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Appendix T  
**PROCEDURE**

## Bullying Prevention and Intervention

<p>Procedure No.: <del>4008h</del></p> <p>Effective Date: <del>2017</del></p> <p><del>June 27</del> Number:</p>	<p>4008j</p>
<p>Department: <u>Procedure</u></p> <p>Owner: <u>Owner:</u></p>	<p>Learning Support Services <del>— Culture for Learning -</del> <u>Safe Schools</u></p>
<p><u>Effective Date:</u></p>	
<p><u>Amendment Dates:</u></p>	
<p><u>EIE Review Date:</u></p>	
<p>Reference(s):</p> <p><u>Resources:</u></p>	<ul style="list-style-type: none"> <li>• The Education Act, <u>RSO 1990, c E.2</u></li> <li><del>.1. Trespass to Property Act</del></li> <li><del>.2. Access to Premises Act</del></li> <li>• <del>Charter of</del> <u>Human Rights and Freedoms Code, R.S.O. 1990, c. H.19</u></li> <li><del>.3. Bill 13: Accepting Schools Act, 2012</del></li> <li><del>.4. Safe Schools Act, 2001</del></li> <li><del>.5. Caring and Safe Schools in Ontario</del></li> <li><del>.6. Occupational Health and Safety Act</del></li> <li>• Municipal Freedom of Information and Protection of Privacy Act, <u>R.S.O. 1990, c. M.56</u></li> </ul>

- [~~PPM128~~Policy and Programs Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy and Programs Memorandum 128](#): The Provincial Code of Conduct and School Boards ~~Code~~ of Conduct
- [PPMPolicy and Programs Memorandum](#) 144: Bullying Prevention and Intervention
- [PPMPolicy and Programs Memorandum](#) 145: Progressive Discipline and Promoting Positive [Student Behaviour](#)
- [Provincial Model for a Local](#) Police/School Board Protocol, ~~2017~~ [2015](#)
- [TVDSB Creating Safe and Caring Schools Policy \(4008\)](#)
- TVDSB Equity and Inclusive Education Policy and ~~Its~~ Procedures [\(2022, 2022a and 2022b\)](#)
- TVDSB Harassment Policy and Procedure [\(3004\)](#)
- ~~7. TVDSB Independent Procedure: Information Technology Security~~
- TVDSB Health and Safety Policy and ~~Its~~ Procedures [\(2005 and 2005A through M\)](#)
- TVDSB Violence in the Workplace Policy and Procedure [\(3011\)](#)
- [TVDSB Anti-Sex Trafficking Protocol](#)
- [TVDSB School Councils Policy and Procedure \(3016\)](#)

## **~~2. 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.~~

~~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.~~

## **1. Intent**

1.1. This procedure operationalizes TVDSB Creating Safe and Caring Schools Policy (4008), and the Ministry of Education's Policy and Programs Memoranda (PPM) 120, PPM 128, PPM144, PPM145.

## **2. Definitions**

2.1. Due to the number of key terms requiring definitions all definitions can be found in Appendix B.

2.2. Throughout this document, all defined terms will be capitalized to indicate they have a procedure-specific definition.

## **3. Objective of the Procedure**

3.1. The procedures below outline TVDSB's Bullying prevention plan, which focuses on preventing and reducing Bullying. To accomplish these objectives TVDSB will;

3.1.1. Focus on nurturing healthy relationships within the School Community;

3.1.2. Maintain awareness that explicit and implicit Bias impacts our decisions and responses and

3.1.3. Proactively develop capacity within the School Community to restore and repair relationships.

3.2. TVDSB recognizes that the work of Bullying prevention and intervention intersects with other areas, such as mental health, well-being, Equity and community

engagement. As such, TVDSB will address concerns of Bullying on both an individual and systemic level.

3.3. In developing TVDSB's Bullying prevention plan, intervention and reduction strategies, emphasis will be placed on Culturally Inclusive and accessible communication, as well as active participation from all members of the School Community.

