a) communicate with the student's parent/guardian;
- b) suspend the student for a minimum of one (1) day and up to a maximum of twenty (20) days, depending on the severity of the situation.
- c) if suspended for more than five days assign the student to a program for suspended students.

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4.4 Committing an Act of Vandalism

When the student has committed an act of vandalism causing extensive damage, either to the student's own school or to other Board property, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the appropriate supervisory officer as required;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider as appropriate; and
- f) suspend the student for a minimum of one (1) day and up to a maximum of twenty (20) days, depending on the severity of the situation.
- g) if suspended for more than five days assign the student to a program for suspended students.

4.5 Bullying

When the student has demonstrated repeated, persistent or aggressive behaviour that is directed at an individual(s) that is intended to cause fear, distress and or harm to another person's body, feelings, self-esteem or reputation, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer as required;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider as appropriate; and
- f) suspend the student for a minimum of one (1) day and up to a maximum of twenty (20) days, depending on the severity of the situation.
- g) if suspended for more than five days assign the student to a program for suspended students.

4.6 Discretionary Suspension

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The principal may give a discretionary suspension to a student for a fixed period (one day up to 20 days), because of conduct inconsistent with the Code of Conduct of the school and/or Board Policy “D-51A, Safe and Accepting Schools”.

- 4.7 Unless otherwise required by the principal, during the period of the suspension, the suspended student is not permitted on any school grounds, on the grounds of any other school, on school buses or attendance at school activities at any time.
- 4.8 A student is not to be considered to be engaged in school activities if that student is participating in a program for suspended students.

Alternatives to suspension from school may be referenced in Board Policy, “D-51B, Safe and Accepting Schools - Progressive Discipline”.

5. PROCEDURES FOR SUSPENSIONS

5.1 NOTIFICATION

5.1.1 Written Notice

- a) When a student has been suspended, the principal issuing the suspension shall notify promptly in writing the student, the parent or guardian of the student, the supervisory officer and the attendance counsellor of the suspension, the reasons for the suspension and the right to appeal the suspension. A ‘notice of suspension’ letter must be completed and filed in the students OSR
- b) All appropriate notification must be completed regardless of the length of the suspension and the written notice of suspension will include:
- The reason for the suspension;
 - The duration of the suspension;
 - Information about the program for suspended students that the student has been assigned to (suspensions over five days);
 - Information about the right to appeal the suspension, including board policies and procedures governing the appeal process;

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- The name and contact information of the supervisory officer to whom the appeal must be given to.
- c) If the decision of the principal is to suspend the student for 11 days or more, approval of the supervisory officer is required. Once approved, the supervisory officer will initiate the involvement of the Suspension and Expulsion Hearing and Determination Committee. An Intake Meeting (see section 8.1.6) will be scheduled to formally offer the suspension program to the student and his/her parent(s)/guardian(s).
- d) Notification to the parent/guardian of the Intake Meeting is the responsibility of the school administrator. The student and parent(s)/guardian(s) must agree to involvement in the suspension program and have signed the consent form that will be provided.

5.1.2 Verbal Notice

The principal shall notify the teachers, and the bus driver (if required) of the suspension.

5.2 APPEAL OF SUSPENSION

- a) The Education Act makes provisions for an appeal of suspension process to a committee of the board established for this purpose. All reasonable efforts will be made to resolve such a dispute before it is formalized in an appeal before the committee of the board. Prior to an appeal of a suspension being heard by the Suspension and Expulsion Hearing and Determination Committee, the decision to suspend will be reviewed by the supervisory officer.

5.2.1 Initiation of the Appeal

- a) The student' parent/guardian may request an appeal of a decision to suspend a student.
- b) The supervisory officer, must receive the written notice of appeal from the adult student or parent(s)/guardian(s) within 10 school days from the start of the suspension, unless extenuating circumstances exist which justify a period of longer than ten school days. Examples of such a situation include: where the person requesting the review was

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precluded from doing so as a result of an accident in which the person or a close family member was badly injured, a death in the immediate family, other similar circumstances where intervening events give rise to extenuating circumstances which prevented a timely request for review from being made.

- c) A request for an appeal does not stay the suspension.
- d) Upon receipt of written notice of the intention to appeal the suspension, the supervisory officer:
 - i. Will advise the chair of the board, and the principal of the appeal.
 - ii. Will advise the parent(s)/guardian(s) that a review of the suspension will take place and invite the appellant to contact the area supervisory officer to discuss any matter respecting the incident and/or appeal of the suspension.
 - iii. Will review the suspension (reason, duration, any mitigating or other factors).
 - iv. May consult with the principal regarding modification or expunging the suspension.
 - v. Will meet with the parent(s)/guardian(s) and the principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Suspension Appeal/Expulsion Hearing Committee.
 - vi. Where a settlement is not effected, will provide notice of the review decision to the parent(s)/guardian(s).
 - vii. Will coordinate the preparation of the Principal's Report Package, which will contain at least the following components:
 - 1) A report prepared by the principal regarding the incident and the rationale for the suspension;
 - 2) A copy of the original suspension form and letter(s);
 - 3) A copy of the letter requesting the suspension appeal;
 - 4) A copy of the notice of review decision from the supervisory officer.
 - viii. Will provide a Notice of a Suspension Appeal Hearing to the adult student or parent(s)/guardian(s). This Notice will include a copy of the board's Safe and Accepting Schools policy and related procedures and a copy of all documentation that will be presented to the Suspension and Expulsion Hearing and Determination Committee (i.e. Principal's Report Package).

