



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

• Student Welfare

Regulation Code: ES-1.1.3

Regulation: SAFE, CARING AND RESTORATIVE
SCHOOLS: EXPULSION

Policy Code Reference: ES-1.1
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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-1.1, Safe, Caring and Restorative Schools.

1. Expulsion Recommendation

1.1 A principal shall suspend a pupil and shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1.1.1 possessing a weapon including a firearm;

1.1.2 using a weapon to cause or to threaten bodily harm to another person;

1.1.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;

1.1.4 committing sexual assault;

1.1.5 trafficking in weapons or in illegal drugs;

1.1.6 committing robbery;

1.1.7 giving alcohol or cannabis to a minor;

1.1.8 bullying, if

1.1.8.1 the pupil has previously been suspended for engaging in bullying, and

1.1.8.2 the pupil's continued presence in the school creates an unacceptable risk to the safety of another person;

1.1.9 any incident, including bullying, 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 similar factor (e.g. socio-economic status, appearance).

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- 1.2 Any other activity that, under a policy of the Board, is an activity for which a principal must consider to suspend a pupil and conduct an investigation to determine whether to the Board that the pupil be expelled, being the following activities:
- 1.2.1 the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;
 - 1.2.2 the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;
 - 1.2.3 the pupil has engaged in activities that:
 - 1.2.3.1 cause the pupil's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school, and/or
 - 1.2.3.2 caused extensive damage to the property of the Board or to goods that are on Board property;
 - 1.2.4 the pupil has committed a serious breach of the Board or School's Code of Conduct for Students.
- 1.3 The Education Act requires the principal to consider mitigating and other factors set out below in determining the length of the suspension and in determining whether to recommend expulsion. The principal shall also contact the police consistent with the Police and School Board Protocol if the infraction the pupil is suspected of committing requires such contact. The principal shall consult with their superintendent.

2. Procedural Steps When Imposing a Suspension pending Possible Expulsion

When imposing a suspension the principal is required to affect the following procedural steps:

- 2.1 Within 24 hours of imposing the suspension, take all reasonable steps to contact the parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control;
- 2.2 The principal must inform the pupil's teacher(s) of the suspension;

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2.3 The principal must provide written notice of the suspension to the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control, and the superintendent which includes:

2.3.1 The reason for suspension;

2.3.2 The duration of the suspension;

2.3.3 Information about the program for suspended pupils the pupil is assigned to;

2.3.4 Information about the investigation the principal is conducting to determine whether to recommend expulsion;

2.3.5 A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Suspension Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.

2.4 Every effort should be made to include the school work with the letter of suspension to the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or the pupil's parent(s)/guardian(s) is/are not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day.

Note: If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent. If notice is sent by fax or email, it is deemed to have been received the first school day after it was sent.

2.5 Where the incident is a serious violent incident, such as possessing weapon, physical assault (causing bodily harm requiring medical attention), sexual assault, robbery, using weapon to cause/threaten bodily harm, extortion, hate and/or bias-motivated occurrences, the Serious Student Incident Reporting Form must be checked to identify the incident as a violent incident.

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2.6 If the Principal has identified the incident as a violent incident on the Serious Student Incident Reporting Form, the reporting form and documentation must be retained in the student's Ontario School Record (OSR) for the following periods set out in Ministry of Education Policy Program Memoranda 145:

- five years if the student was expelled for the violent incident
- three years if the student was suspended for the violent incident
- at least one year if the student's suspension was quashed or withdrawn

3. Long Term Suspension and Expulsion Program

3.1 Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned an alternative program for pupils subject to lengthy suspension, Long Term Suspension and Expulsion Program (LTSEP). The principal or vice-principal shall communicate to the adult pupil or the pupil's parent(s)/guardian(s) the purpose and nature of the LTSEP.

3.2 A pupil cannot be compelled to participate in an LTSEP. Should the adult pupil or the pupil's parent(s)/guardian(s) choose not to have the pupil participate in an LTSEP, the pupil will be provided with school work consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent(s)/guardian(s) or a designate at regular intervals during the suspension period beginning the school day after the adult pupil or the pupil's parent(s)/guardian(s) refuses to participate in an LTSEP.

3.3 A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in the LTSEP.

3.4 Agreement or refusal to participate in a LTSEP may be communicated to the school orally by the adult pupil or the pupil's parent(s)/guardian(s). Where the adult pupil or pupil's parent(s)/guardian(s) declines the offer to participate in an LTSEP, the principal or vice-principal shall record the date and time of such refusal.