#### **4. Roles and Responsibilities**

4.1. All TVDSB Employees are responsible for:

- 4.1.1. Supporting and prioritizing relationships, safety, connection and regulation to create safe and Inclusive environments;
- 4.1.2. Addressing Student behaviour that may negatively impact another person's sense of safety and belonging, including Bullying and Cyber-Bullying;
- 4.1.3. Supporting, modeling and promoting respectful and healthy relationships for all identities;
- 4.1.4. Following the requirements for reporting and responding to Serious Student Incidents, using the electronic Safe Schools Incident Reporting Form and
- 4.1.5. Promoting and adhering to the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements.

4.2. The Director of Education and Superintendents are responsible for:

- 4.2.1. Providing opportunities for all members of the School Community to increase their knowledge and understanding of Bullying prevention and intervention, in ways that are Culturally Inclusive;
- 4.2.2. Providing communication and information in a Culturally Inclusive and accessible manner;
- 4.2.3. Sharing this plan and additional bullying prevention resources on the TVDSB website;
- 4.2.4. Conducting the School Climate Survey, at least once every two years, and using the results to inform future planning;
- 4.2.5. Supporting and monitoring school-based Safe and Inclusive School Plans (Appendix A).

**4.3. School Administrators** are responsible for:

- 4.3.1. Addressing concerns of Bullying and harm in a way that takes into consideration and supports each Students' Intersecting Identities, in alignment with the *Ontario Human Rights Code*, and when the information is available, supports and aligns with a Student's Individual Education Plan (IEP);
- 4.3.2. Conducting thorough investigations related to Safe Schools Incidents, including Bullying;
- 4.3.3. Reviewing and responding to reports that are received through TVDSB's Anonymous Reporting Tool;
- 4.3.4. Following the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k), as it relates to Bullying and
- 4.3.5. Providing opportunities for Students to participate in or lead school-based prevention and awareness activities. Establishing a Safe and Inclusive School Team, that must be chaired by a staff member and include the principal, at least one Parent or caregiver, teacher, non-teaching staff member or community partner, and ideally at least one Student;
- 4.3.6. Implementing and monitoring the school-based Safe and Inclusive School Plan (Appendix A), actively soliciting input from the School Council and posting it to the school website;

**4.4. School-based Staff** are responsible for:

- 4.4.1. Addressing concerns of Bullying and harm in a way that takes into consideration and supports each Students' Intersecting Identities, in alignment with the *Ontario Human Rights Code*, and when the information is available, supports and aligns with a Student's IEP;
- 4.4.2. Participating in training to increase their knowledge and understanding of Bullying prevention and intervention;
- 4.4.3. Supporting the development of healthy relationship skills through curricular activities;
- 4.4.4. Contributing to the Safe and Inclusive School Plan (Appendix A), and considering being a part of the Safe and Inclusive School Team and

4.4.5. Providing opportunities for Students to participate in or lead school-based prevention and awareness activities.

4.5. **Parents and Caregivers** are responsible for:

4.5.1. Adhering to the TVDSB Code of Conduct (4008i);

4.5.2. Encouraging and assisting their child(ren) in following the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements;

4.5.3. Supporting, modeling and promoting respectful and healthy relationships for all identities, to create safe and Inclusive school communities;

4.5.4. Engaging in TVDSB learning opportunities to increase their knowledge and understanding of Bullying prevention and intervention;

4.5.5. Considering being a part of their Safe and Inclusive School Team and

4.5.6. Reporting concerns of Bullying.

4.6. **Students** are responsible for:

4.6.1. Adhering to the TVDSB Code of Conduct (4008i) and, if applicable, any School Code of Conduct statements.;

4.6.2. Participating in, or leading school-based Bullying prevention and awareness activities;

4.6.3. Reporting concerns of Bullying and

4.6.4. Considering being a part of their Safe and Inclusive School Team.

### **3.5. Prevention and Awareness**

~~3.1.5.1. In order to promote a positive school climate,~~ TVDSB ~~supports~~ will utilize the ~~use~~ principles of ~~positive practices for~~ Equity and Inclusion throughout their efforts in Bullying prevention and ~~positive behaviour management.~~ ~~Positive practices for prevention include~~ awareness by:

- ~~• equity and inclusive education strategy;~~
- ~~• bullying prevention programs;~~
- ~~• mentorship programs;~~
- ~~• student success strategies;~~
- ~~• character development initiatives;~~
- ~~• student leadership;~~

- ~~promoting healthy student~~ Prioritizing relationships;
- ~~healthy lifestyles;~~
- ~~professional learning opportunities for staff, safety, connection, regulation, and students around bullying, violence, bias, stereotyping, cultural competency and sensitivity, discrimination, prejudice, hate, critical media literacy, appropriate and~~ well-being to create ~~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;~~

~~3.1.1.5.1.1. \_\_\_\_\_ school, board and community~~ and Inclusive environments, in support programs of student achievement;

## ~~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 Clearly outlining expectations;~~
- ~~contact with the student's parents/guardians;~~
- ~~peer mentoring;~~
- ~~written work assignment addressing the for appropriate Student 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.~~

## **~~4. 6.0 SUSPENSION OF STUDENTS~~**

~~4.1. 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.~~

~~4.2.—~~

### **~~1.1——6.1 Circumstances for Which a Suspension Shall Be Considered by the Principal~~**

~~4.3.—~~

~~4.4. 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:~~

~~4.5.—~~

- ~~• uttering a threat to inflict serious bodily harm on another person;~~
- ~~• possessing alcohol, illegal drugs, or unless the pupil is a medical cannabis user, cannabis;~~
- ~~• being under the influence of alcohol or unless the pupil is a medical cannabis user, 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;~~
- ~~• 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;~~

~~4.5.1. 5.1.2. engaging in any act considered by the principal to be contrary to the Board or school TVDSB Code of Conduct or the Board's Safe Schools Policies and Procedures. (4008i);~~

4.6.—

~~2.1—~~ **6.2 Other Non-Disciplinary Reasons** Providing opportunities for a  
**Suspension**

4.7.—

~~4.8.— In accordance with the Immunization of School Students Act, Reg. 645, the Medical Officer of Health may order that a student be suspended~~to participate in,  
~~or excluded from~~lead school ~~where the student is not immunized as required by legislation-~~based prevention and is not legally exempt from being immunized.

4.9.—

~~3.1—~~ **6.3 Mitigating Factors**

4.10.—

~~4.11. 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.~~

~~4.12.~~

#### ~~4.1~~ **6.4 Duration of Suspensions**

~~4.12.1.5.1.3.~~ 5.1.3. ~~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~~ awareness ~~activities.~~

~~When determining the length of a suspension, the principals 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.~~

#### ~~5.1~~ **6.5 Suspension Process**

~~4.13.~~

~~4.14. Where the principal has completed an investigation and has determined that a suspension is being imposed, the following steps must be followed.~~

~~4.15.~~

~~2.5.1 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.~~

~~2.5.2 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.~~

~~2.5.3 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.~~

~~2.5.4 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).~~

~~4.16.~~

~~2.5.5 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.~~

~~4.17.~~

## ~~6.1~~ — **6.6 Suspension of Identified Student**

~~4.18.~~

~~4.19. 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.~~

~~4.20.~~

## ~~7.1~~ — **6.7 Violent Incident**

~~4.21.~~

~~4.22. 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.~~

~~4.23.~~

#### ~~2.7.1 Reporting to Police~~

~~4.24.~~

~~4.25. 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;~~
- ~~• Supporting the development of healthy 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;~~

~~4.25.1.~~ 5.1.4. skills through curricular and non-consensual sharing of intimate imagescurricular activities;

- ~~• 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~~

5.1.5. ~~The~~ Ensuring that all schools have a Safe and Inclusive School Plan (Appendix A), which is updated annually and posted on the school's website;

5.1.6. Providing training to School-Based Staff so they can recognize and act when they observe Bullying and

Sharing 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.~~

~~4.26.~~

#### ~~8.1~~ **6.8 Alternative Suspension Program (ASP)**

~~4.27.~~

~~4.28. TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.~~

~~4.29.~~

~~2.8.1 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;~~

~~2.8.2 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;~~

~~2.8.3 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.~~

~~4.29.1~~ 5.1.7. ~~The principal or designate will convene a meeting as soon as the adult student or parent/guardian informs~~ resources related to Bullying prevention and awareness on ~~the school of the student's intention to participate in the Alternative Suspension Program (ASP).~~ board website.