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The Suspension Appeal Hearing will be coordinated with the Suspension and Expulsion Hearing and Determination Committee, (as per designated board committee) and will take place within 15 school days from the time of the receipt of the notice of appeal, unless the parties involved agree on a later deadline.

5.2.2 Suspension Appeal Hearing

a) **Pre-Hearing Disclosure:** Both parties shall ensure that the other party and the Supervisory Officer or designate is provided with a list of witnesses if any, which that party intends to call, together with a statement of what any witness will say.

b) **Considerations:** The Suspension and Expulsion Hearing and Determination Committee shall consider the Principal's Report and submissions and any other information provided by the parent/guardian. In conducting the appeal the Committee shall consider any mitigating and other factors that may be applicable.

c) **Time Limits for Presentations at Hearing:** The maximum time allotted for each hearing will be two hours, with up to an hour allotted to each party. Opening statements, cross-examination of the other party's witnesses, if any, and closing comments shall be taken into account in the hour allotted to each party.

d) **Order of Presentation:** The principal will proceed to make his/her presentation first, commencing with an opening statement. The student/parent/legal guardian may choose to make an opening statement at this point or may choose to wait until the beginning of his/her case to make an opening statement. If the principal calls any witnesses the student/parent/legal guardian will be given an opportunity to cross-examine any such witnesses. Following the completion of the principal's presentation, the student/parent/legal guardian will make his/her presentation. If the student/parent/legal guardian calls any witnesses, the principal will have an opportunity to cross-examine any such witnesses. Each party may make a closing statement, commencing with the principal.

e) **Failure of Party to Attend Hearing After Due Notice:** Where a notice of pre-hearing has been given in accordance with this procedure, and the party fails to attend the pre-hearing, the party will be deemed to have waived any procedural issues that they may have had regarding disclosure or any other procedural issue, unless the party can satisfy the Suspension and

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Expulsion Hearing and Determination Committee that there was a reasonable excuse for their failure to attend.

Further, if the party does not attend at the Hearing, the Committee may proceed with the Suspension Appeal Hearing in their absence and the party may not be entitled to any further notice of the proceeding.

f) Criteria for Determining Suspension: In the event the Suspension and Expulsion Hearing and Determination Committee determines that the student did commit an infraction for which a suspension must be or should be imposed, the Committee shall consider the duration of the suspension which the principal imposed on the student, having regard to the following factors:

- i) the student's history;
- ii) any factors prescribed by regulation, if any;
- iii) such other matters as the Suspension and Expulsion Hearing and Determination Committee considers appropriate.

g) Decision: Upon the completion of the appeal hearing, the Suspension and Expulsion Hearing and Determination Committee may confirm the principal's decision, modify the duration of the suspension or expunge all record of the suspension. The Suspension and Expulsion Hearing and Determination Committee's decision is final and notice of the decision shall be provided to the student/parent/legal guardian in writing.

6.0 SUSPENSION, INVESTIGATION AND POSSIBLE EXPULSION [EDUCATION ACT S.310]

The principal shall suspend any student, contact police and conduct an investigation to determine whether to recommend to the board that the student be expelled, if the principal believes that the student has engaged in any of the following:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if

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- 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. • Any activity listed in section 4.0 above 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.
- Discretionary activities that may lead to suspension, investigation and expulsion of a student, include:
 - a) Vandalism,
 - b) Refractory conduct;
 - c) Extortion

6.1 Possessing a Weapon

If, in the opinion of the administrator, the student is in possession of an object deemed to be a weapon (see definition below), the administrator will:

- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student’s parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the appropriate supervisory officer;
- e) confiscate the weapon (only if possible and safe) and release it to the police as required by law;
- f) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- g) suspend the student, pending an investigation, for a minimum of three (3) days and up to a maximum of twenty (20) days depending on the severity of the situation;
- h) conduct an investigation; and
- i) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

Weapon means:

- Anything used or intended for use in causing death or injury to persons whether designated for

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that purpose or not, and without restricting the generality of the foregoing, including any firearm;
• Anything used or intended for use for the purpose of threatening or intimidating any person and without restricting the generality of the foregoing including any firearm.

Firearm means:

• Any barrelled weapon from which any shot, bullet or other missile can be discharged and that is capable of causing serious bodily injury or death to a person and includes any frame or receiver of such a barrelled weapon and anything that can be adapted for use as a firearm.