3.5 For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion who choose to participate in an LTSEP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

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- 3.5.1 The adult pupil or the pupil's parent(s)/guardian(s) and pupil (where appropriate), as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.
- 3.5.2 The planning meeting will be scheduled to occur within two school days of the adult pupil or the pupil's parent(s)/guardian(s) informing the school that the pupil will participate in an LTSEP.
- 3.5.3 If the adult pupil or the pupil's parent(s)/guardian(s) are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.
- 3.5.4 During the planning meeting the principal or vice-principal shall review the issues to be addressed in the pupil's SAP.
- 3.6 A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP.
- 3.7 The SAP will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, child and youth worker and/or social worker.
- 3.8 The principal will make every effort to complete the SAP within five school days following the adult pupil or the pupil's parent(s)/guardian(s) informing the school that the pupil will participate in an LTSEP. This timeline will be communicated to the adult pupil or the pupil's parent(s)/guardian(s) if they are unable to attend the planning meeting for the purpose of providing input.
- 3.9 Once completed, the SAP will be shared with the adult pupil or the pupil's parent(s)/guardian(s) and pupil, and all necessary staff to facilitate implementation.
- 3.10 A copy of the SAP will be stored in the pupil's OSR until such time as it is no longer conducive to the improvement of instruction of the pupil.
- 3.11 The SAP will identify:
 - 3.11.1 The incident for which the pupil was suspended;

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- 3.11.2 The progressive discipline steps taken prior to the suspension, if any;
- 3.11.3 Any other progressive discipline measures imposed in addition to the suspension;
- 3.11.4 Any other disciplinary issues regarding the pupil that have been identified by the school;
- 3.11.5 Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
- 3.11.6 Any program(s) or service(s) that might be provided to address those learning or other needs;
- 3.11.7 The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
- 3.11.8 Where the pupil has an Individual Education Plan (IEP) or disability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
- 3.11.9 The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
- 3.11.10 The measurable goals the pupil will be striving to achieve during the period of suspension.

4. Principal's Investigation

- 4.1 The principal shall conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Expulsion Committee that the pupil be expelled. As part of the investigation, the principal will consult with the school superintendent and/or superintendent responsible for student discipline regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. Before referring a pupil to the Expulsion Committee of the Board for expulsion, the administration shall consider whether or not the recommendation might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in

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society, and whether or not accommodation is required. Should the decision be made to refer the pupil to the Expulsion Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Expulsion Committee within twenty school days from the date of suspension (unless timelines are extended on consent).

4.2 Any police investigation will be conducted separately from the principal's inquiry.

4.3 As part of the investigation, the principal shall:

4.3.1 Make all reasonable efforts to speak with the adult pupil or the pupil's parent(s)/guardian(s) and the pupil;

4.3.2 Include interviews with witnesses who the principal determines can contribute relevant information to the investigation;

4.3.3 Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent(s)/guardian(s);

4.3.4 Consider the mitigating and other factors when determining whether to recommend to the Expulsion Committee that the pupil be expelled; and

4.3.5 Consider whether or not the pupil is protected by the Human Rights Code, including but not limited to race and disability, and/or is in a disadvantaged position in society, and evaluate the appropriateness of the accommodation if any was provided.

5. Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to recommend an expulsion are:

5.1 Whether the pupil has the ability to control their behaviour;

5.2 Whether the pupil has the ability to understand the foreseeable consequences of their behaviour; and

5.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

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6. Other Factors to be Considered

Where the pupil is able to control their behaviour and/or is able to understand the foreseeable consequences of their behaviour, the principal will consider whether the following factors mitigate the length of a suspension and whether the pupil should be referred to the Expulsion Committee on a recommendation for expulsion.

- 6.1 The pupil's academic, discipline and personal history;
- 6.2 Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 6.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
- 6.4 The impact of the discipline on the pupil's prospects for further education;
- 6.5 The pupil's age;
- 6.6 Where the pupil has an IEP or disability related needs,
 - 6.6.1 Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - 6.6.2 Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - 6.6.3 Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- 6.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

7. Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

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7.1 Whether the teacher, principal or vice-principal has utilized preventative strategies and positive practices.

Preventative practices include:

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

7.2 Whether the teacher, principal or vice-principal has utilised early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:

- contact with the pupil's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- written work assignments with a learning component;
- assigning the pupil to volunteer services to the community;
- conflict mediation and resolution;
- peer mentoring;
- referral to counselling; and/or
- consultation between two (2) or more of the parties.