~~2.8.4 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;~~

~~2.8.5 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).~~

~~4.30.~~

## **~~5. 7.0 SUSPENSION APPEALS~~**

~~5.1.~~

~~5.2. 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.~~

~~5.3.~~

~~3.1 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.~~

~~3.2 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.~~

~~5.4.~~

~~3.3 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.~~

~~5.5.—~~

### ~~3.4—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.~~

~~5.6.—~~

### ~~3.5—Suspension Appeal Hearing~~

~~5.7.—~~

~~5.8. 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.~~

~~5.9.—~~

~~5.10. 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.~~

~~5.11.—~~

#### ~~3.5.1—Discipline Committee~~

~~5.12. 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.~~

### ~~3.5.2 Timing of the Hearing~~

~~5.13. 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.~~

### ~~3.5.3 Hearing Procedure~~

~~5.14. 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.~~

~~5.15. 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.~~

~~5.16. 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.~~

### ~~3.5.4 Disposition~~

~~5.17. 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.~~

### ~~3.5.5 The decision of the Discipline Committee is final.~~

~~5.18.~~

~~3.6 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.~~

~~5.19.~~

~~3.7 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.~~

~~5.20.~~

## **~~6. 8.0 EXPULSION OF STUDENTS~~**

~~6.1. 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.~~

~~6.2.—~~

### ~~9.1——8.1——~~**Circumstances for Which an Expulsion Shall Be Considered by the Principal**

~~6.3.—~~

~~6.4. 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:~~

~~6.5.—~~

- ~~● 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 or cannabis 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.~~

~~6.6.—~~

## ~~10.1—~~ **8.2—Mitigating Factors**

~~6.7.—~~

~~6.8.—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.~~

~~6.9.—~~

## ~~11.1—~~ **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.~~
- ~~6.10.~~

#### ~~12.1~~ ~~8.4~~ **Suspension of Identified Student**

~~6.11.~~

~~6.12. 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.~~

~~6.13.~~

#### ~~13.1~~ ~~8.5~~ **Violent Incident**

~~6.14.~~

~~6.15. 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.~~
- ~~6.16.~~

### **6. 8.5.1 Members of the Public Reporting Concerns of Bullying**

6.1. For Students, Parents and caregivers, reports of Bullying can be made:

6.1.1. Through verbal or written communication;

6.1.1.1. When reporting through verbal or written communication, the first point of contact should be the Student's teacher when applicable;

6.1.1.2. If the issue is not resolved after speaking with the teacher, the next point of contact should be the School Administration;

~~6.16.1.6.1.2.~~ Or through the Anonymous Reporting ~~to Police~~ Tool

~~6.17.~~

6.2. ~~Where~~ If unsatisfied with the ~~student is twelve years~~ school's response, members of age or older, the following public should follow the TVDSB Resolving Public Concerns and Complaints Procedure (2031a).

## **7. When TVDSB Staff Witness Safe Schools Incidents**

7.1. TVDSB staff will respond to Safe Schools Incidents, including Bullying, that occur:

7.1.1. On School Property;

7.1.2. Off School Property when the actions have a significant impact on the overall well-being of members of the school and the School Climate;

7.1.3. At any School-Related Event and/or

7.1.4. In Virtual Learning Environments.

7.2. If safe to do so, TVDSB staff will respond to any Student behaviour that may negatively impact another person's sense of safety and belonging in a manner that is timely, Trauma-Informed, Culturally Safe, and Bias-Aware.

7.2.1. When aware that any Student involved has an IEP, staff are expected to respond in a way that is consistent with the child's strengths and needs, and in alignment with the IEP goals and learning expectations.