Possession of Weapons means:

• Being knowingly in custody of a weapon on one's person or in one's personal belongings;
• Having a weapon in any place, whether or not that place belongs to or is occupied by the person, for the use or benefit of that person or of another person;
• Where one of two or more persons, with knowledge and consent of the rest, has a weapon in custody or possession, it shall be deemed in the possession of each and all of them.

6.2 Using a Weapon to Cause or Threaten Bodily Harm

When the administrator deems that a student has used a weapon to cause or threaten bodily harm, the administrator will:

- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the appropriate supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.3 Committing Physical Assault Causing Bodily Harm Requiring Treatment by a Medical Practitioner

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When the administration deems that a student has committed a physical assault causing bodily harm requiring treatment by a medical practitioner, the administrator will:

- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the supervisory office;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation;
- h) at the conclusion of the investigation, refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.4 Committing Sexual Assault

When the administrator deems that a student has committed a sexual assault, the administrator will:

- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation;
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension

Sexual Assault means:

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- An assault which is committed in circumstances of a sexual nature such that the sexual integrity of the victim is violated. This includes sexual assault with a weapon or causing bodily harm and aggravated sexual assault.

6.5 Trafficking in Weapons or in Drugs

When the administrator deems that a student has been trafficking in weapons or in drugs, the administrator will:

- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

Drugs means:

- Any substance, other than food, which is taken to change the way the body and/or mind function.

Trafficking in Drugs means

- Trafficking, or possession for the purpose of trafficking, any drug as set out in the Controlled Drugs and Substance Act. This includes prescription and/or non-prescription medication beyond what is prescribed.

6.6 Committing Robbery

When a student is deemed by the administrator to have committed robbery and/or obtained anything by threats, accusations, menaces or violence, the administrator will:

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- a) contact the police (mandatory);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of three (3) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

Robbery means:

- The use of violence or intimidation to commit theft.

6.7 Giving Alcohol to a Minor

When the administrator deems that a student has been giving or otherwise providing alcohol - to a minor, the administrator will:

- a) contact the police (discretionary);
- b) contact CAS as required;
- c) communicate with the student's parent/guardian, that an investigation of the incident may result in an expulsion;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.8 Bullying

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When the student has previously been suspended for engaging in bullying as described in 4.5, and the student's continuing presence in the school creates an unacceptable risk to the safety of another person, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider as appropriate; and
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation.
- g) conduct an investigation, and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.9 Hate, Prejudice and/or Bias-Motivated Violence

The school administrator will take action when it deems that a student has used verbal or written communication, including communication transmitted by electronic means, or has engaged in any other activity listed in section 4.0 that is hate, prejudice, and/or bias-motivated and encourages violence, in any one of the following areas:

- racism, or intimidation and discrimination based on national or ethnic origin, colour, sex or age, religious, or linguistic differences;
- sexual harassment;
- discrimination based on sexual orientation, gender identity, gender expression;
- discrimination based on mental or physical disability;
- discrimination based on class/income level or occupation; and
- intolerance based on other characteristics, such as appearance.

The administrator will:

- a) communicate to the student's parent/guardian;
- b) contact the police (mandatory);
- c) contact CAS as required;
- d) contact the supervisory officer;

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- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of three (3) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.10 Discretionary Activities that may Lead to Suspension, Investigation and Expulsion of a Student

- Vandalism
- Refractory Conduct
- Extortion

6.10.1 Vandalism

When the school administrator deems that a student has caused extensive damage to school property or property located on school premises and the student's presence would be detrimental to the physical or mental well-being of the students in the school, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension. Vandalism is defined either in monetary terms or in relation to the impact of the damage on the operation of the school.

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6.10.2 Refractory Conduct

When the school administrator has deemed that a student has engaged in conduct or a course of conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or to respect the rights or dignity of other members of the school community, and/or to engage in out of school conduct which impacts on the school, despite having been given a reasonable opportunity to do so, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (discretionary);
- c) contact CAS as required;
- d) contact the supervisory officer;
- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension.

6.10.3 Extortion

When the school administrator has deemed that a student has unlawfully obtained either money, property or services from another student/person(s), entity, or institution, through coercion, the administrator will:

- a) communicate with the student's parent/guardian;
- b) contact the police (mandatory);
- c) contact CAS as required;
- d) contact the supervisory officer;

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- e) recommend that the student participate in a counselling program and/or provide a referral to an appropriate community service provider;
- f) suspend the student for a minimum of five (5) days and up to a maximum of twenty (20) days, depending on the severity of the situation;
- g) conduct an investigation; and
- h) at the conclusion of the investigation refer the matter to the board for an expulsion hearing, confirm the suspension and the duration of the suspension or withdraw the suspension

7.0 PROCEDURES FOR SUSPENSIONS LEADING TO POSSIBLE EXPULSIONS

7.1 Suspension Pending Expulsion

7.1.1 Where the principal believes that a student may have committed an expulsion infraction, the principal must suspend the student in order to review the circumstances to make a decision regarding whether the matter will be referred to the board for an expulsion hearing.