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7.3 Whether the principal or vice-principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:

- meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
- referral of pupil to a community agency for anger management or substance abuse counselling;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer to another class or school.

8. Consultation

Before making a decision the principal will make every effort to consult with the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control.

9. Decision Not to Recommend Expulsion

9.1 Following the investigation and consideration of the mitigating and other factors and the application of the Code, if the principal decides not to recommend to the Expulsion Committee that the pupil be expelled, the principal must:

9.1.1 Consider whether progressive discipline is appropriate in the circumstances;

9.1.2 Uphold the suspension and its duration;

9.1.3 Uphold the suspension and shorten its duration and amend the record accordingly; or

9.1.4 Withdraw the suspension and expunge the record.

9.2 If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent(s)/guardian(s) and pupil. The notice shall include:

9.2.1 A statement of the principal's decision not to recommend expulsion to the Expulsion Committee;

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9.2.2 A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;

9.2.3 If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Suspension Committee, including:

9.2.3.1 A copy of the Board policies and guidelines regarding suspension appeals;

9.2.3.2 Contact information for the superintendent responsible for student discipline;

9.2.3.3 A statement that written notice of an intention to appeal must be given within five school days following receipt by the party of notice of the decision not to recommend expulsion; or

9.2.3.4 If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension.

10. Decision to Recommend Expulsion

10.1 If a principal, in consultation with the superintendent, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Expulsion Committee to be heard within twenty school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

10.2 For the purposes of the expulsion proceeding, the principal will:

10.2.1 Prepare a report to be submitted to the Expulsion Committee and provide the report to the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control prior to the hearing. The report will include;

10.2.1.1 A summary of the findings the principal made in the investigation;

10.2.1.2 An analysis of which, if any, mitigating or other factors or Human Rights Code related grounds might be applicable;

10.2.1.3 A recommendation of whether the expulsion should be from the school or from the Board; and

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10.2.1.4 A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.

10.2.2 Provide written notice of the expulsion hearing to the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control. The notice shall include:

10.2.2.1 A statement that the pupil is being referred to the Expulsion Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;

10.2.2.2 A copy of the Board's guidelines and rules governing the hearing before the Expulsion Committee;

10.2.2.3 A copy of the Board Code of Conduct and school Code of Conduct;

10.2.2.4 A copy of the suspension letter;

10.2.2.5 A statement that the pupil and/or their parent(s)/guardian(s) has/have the right to respond to the principal's report in writing;

10.2.2.6 Information about the procedures and possible outcomes of the expulsion hearing, including that:

10.2.2.6.1 If the Expulsion Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;

10.2.2.6.2 Parties have the right to make submissions with respect to the suspension;

10.2.2.6.3 Any decision with respect to the suspension is final and cannot be appealed;

10.2.2.6.4 If the pupil is expelled from the school, they will be assigned to another school;

10.2.2.6.5 If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;

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10.2.2.6.6 If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.

10.2.2.7 The name and contact information for the superintendent responsible for student discipline.

11. Responsibilities of the Superintendent

The superintendent will:

- 11.1 advise the superintendent responsible for student discipline of the general details of the incident, including actions taken or pending;
- 11.2 submit the principal's report for the Expulsion Committee to the superintendent responsible for student discipline; and
- 11.3 hold a pre-expulsion hearing meeting with the parents and school administration to review the documentation for the expulsion to ensure accuracy of materials and full understanding of the process.

12. Responsibilities of the Superintendent Responsible for Student Discipline

The superintendent responsible for student discipline will:

- 12.1 prepare a package of documents for the Expulsion Committee, which will include at least the following components:
 - 12.1.1 a copy of the Principal's report; and
 - 12.1.2 a copy of the original suspension letter and the notice of expulsion sent to the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control;
- 12.2 inform the pupil, parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control, of the date and location of the expulsion hearing;
- 12.3 provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Expulsion Committee.
- 12.4 ensure that the item is placed on the Expulsion Committee agenda.