7.3. When addressing Safe Schools Incidents, TVDSB staff will use Co-regulation and De-escalation Strategies to re-establish safety and connection.

7.4. If the Safe Schools Incident is an activity that could result in suspension or expulsion, therefore considered a Serious Student Incident, as set out in Paragraphs 1 or 3 in Section 5 of the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k), all staff, including Third-Party Contractors, 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.

7.4.1. In cases where immediate action is required, a verbal report may be made.

7.4.2. All reports are to be confirmed in writing using the electronic Safe Schools Incident Reporting Form.

7.4.2.1. For TVDSB staff, the electronic Safe Schools Incident Reporting Form must be submitted before leaving for the end of their day.

7.4.2.2. For Third Party Contractors, the electronic Safe Schools Incident Reporting Form must be submitted as soon as reasonably possible.

## **8. Investigating Concerns of Bullying**

8.1. Upon receiving a report of Bullying, School Administration will complete a thorough and Bias-Aware investigation, with appropriate communication throughout.

8.1.1. If the investigation determines that the threshold for Bullying has not been met, then School Administration will consider:

8.1.1.1. Restorative Approaches,

8.1.1.2. Progressive Discipline and,

8.1.1.3. School, system and/or community support for those involved.

8.1.2. If the investigation determines that Bullying has occurred, then School Administration will follow the steps outlined in TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k).

8.2. Upon completion of the investigation, the principal must provide the employee who reported the incident with a written acknowledgement using the electronic Safe Schools Incident Reporting Form, indicating whether the investigation has been completed or is still in progress.

## **9. Bullying Supports**

~~6.18.~~9.1. When addressing incidents ~~shall be reported to police:~~ of Bullying, TVDSB will ensure that all those involved and impacted will receive appropriate supports that meet their physical, mental and emotional needs.

- ~~• all deaths;~~
- ~~• physical assault causing bodily harm requiring medical attention;~~
- ~~• sexual assault;~~
- ~~• robbery;~~
- ~~• criminal harassment;~~
- ~~• relationship-based violence;~~

9.1.1. ~~possessing~~ When determining what supports are offered, School-Based Staff will collaborate with Parents and caregivers and engage system and community-based resources, as appropriate.

9.2. As School Administration determines Bullying supports, they will:

9.2.1. Respond in a ~~weapon~~ manner that is consistent with a Progressive Discipline approach;

9.2.2. Take measures to address the issue of protection, in a way that will minimize the possibility of reprisal for those who report incidents;

9.2.3. 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 IEP;

9.2.4. Encourage an open and ongoing dialogue between the School Administration, Parents and caregivers, staff and Students;

9.2.5. Offer supports to Parents and caregivers that are school-based, through TVDSB or community partners.

9.2.5.1. If unsatisfied with the supports offered Parents and caregivers should follow the TVDSB Resolving Public Concerns and Complaints Procedure (2031a).

## **10. Monitoring and Effectiveness**

10.1. TVDSB will use the Safe and Inclusive School Plan, Safe School Incident Reporting forms, School Climate Survey, and Progressive Discipline information to monitor, review and evaluate the effectiveness of this procedure and TVDSB's Bullying prevention plan.

## **11. List of Appendices**

11.1. Safe and Inclusive School Plan (Appendix A)

11.2. Definitions (Appendix B)

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## Appendix A - Safe and Inclusive School Plan

### School Name

#### 2024-2025 Safe and Inclusive School Plan



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Our school is committed to providing all students with a safe, caring, and inclusive learning environment free from bullying and harassment that promotes respect, acceptance, and empathy.

Staff, students, parents and caregivers, and community partners will work together as a team to help make our school safe and welcoming for everyone.

The Safe and Inclusive School Plan highlights some of the key actions that our school community will put in place as part of our bullying prevention and intervention efforts.