7.1.2 When a student has been suspended by a principal under Section 310 of the Education Act the principal will ensure that:

- a) the suspended student's teacher(s) teacher(s) is/are informed
- b) all reasonable efforts will be made to notify the students parent(s)/guardians within 24 hours
- c) when the student is suspended for eleven or more days, the principal receives authorization for the suspension from the supervisory officer
- d) once authorization has been provided, the supervisory officer will initiate the Long-Term Suspension and Expulsion program.

7.1.3 The principal must also ensure that the written letter of the suspension is given promptly to the student and to the student's parent or guardian. The notice of suspension will include:

- a) the reason for the suspension
- b) the duration of the suspension

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- c) information about the program provided for students who are suspended for more than five days
- d) information about the investigation that the principal is conducting to determine whether or not an expulsion will be recommended
- e) a statement that the suspension pending expulsion may not be appealed
- f) a statement that if the principal does not recommend expulsion then the suspension is subject to an appeal
- g) a statement that if an expulsion hearing is conducted by the board to expel the student then the suspension may be addressed at the hearing.

This information shall also be forwarded to the Supervisory Officer for information and notification of possible expulsion hearing.

7.2 Principal's Investigation

7.2.1 The principal's investigation must incorporate "fairness" in the sense that the student and his/her parents, is informed of circumstances which are alleged against the student, together with a full opportunity to respond to the allegations, before any final decision is taken. During the investigation the principal must take into account any mitigating factors listed in section 2.0.

7.2.2 When conducting the investigation, the principal should:

- a) make every effort to interview the student, and where possible, the student's parents and any other person who the principal believes may have relevant information, such as teachers, witnesses and victims
- b) let the parties be heard, and keep an open mind;
- c) conduct individual vs. group interviews to preserve the credibility and veracity of the evidence.
- d) consider taking statements and making written notes, since those notes may be helpful in the course of an appeal hearing;
 - i. include dates and times when taking notes;
 - ii. make copies of statements submitted by witnesses and/or victims

7.2.3 The principal's investigation must be completed within five school days from the day the principal suspended the student. The parties will include the student and his/her

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parents, together with any person who has a direct interest in the matter. If the principal decides to refer the matter to the board to hold an expulsion hearing, the principal must make this decision within five school days of the beginning of the suspension.

7.2.4 The principal's investigation should include the questioning of any witnesses who may have any direct knowledge of the circumstances at issue, as well as the examination of any pertinent documentation or other physical evidence. Care should be taken by the principal to provide the impugned student with fair opportunity to respond to the allegations and evidence against him/her before reaching a final conclusion. The test to be used by the principal in assessing the relevant information which has been collected through the investigation is the "balance of probabilities" – that is, that it is more likely than not that the student committed the infraction, based on the relevant evidence available.

7.2.5 Where following the investigation, the principal does not recommend to the board that the student be expelled, the principal shall:

- a) confirm the suspension and duration of the suspension; confirm the suspension but shorten the duration, even if the suspension has already been served, and amend the record of suspension accordingly; or withdraw the suspension and expunge the record of suspension, even if the suspension has already been served;
- b) ensure that written notice of the decision above (7.2.5 (a)) containing the following information, is given promptly to the student, the student's parent(s)/ guardian(s) and also to the supervisory officer:
 - i. a statement that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension;
 - ii. a statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced the duration or withdrawn the suspension;
 - iii. unless the suspension has been withdrawn, information regarding the right to appeal the suspension;
 - iv. copies of the appropriate board documents that define the suspension appeal process; and
 - v. the name and contact information for the Supervisory Officer to whom the notice of an appeal must be given.

7.2.6 Where, following the investigation, the principal is satisfied that the student committed an

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infraction for which the student should be expelled, the principal shall provide all parties involved with a 'Notice of Referral to Expulsion Hearing' letter and, in consultation with the Supervisory Officer, will also prepare a report (Principal's Report) that contains:

- a) an outline of allegations
- b) a summary of findings which support the principal's belief that the student may have committed an infraction for which an expulsion should be imposed
- c) a recommendation on whether or not the student should be expelled
- d) a recommendation pertaining to the type of program that the student may benefit from.

This report must be completed and forwarded to the Supervisory Officer within nine (9) schools days from the date of suspension.

7.3 Expulsion Hearing by a Committee of the Board

7.3.1 The board will delegate its duty to hold an expulsion hearing to the Suspension and Expulsion Hearing and Determination Committee of the board. Resource members may be added to the Committee at the sole discretion of the Committee e.g. other board representatives, board Mental Health and Wellness Lead, etc..

7.3.3 General Timelines for Expulsion Hearing Process: The hearing by the Suspension and Expulsion Hearing and Determination Committee must be completed and the committee's decision must be made and implemented within 20 school days following the date on which the principal suspended the student in the belief that the student committed an infraction for which the student could be expelled. This deadline may be extended upon agreement of the parties (who will include the parent(s)/guardian(s) and the principal).

7.3.4 Setting Dates: Upon receipt of the notice of referral the Supervisory Officer will promptly notify the members of the Suspension and Expulsion Hearing and Determination Committee and shall arrange to set dates for a pre hearing conference and the hearing, having regard to the time line stipulated under the Education Act.