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13. Expulsion Hearing – Expulsion Committee

- 13.1 An Expulsion Committee of five (minimum three) trustees appointed by the Board will hear the information presented at the Expulsion Hearing.
- 13.2 Parties to an expulsion hearing shall include the pupil, the parent(s)/guardian(s) of the pupil (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control, and the principal of the school.
- 13.3 The pupil, and the pupil's parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control, may be represented by a lawyer or other agent. The Expulsion Committee determining the expulsion, including the principal, may exercise the right to legal counsel.
- 13.4 The Expulsion Hearing shall be held in accordance with the guidelines, Superintendent's Reference to Suspension Appeals and Expulsion Hearings/Appeals.
- 13.5 The Expulsion Committee may either:
 - 13.5.1 expel the pupil, or
 - 13.5.2 determine that an expulsion is not appropriate and will confirm the suspension, shorten the suspension (and order the record be amended) or quash the suspension (and order that the record be expunged).
- 13.6 Where the Expulsion Committee has decided to expel the pupil, they must:
 - 13.6.1 decide whether to expel from one school or from all schools of the Board;
 - 13.6.2 assign the pupil to another school of the Board if the pupil is expelled from one school of the Board;
 - 13.6.3 assign the pupil to a program for expelled students if the pupil is expelled from all schools of the Board.
- 13.7 The Expulsion Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party. The written notice shall include:
 - 13.7.1 the reason for the expulsion;

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13.7.2 a statement indicating whether the expulsion is a school expulsion or a Board expulsion;

13.7.3 information about the school or program to which the pupil has been assigned; and

13.7.4 information about the right to appeal the expulsion, including the steps to be taken.

13.8 A pupil who is subject to an expulsion from all schools of the Board shall not return to any school in the Board until the pupil meets the requirements established for returning.

13.9 The Chairperson of the Expulsion Committee shall make an information report to the Committee of the Whole, in-camera session, of the Board regarding expulsion hearings and/or expulsion appeals.

14. Expulsion Records Management

14.1 All information relevant to the expulsion shall be filed and maintained in the pupil's Ontario Student Record in accordance with Board procedures.

15. Re-entry Requirements Following an Expulsion

15.1 Upon successful completion of requirements set out below, the Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

15.1.1 A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which they were expelled.

15.1.2 The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;

15.1.3 The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;

15.1.4 The pupil will be required to sign a Declaration of Performance form provided by the Board;

15.1.5 Following consideration of the principles of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

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15.2 If the Director of Education, in consultation with the supervising superintendent(s), is satisfied that the information demonstrates that the requirements have been met, a recommendation to readmit will be made.

16. Notification of Parents(s) or Guardian(s) of Person(s) Harmed

16.1 If the principal of a school believes that a pupil of the school has been harmed as a result of an activity described above, the principal shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed. The principal shall contact the parent(s)/guardian(s) (if the pupil is under 18 years of age), unless the pupil is 16 or 17 years old and has withdrawn from parental control.

16.2 The principal shall disclose:

16.2.1 the nature of the activity that resulted in harm to the pupil,

16.2.2 the nature of the harm to the pupil, and

16.2.3 the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity and the supports that will be provided for the pupil in response to the harm that resulted from the activity.

17. Not Notifying Parent(s) or Guardian(s) of Person(s) Harmed

17.1 Where, in the opinion of principal/ vice-principal/teacher-in-charge, providing information to the victim's parent(s)/guardian(s) would put the victim at risk of harm, such that notification would not be in the victim's best interests, or where the victim is an adult pupil and does NOT consent to his/her parent(s)/guardian(s) being informed, the principal/vice-principal/teacher-in-charge shall not inform the victim's parent(s)/guardian(s). A teacher-in-charge shall report to the administration at the earliest opportunity the reason(s) why notification was not provided to the parent(s)/guardian(s). The principal or vice-principal shall:

17.1.1 consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, make a report to the Children's Aid Society (CAS), and if in doubt, the principal or vice-principal shall make a no-names call to CAS to inquire about the appropriateness of making a report;

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- 17.1.2 document in the Student Information System why the parent(s)/guardian(s) was/were not notified;
- 17.1.3 inform the superintendent that the parent(s)/guardian(s) was/were not informed and why;
- 17.1.4 inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice-principal of the potential for harm, that the parent(s)/guardian(s) was/were not informed and why; and
- 17.1.5 inform other staff working to support the pupil, as appropriate.
- 17.2 The principal or vice-principal shall inform the victim of the steps being taken by the school to protect the victim's safety. These measures might include a Safety Plan and the implementation of prevention strategies identified in this procedure. Where the victim has been harassed, bullied or suffered violence as a result of one or more immutable characteristics, including any grounds protected by the Human Rights Code, or has been sexually assaulted, the principal or vice-principal shall provide the victim with contact information about professional supports, such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the victim may access for information, assistance and support. Supports might include Kids Help Phone and the Lesbian, Gay, Bisexual and Transgendered Youth Line. A written list of community contacts shall be provided to the victim. Where the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim in a form most accessible to the victim.
- 17.3 Where the pupil who has been disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

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