### Key Priorities and Goals

This year we are focusing on <insert priority/goals>

We are doing this to/because <insert purpose/desired outcome>

### Key Actions or Strategies

- <insert key action, strategy, initiative>
- <insert key action, strategy, initiative>
- <insert key action, strategy, initiative>

### Community and Home Connections

- Ask your child about <insert idea here>
  - Try <insert idea> at home with your child.
  - Check out this resource <insert resource> about <insert topic>
-

## **Appendix B – Definitions**

1. **Anonymous Reporting Tool** refers to an online tool for Parents, caregivers and students to advise staff of non-emergency incidents of bullying and other school safety issues.
2. **Bias** refers to an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements. Biases can be both implicit and explicit.
- 4.3. **Bias-Aware** refers to the conscious recognition and understanding of biases that individuals possess, including ~~possessing a firearm;~~ implicit biases that may operate on a subconscious level.
4. ~~using a weapon~~ **Bullying** refers to ~~cause~~ aggressive and typically repeated behaviour by an individual where,
  - a. The behaviour is intended by the individual to have the effect of, or ~~threaten-~~ ~~bodily~~ the individual ought to know that the behaviour would be likely to have the effect of,
    - i. Causing ~~harm-to-~~ fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
    - ii. Creating a negative environment at a school for another individual, and
    - iii. The behaviour occurs in a context where there is a real or perceived power imbalance between individuals 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; ("intimidation").
  - b. For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.
  - c. **Cyber-Bullying** refers to bullying by electronic means, including,
    - i. Creating a web page or a blog in which the creator assumes the identity of 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.~~

~~6.19.~~

#### ~~14.1~~ **8.6 Alternative Suspension Program (ASP)**

~~6.20.~~

~~6.21. TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.~~

~~6.22.~~

~~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).~~

~~6.23.~~

## ~~15.1~~ — **8.7** — **Investigation**

~~6.24.~~

~~6.25. 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.~~

~~6.26.~~

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

## ~~16.1~~ — **8.8** — **Disposition**

~~6.27.~~

~~8.8.1 Decision not to recommend expulsion~~

~~6.28. 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~~

#### ~~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.~~

~~6.29.~~

### ~~7. 9.0 EXPULSION PROCESS~~

~~7.1.~~

#### ~~9.1 — Notice of Expulsion Hearing~~

~~7.2.~~

~~7.3. 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 process 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.~~

~~7.4. The name and contact information of the Superintendent of Student Achievement Responsible for Student Discipline.~~

~~7.5.—~~

## ~~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.~~

~~7.6.—~~

## ~~9.3—Minutes of Settlement~~

~~7.7.—~~

~~7.8. 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~~

~~7.9. 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.~~

~~7.10.—~~

~~7.11. 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 any parties to the hearing.~~

## ~~7.12.~~

### ~~9.4.1 Discipline Committee~~

~~7.13. 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~~

~~7.14. The hearing will be held within twenty (20) school days from the commencement of the suspension pending recommendation for possible expulsion.~~

### ~~9.4.3 The Expulsion Hearing~~

~~7.15. 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.~~

~~7.16. Each party will be provided with an outline of the process for the hearing by the assistant to the Superintendent Responsible for Student Discipline, including requirements for sharing of documentation and process for calling witnesses.~~

~~7.17. 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~~

~~7.18. 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.~~

~~7.19.~~

#### ~~9.4.4.2 Decision to expel~~

~~7.20. 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.~~

~~7.21.~~

~~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.~~

~~7.22.~~

~~9.6 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.~~

~~7.23.~~

### **~~9.7 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 different school than the one from which the student was expelled is a more appropriate placement for the student.~~

~~7.24.~~

~~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.~~

~~7.25.~~

## ~~10.0—~~**APPEAL OF A BOARD DECISION TO EXPEL A STUDENT**

~~7.26.~~

~~7.27. 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.~~

~~7.28.~~

ii. Impersonating another person as an author of content or messages posted on the internet; and

iii. Communicating material electronically to more than one individual or

posting material on a website that may be accessed by one or more individuals.