7.3.5 Notice of Hearing and Pre-Hearing Conference: The Supervisory Officer shall promptly send to the parties to the hearing a Notice of Hearing/Notice of

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Pre-hearing Conference.

7.3.6 Parties to the Hearing: Students have the right to attend the expulsion hearing to make a statement on their own behalf. The parent(s)/guardian(s) may also attend.

7.3.7 Pre-Hearing Disclosure: The parties shall exchange the following, with a copy to the Supervisory Officer or designate, prior to the pre-hearing:

- a) an outline of the party's position, setting out with particularity the party's position on the circumstances which gave rise to the recommendation for expulsion and the party's position on the discipline imposed;
- b) copies of any documents which the party proposes to submit at the hearing; and
- c) 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 witnesses will say.

7.3.8 Time Limits for Presentations at Hearing: The maximum time allotted for the hearings will be two hours, with up to an hour allotted to each party. Opening statements, cross-examination of the other party's witnesses and closing comments shall be taken into account in the hour allotted to each party.

7.3.9 Order of Presentation: The principal will proceed to make his/her presentation first, commencing with an opening statement. The student/parent/legal guardian may choose to make an opening statement at this point or may choose to wait until the beginning of his/her case to make an opening statement. If the principal calls any witnesses the student/parent/legal guardian will be given an opportunity to cross-examine any such witnesses. Following the completion of the principal's presentation, the student/parent/legal guardian will make his/her presentation. If the student/parent/legal guardian calls any witnesses, the principal will have an opportunity to cross-examine any such witnesses. Each party may make a closing statement, commencing with the principal.

7.3.10 Record of Hearing: The Suspension and Expulsion Hearing and Determination Committee shall compile a record of the hearing. The record will include the principal's referral for an Expulsion Hearing, the Notice of Pre-Hearing and Hearing, any interim decision arising out of the pre-hearing conference, any order of the Committee, all documents filed with the Committee during the hearing, the Notice of Decision of the Suspension and Expulsion Hearing and Determination Committee

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7.3.11 Failure of Party to Attend Pre-Hearing/Hearing After Due Notice: Where a notice of pre-hearing has been given in accordance with this procedure, and the party fails to attend the pre-hearing, the party will be deemed to have waived any procedural issues that they may have had regarding disclosure or any other procedural issue, unless the party can satisfy the Suspension and Expulsion Hearing and Determination Committee that there was a reasonable excuse for their failure to attend. Further, if the party does not attend at the Hearing, the Committee may proceed with the Expulsion Hearing in their absence and the party may not be entitled to any further notice of the proceeding.

7.3.12 Conflict of Evidence: Where there is a conflict in the evidence presented by the parties on the issue of whether the student committed a mandatory or discretionary expulsion infraction, the Suspension and Expulsion Hearing and Determination Committee shall assess the evidence and determine whether, on the balance of probabilities, it has been established that it is more probable than not that the student committed the infraction.

7.3.13 Decision to NOT Expel: If the Suspension and Expulsion Hearing and Determination Committee decides that the student has not committed an infraction for which an expulsion should be imposed, the Suspension and Expulsion Hearing and Determination Committee will:

- i. consider whether alternative discipline is appropriate in the circumstances;
- ii. uphold the suspension and its duration;
- iii. uphold the suspension and shorten its duration and amend the record accordingly;
- iv. quash the suspension and expunge the record from the students Ontario Student Record; or
- v. make such other orders as the Suspension and Expulsion Hearing and Determination Committee considers appropriate.

The Suspension and Expulsion Hearing and Determination Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

7.3.14 Decision to Expel: If the decision is to expel the student, the Suspension and Expulsion Hearing and Determination Committee will determine that, since there is only one school of the Board, the terms of the expulsion will be as if the student is expelled from all

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schools of the board. In determining whether or not to expel the Suspension Appeal/Expulsion Committee shall consider the following factors:

- i. the student's history;
- ii. mitigating factors;
- iii. factors prescribed by regulation, if any; and
- iv. such other matters as the Suspension Appeal/Expulsion Committee considers appropriate

If the Suspension and Expulsion Hearing and Determination Committee decides to impose an expulsion the student will be assigned to the Long-Term Suspension and Expulsion program.

7.3.15 Notice of Decision to Expel: In the event the Suspension and Expulsion Hearing and Determination Committee decides to expel the student, the Supervisory Officer or designate shall ensure that a written notice of the expulsion is sent promptly to all parties and will include the following:

- i. the reason for the expulsion;
- ii. information explaining the program for expelled students;
- iii. information pertaining to the right to appeal the decision of the committee of the board.

7.4 Appeal of the Board's Expulsion

An appeal of a decision to expel a student must be made within thirty (30) days after the date of the decision that is being appealed and may be requested by the parent or guardian of a student.

In the case of an expulsion by a committee of the board, the decision of the board can be appealed to The Child and Family Services Review Board as the entity designated by regulation [s.311.7]

See Appendix A – Suspension Appeal / Expulsion Flow Chart

8.0 BOARD PROGRAMS FOR STUDENT'S ON LONG TERM SUSPENSION

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- 8.0.1** A Long-Term Suspension Expulsion Program is offered to students on long term suspension for periods of 11 days or more. The Long-Term Suspension Expulsion Team consists of an Education Liaison Teacher and a Student Support Liaison. The Education Liaison Teacher provides case management and academic support for the student and the Student Support Liaison provides therapeutic supports as determined by the needs of the student. These services are voluntary and therapeutic services are also confidential.
- 8.0.2** The Long-Term Suspension Expulsion Team works with the student, the family and the school with the goal of a successful transition, re-entry and fresh start back into school after a suspension or expulsion.
- 8.0.3** The Long-Term Suspension Expulsion Program may also be requested by the school administration as deemed appropriate for suspensions between 6 and 10 days. Support for students who are suspended for between 6 and 10 days will be provided based on the available space and resources.
- 8.0.4** Any Long-Term Suspension Expulsion Program information is accessible to the school to assist the school administration team in preparation for the Intake Meeting

8.1 Learning Plan for Suspended Student

A Learning Plan must be developed for every student on a long-term suspension.

8.1.1 Programs for Students on a Suspension of Six to Ten School Days

- a) Pending space and resource availability, students suspended for six to ten school days may be referred to the Long-Term Suspension Expulsion Program. The Principal must consult with the Supervisory Officer to determine space and resource availability in the program.
- b) The program provided for in the Learning Plan for the suspended student must include an academic component to support the student on a long-term suspension of six to ten school days in continuing his or her education.

8.1.2 Programs for Students on a Suspension of Eleven to Twenty School Days

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- a) The program provided for in the Learning Plan will consist of both an academic and a non-academic component to support the student on a long-term suspension of eleven to twenty school days in continuing his or her education.
- b) The program must be offered to students who are suspended for eleven to twenty school days.
- c) Upon approval of the suspension by the Supervisory Officer and where the school has requested the involvement of the Long-Term Suspension Expulsion Team, an Intake Meeting will be convened. This meeting should include all individuals both within the board and outside the board as deemed appropriate by school administration to explore the issues around the student's suspension. This decision is made by the school. Following the Intake Meeting a Plan of Service will be written as soon as possible by the Long-Term Suspension Expulsion Team.
- d) The student's participation in the program is voluntary. Therefore, there must be a commitment to the program as outlined in the Intake Meeting on the part of the student for the Long-Term Suspension Expulsion Team to remain involved. Should the student choose not to participate in the suspension program the suspension will proceed as indicated in the Notice of Suspension.
- e) Assuming that this commitment does exist, the student will receive academic support during the suspension. The student will also receive therapeutic support during the suspension and for a period following the suspension.
- f) In some cases, a student may have demonstrated behaviours which would make it significantly less likely that the student will be successful in his/her return to school at the conclusion of the suspension. The Long-Term Suspension Expulsion Team will, as appropriate, report to the school administration in a timely fashion with respect to these findings.

8.1.3 Academic Component

- a) In all cases, every effort must be made to maintain the student's regular academic program work throughout the suspension period.

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- b) The student's work will be governed by the Learning Plan which is completed by the school in preparation for the Intake Meeting. In most cases, the work will be provided as well as assessed and evaluated by the school. A copy of the prepared Learning Plan is to be forward to the Supervisory Office who approved the suspension.
- c) The academic component must follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for modifications to the Ontario curriculum or an alternative program.

8.1.4 Therapeutic Component

- a) The purpose of the non-academic, or therapeutic, component is to assist students in the development of positive attitudes and behaviours. Through established partnerships with community agencies, assistance could be provided to help the student with social, emotional, behavioural and mental health issues as appropriate.
- b) The Plan of Service developed by the Long-Term Suspension Expulsion Team will most often reflect short term goals, primarily centred on those issues which led to the student's suspension. Students may receive support on a broader range of therapeutic needs as appropriate to address longer term goals as time permits.

8.1.5 Developing and Implementing the Learning Plan

- a) The Learning Plan will outline the objectives for students and be tailored to meet the specific needs of the student.
- b) The Learning Plan will be developed by the principal in co-operation with appropriate staff, the student, and his or parent(s)/guardian(s).
- c) A homework package will be provided to students on long-term suspension until the Learning Plan is in place.

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8.1.6 Intake Meeting

The purpose of the meeting is to:

- a) allow the Long-Term Suspension Expulsion Team to meet with the student, family, school and other parties as appropriate (this meeting is arranged by the school administrative team in consultation with all involved parties);
- b) present the suspension program to the student and family to determine the student's willingness to participate;
- c) provide a positive and supportive process through which the student can access help for his/her academic and therapeutic needs;
- d) sign the program consent forms and complete a student/family information form;
- e) review the student's history at school;
- f) review the details of the event(s) which led to the suspension;
- g) review the Learning Plan developed by the school;
- h) identify the needs of the student along with risk factors and protective factors;
- i) identify the supports or materials/equipment needed for the student to continue his/her learning;
- j) begin to establish the objectives and goals of the Plan of Service;
- k) establish next meeting times for both academic and therapeutic programs (assuming that the student has agreed to support and a parent or guardian has signed the consent) and to determine the meeting locations;
- l) conduct a preliminary OSR review with a more comprehensive review to follow as required;
- m) gather any other information from the school which the Long-Term Suspension Expulsion Team will require to carry out their duties.