5. **Co-Regulation** refers to a supportive, interactive, and dynamic process through which an individual supports someone else in regulating their emotions, behaviours and stress, in order to return to a calm state.
6. **Culturally Inclusive** refers to recognizing and valuing the diverse cultural backgrounds, language and contributions of individuals. It aims to create environments where everyone feels respected, valued and able to fully contribute, regardless of their cultural background.
7. **Cultural Safety** or **Culturally Safe** refers to when people feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive.
8. **De-escalation Strategies** is a collective term for a range of interventions comprising of verbal and non-verbal techniques that focus on calming situations.
9. **Equity** refers to a condition or state of fair, inclusive and respectful treatment of all people. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.
10. **Inclusion** or **Inclusive** refers to the principle of acceptance, in which diversity is honoured and all individuals are accepted.
11. **Individual Education Plan (IEP)** refers to a written plan that describes special education programs, accommodations and services that a school board will provide for a student. IEPs are based on a thorough assessment of a student's strengths, needs and ability to learn and demonstrate learning.
12. **Intersecting Identities** is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances.
13. **Parents** refers to parent(s) and guardian(s) and can also include caregivers or close family members who raise the child.
14. **Progressive Discipline** refers to a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences, which may include

suspension and expulsion, to address inappropriate student behaviour, while accounting for individual circumstances. This approach builds upon strategies that promote and foster positive behaviours to create safe, inclusive, and accepting schools.

**15. Restorative Approaches** refers to an approach that centres relationships, community, accountability and finding collaborative solutions in order to build and strengthen relationships, and restore and repair relationships after harm has occurred.

**16. Safe and Inclusive School Plans** refers to the yearly plan developed by the Safe and Inclusive School Team which sets goals and actions in order to create a safer school community. This plan replaces the former Bullying Prevention and Intervention (BPIP) and Safe and Accepting School Plan.

**17. Safe and Inclusive School Team** refers to a team established at every TVDSB school that is responsible for fostering a safe, inclusive, and accepting school climate through the implementation of the Safe and Inclusive School Plan. Each team is chaired by a staff member and includes the principal, at least one parent or caregiver, teacher, non-teaching staff member or community partner, and ideally at least one student.

**18. Safe Schools Incident** refers to any incident in which a negative action or behaviour impacts the sense of safety or belonging of others, including Serious Student Incidents.

**19. School Administration** refers to a school's principal, vice-principal or designate.

**20. School Council** refers to a group of parents, students, staff and principal that represent the perspectives of the school community. All schools are required to have one, based on the *Education Act*.

**21. School Climate** refers to the learning environment and relationships found within a school and school community.

**22. School Climate Survey** refers to a voluntary and anonymous survey administered to students, parents and caregivers and school staff at least every two years. The survey is used to help schools: assess perceptions of safety, inform planning decisions about programs to help prevent bullying and promote safe and inclusive schools, determine effectiveness of programs and build and sustain positive school climate.

**23. School Community** refers to the collective group of individuals who are connected to and interact within a school environment. This includes students, teachers, administrators, staff, bus drivers, volunteers, parents and caregivers, neighbours of the

school, visitor and local community organizations.

24. **School-Based Staff** refers to TVDSB staff working in the school building.

25. **School-Related Event** refers to any activity held at school or related to school. They may include time commitments outside of the regular school day and may occur off school property.

26. **School Property** refers to TVDSB school buildings and surrounding property.

27. **Serious Student Incident** refers to any activity listed in Paragraphs 1 or 3 in Section 5 of the TVDSB Bias-Aware Progressive Discipline: Suspension, Expulsion and Appeals Procedure (4008k).

28. **Student** or **Pupil** refers to a person enrolled at the school.

29. **Third-Party Contractors** refers to independent professional or organizations that provide services to TVDSB under a contractual agreement.

30. **Trauma-Informed** refers to an approach that acknowledges and accounts for the impacts of stress and or trauma on a person's well-being and ability to stay regulated.

31. **TVDSB's Cares Anonymous Reporting Tool** refers a tool, by the same name that is located on the TVDSB website, for parents and students to advise staff of non-emergency incidents of bullying and other school safety issues.

32. **Virtual Learning Environments** Virtual Learning Environments refers to the digital spaces where students engage in learning with TVDSB staff, using a TVDSB virtual learning platform.