Note: The Intake Meeting may be divided into two sessions at the discretion of the parties involved in the meeting, as noted above.

8.1.7 Plan of Service for Students on Long Term Suspension

A Plan of Service must be created by the Long-Term Suspension Expulsion Team. The Plan of Service will be developed as soon as possible following the *Intake Meeting*.

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The Plan of Service will:

- a) be developed by the Long-Term Suspension Expulsion Team in consultation with all appropriate stakeholders;
- b) outline both the academic and therapeutic objectives and goals for students which are tailored to meet the specific needs of the student;
- c) be shared with the student, family and school as needed to ensure that all parties understand the plan and are able to contribute to its delivery; and
- d) be filed to the student's suspension file.

8.1.8 Program Summary Report

The Program Summary Report addresses the academic outcomes of the program. The Program Summary Report is prepared and presented by the Education Liaison Teacher at the Return to School Transition Meeting and will be placed in the student's suspension file with copies being provided to the school, the student and family as appropriate. The Student Support Liaison will file a therapeutic summary report separately. The report will be presented at the Return to School Transition Meeting, with a copy to remain with the therapeutic program provider. The Student Support Liaison will provide a brief overview of his/her summary report to the board prior to the Return to School Transition Meeting which observes issues of student and family confidentiality.

8.1.9 Return to School Transition Meeting

The principal will hold a meeting with the student, family, the Long-Term Suspension Expulsion Team and any board or outside parties as deemed appropriate by the school administrative team to ensure that the student is welcomed back into the school following his/her suspension. This meeting should be held on the morning of the student's first day back at the conclusion of the suspension or as close as possible to the student's scheduled school re-entry date as indicated in the Notice of Suspension. The meeting should have a positive tone intended both to review the information provided in the Program Summary Report and to prepare the way for a positive productive return to school for the student.

9.0 SCHOOL BOARD PROGRAMS FOR EXPELLED STUDENTS

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9.1 Expulsion from the Schools of the Board

- a) The program offered to students on expulsion from the school of the board is called the Long-Term Suspension Expulsion Program (see section 8.0 above). The program is a voluntary program. As a result of the voluntary nature of the program the student and his/her parent(s)/guardian(s) must notify the principal verbally or in writing that the student will commit to participation in the program.
- b) Where a student chooses not to participate in the Long-Term Suspension Expulsion Program, the student remains ineligible to return to the school in the board until such time as an expulsion program acceptable to the board has been successfully completed.

9.2 Program Requirements

9.2.1 Academic Component

- a) In all cases, every effort must be made to ensure that expelled student who is assigned to the expulsion program is able to continue his/her education.
- b) The student's academic work will be governed initially by the Learning Plan for Absent Students which is completed by the school in preparation for the Intake Meeting during the suspension. After the expulsion is confirmed, the program selection and work will reflect the longer term nature of the student's involvement in the expulsion program and may be altered to reflect this change of status. A transition will be undertaken to move the duties of the creation of program work as well as assessment and evaluation from the school to the Education Liaison Teacher. The school will provide a mark which represents the student's achievement in his/her academic work to that point.
- c) The academic component must follow the curriculum outlined in the Ontario curriculum policy documents unless the student has an IEP that provides modifications to the Ontario curriculum or an alternative program. The academic program may include but is not limited to e-learning, remedial help, and support in literacy and numeracy

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9.2.2 Therapeutic Component

- a) The purpose of therapeutic component is to assist students in the development of positive attitudes and behaviours. Through established partnerships with community agencies, assistance could be provided to help the student with social, emotional, behavioural and mental health issues as appropriate.
- b) The Plan of Service will be adjusted as needed to reflect the change to the expulsion program. Expelled students are able to receive support on a broader range of therapeutic needs as appropriate to address longer term therapeutic goals.

9.3 Intake Meeting

The purpose of the meeting is to:

- a) allow the Long-Term Suspension Expulsion Program team to meet with the student, family, school and other parties as appropriate. This meeting is arranged by the school administrative team in consultation with all involved parties;
- b) present the suspension program to the student and family to determine the student's willingness to participate;
- c) provide a positive and supportive process through which the student can access help for his/her academic and therapeutic needs;
- d) sign the program consent forms and complete a student/family information form;
- e) review the student's history at school;
- f) review the details of the event(s) which led to the suspension;
- g) review the Learning Plan for Absent Students developed by the school;
- h) identify the needs of the student along with risk factors and protective factors;
- i) identify the supports or materials/equipment needed for the student to continue his/her learning;
- j) begin to establish the objectives and goals of the Plan of Service;
- k) establish next meeting times for both academic and therapeutic programs (assuming that the student has agreed to support and a parent or guardian has signed the consent) and to determine the meeting locations;
- l) conduct a preliminary OSR review with a more comprehensive review to follow as required;

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- m) gather any other information from the school which the Long-Term Suspension Expulsion Program team will require to carry out their duties.

9.4 Plan of Service for Expelled Students

When an expulsion is confirmed by a Committee of the Board and the student and family have committed to participation in the program the Plan of Service written for the suspension period may be reviewed and updated as needed. The Plan of Service will form the basis for the expulsion program and, as such, the academic and therapeutic objectives and goals should be re-affirmed to ensure that the needs of the student continue to be addressed including consideration of risk and protection factors.

9.5 Plan for Re-entry to School

A designated representative from the Long-Term Suspension Expulsion Program portfolio responsibility, will activate the student's plan for re-entry to school by completing a 'Expulsion Return to School Checklist'.

- a) There will be a meeting scheduled to review the objectives and goals stated in the Plan of Service and determine if the student is ready to re-enter the school system. The meeting is convened when it is determined that the student has successfully completed the expulsion program. This determination is made by the Long-Term Suspension Expulsion Program team. A student who has been expelled from the school of the board and/or his or her parent(s) may apply in writing to a person designated by the board requesting that the student be readmitted to the school of the board.
- b) If the student is to re-enter the school system, the meeting is to be held in sufficient time to allow for a proper transition back into the school or alternate program. This transition should include but is not limited to establishing a new timetable for the student, scheduling any additional meetings with the school, parents and other parties as appropriate to ensure that issues surrounding the student's return to school are adequately addressed and supports for the student as appropriate are in place.

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- c) Should the decision be to not allow the student to re-enter the school of the board the student will be provided with other options. The options made available to the student may be affected by the age of the student at the time of re-entry.

9.6 Program Summary Report

The Program Summary Report addresses the academic outcomes of the program. The Program Summary Report is prepared and presented by the Education Liaison Teacher at the Re-Entry Meeting and the Return to School Transition Meeting and will be placed in the student's suspension/expulsion file with copies being provided to the school and the student and family as appropriate. The Student Support Liaison will file a therapeutic summary report separately. The report will be presented at the Return to School Transition Meeting, a copy of which will remain with the Student Support Liaison. The Student Support Liaison will provide a brief overview of their summary report to the area superintendent prior to the Return to School Transition Meeting which observes issues of student and family confidentiality.

9.7 Return to School Transition Meeting

Once the student's expulsion order has been lifted in the Re-Entry Meeting, the Long-Term Suspension Expulsion Team will complete the Return to School Parent/Guardian Notification letter that will be signed by the Supervisory Officer and mailed from the office of the Supervisory Officer. School administration will then hold a Return to School Transition Meeting with the student, family, the Long-Term Suspension Expulsion Team and any appropriate board or outside party as needed to ensure that student is welcomed back into the school. This Return to School Transition Meeting should be held in close proximity to the return to school date of the student while allowing time to ensure all of the critical issues for a successful transition are attended to. The Return to School Transition Meeting should have a positive tone intended both to review the outcomes of the Plan of Service and to prepare the way for a positive productive return to school for the student. The Long-Term Suspension Expulsion Team will complete the Student Return to School Commitment letter. It will be signed by the student at the Return to School Transition Meeting.

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APPENDIX A: Suspension Appeal / Expulsion Flow Chart

APPENDIX B SAFE SCHOOLS FORM RETENTION SUMMARY

Form	Retention Schedule
Safe Schools Incident Reporting Form	<ul style="list-style-type: none"> • To be filed in OSR for a minimum of one (1) calendar year • If OSR is requested by another school information must be included in the OSR prior to sending the OSR • Safe Schools Incident Reporting Form may at principal's discretion, be removed after one (1) calendar year. Consideration will be given to culling reports at times of transition.
Suspension Letter	<ul style="list-style-type: none"> • To be filed in School Suspension Notice file or OSR for two (2) years • Information related to a suspension for violent incident shall be filed in OSR for three (3) years, or five (5) years if student has been expelled. Violent Incident Report to be attached to Suspension Letter.
Learning Plan for Absent Students	<ul style="list-style-type: none"> • This must be completed for all students who have a long-term suspension • A copy of the Plan is to be given to Long-Term Suspension Education Liaison. The original is to be attached to suspension notice.
Documentation Related to Expulsion	<ul style="list-style-type: none"> • Information relating to expulsion shall be removed five (5) years after the date on which the school board expelled the student • Where an expelled student has been readmitted to school by a school board and is expelled again, the information relating to the expulsion shall not be removed from the OSR until five (5) consecutive years have passed without any further expulsion
Violent Incident Report	<ul style="list-style-type: none"> • Where the student has not been suspended or expelled, the violent incident form shall be removed after one year if no further serious violent incident is reported to the police during that time

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	• To be attached to suspension notice
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