

Toronto District School Board

Operational Procedure PR.586 CUR

Title: **PROGRAMS FOR STUDENTS ON LONG-TERM SUSPENSIONS AND EXPULSIONS**

Adopted: January 30, 2008

Revised:

Authorization:

1.0 OBJECTIVE

To provide measures for ensuring that all students who are on long-term suspension or expulsion have the opportunity to continue their education.

2.0 DEFINITIONS

Program The Board program may take many forms from homework packages to attendance in a designated location at the discretion of the Board.

Suspension Is the withdrawal of a student from a specific school and from engaging in school-related activities if the pupil commits any infraction for which suspension must be considered under section 306 of the *Education Act*. The primary purpose underlying the implementation of a suspension is to achieve a positive consequence for the student. This may result through a self-reassessment by the student or a greater awareness on the part of the parent/guardian of the appropriate support and/or additional resources that may be required to assist the student.

Long-term Suspension Is a suspension of more than five school days.

Expulsion Is in response to serious misbehaviour by a student. Under the *Education Act*, a principal is required to suspend a pupil if he or she believes that the pupil has engaged in any of certain specified activities while at school, at a school-related activity or in circumstances where engaging in the activity will have an impact on the school climate. The Act requires the principal to conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. If a principal recommends an expulsion the Board is required to hold an expulsion hearing. At the conclusion of the hearing, the Board will decide whether to expel the pupil at all, and, if so, whether the expulsion will be limited to an expulsion from the pupil's school only or whether the expulsion will be a full board expulsion. If the Board decides to expel the pupil from his/her school only, the Board must assign the pupil to another school of the Board. If the Board decides to expel the pupil from all schools of the Board, the Board must assign the pupil to a program for expelled pupils.

Student Action Plan (SAP) A plan to support the student's academic and/or non-academic needs. The plan is formulated by the principal of the home school once a parent has committed to attending a program for students on long-term suspension.

Expulsion Student Action Plan (E - SAP) This plan is formulated once the Board has invoked an expulsion. Prior to developing an E-SAP, a SAP to support the student's academic and/or non-academic needs is formulated by the principal of the home school once a parent has committed to attending the program for long-term suspension pending expulsion. This SAP will be in place while the principal conducts his/her investigation and until the Board has determined the outcome of the expulsion hearing. Once the Board has invoked an expulsion a new E-SAP will be developed on the basis of the information gathered at a planning meeting convened after the Board has recommended an expulsion. This E-SAP will build on the SAP that was developed while the student was attending the program for long-term suspension pending expulsion. The E-SAP will include the objectives of the program required for the student to be re-admitted to school. For students who do not attend a program during the long-term suspension pending expulsion the E-SAP will be developed at the planning meeting. The planning meeting should be a collaborative process and must include school and Board staff and the student.

Academic Component The purpose of the academic component is to ensure that students have the opportunity to continue their education. The Board will provide students with the opportunity to continue or complete a program of study including assignments and homework. The academic component will follow the Ontario Curriculum documents unless the student has an IEP that provides for modifications to the Ontario curriculum. The academic component may include distance learning, e-learning, remedial help, individual instruction and/or opportunities within the Board.

Non-academic Component The non-academic component is to assist students in the development of positive attitudes and behaviours. The Board will offer the student support in identifying and addressing the underlying causes of the student's behaviour. The Board will consider what types of support the student may require during the suspension/expulsion and upon returning to school. The Board will make appropriate support available through possible referrals to community agencies, and/or provide support through other methods.

Planning Meeting The principal will hold a planning meeting once the student and/or parent who have indicated that the student is committed to attending a program. The meeting will involve school, board staff, and the student and family members. Appropriate community agency staff may also be included in the meeting.

Program for Suspension (6-10 days) The program outlined in the SAP for a student suspended for 6 - 10 days will include an academic program. In the case of students with special education needs, the Board will provide appropriate support consistent with the student's IEP.

Program for Suspension (11 - 19 days) The program outlined in the SAP for a student suspended for 11-19 days will consist of both an academic and a non-academic support. In the case of students with special education needs, the Board will provide appropriate sup-

port consistent with the student's IEP. If a student on a long-term suspension pending an expulsion hearing is expelled, and the student makes a commitment to attend a board program for expelled students, the SAP will be carried forward.

Re-entry Meeting The principal will hold a re-entry meeting with the school, board staff, student and parent before the student returns to school. The purpose of the meeting is to facilitate the student's transition back to school by, for example, identifying and providing additional academic and non-academic resources that the student may require. Where appropriate community agency staff or other persons may be involved in the re-entry meeting.

Successful Completion of an Expulsion Program A student who has successfully met the objectives of the program for expelled students will be re-admitted to school. These objectives will be outlined in the SAP. The Board will determine whether an expelled student has successfully completed the program. When a student is considered ready to be re-admitted to school a re-entry plan must be developed as part of the SAP to assist with the student's transition back into school.

Letter of Re-admission (post expulsion) A student who has been expelled from all schools of the board and/or his or her parent may apply in writing to [person to be determined] requesting that the student be re-admitted to a school of the board. The Board will determine whether an expelled student has successfully completed the program.

3.0 RESPONSIBILITY

Associate Director

4.0 PROCEDURE

- 4.1. Students who are long-term suspended or expelled will be actively encouraged to participate in Board programs. However, these students cannot be compelled to participate in a Board program. The following students shall be assigned to a Board program upon committing to attend:
 - (a) Students suspended for 6 or more days;
 - (b) Students suspended pending expulsion;
 - (c) Student who have been expelled Note: Students who are expelled from all schools in the Board must successfully complete a program for expelled students prior to readmission.

- 4.2. A Student Action Plan (SAP) will be developed for every student on a long-term suspension or expulsion who makes a commitment to attend the Board program. When a student is suspended for 6 to 10 days. the SAP will only include an academic component. When a student is suspended for longer than 10 days or expelled, the SAP will include academic and non-academic components. The program will be individualized based on the SAP.

- 4.3. The Planning Meeting will take place at the program site and include school and Board staff as well as the student and parent. A student sixteen (16) or seventeen (17) years of age who has withdrawn from parental control would not require a parent to attend the planning meeting. At the planning meeting the objective of the SAP will be established and the following will be identified:
 - (a) the needs of the student and determine whether any assessment is required;
 - (b) the student's risk factors and protective factors;
 - (c) any types of supports that the student may need to continue his/her learning;
 - (d) the objectives that an expelled student must successfully meet in order to be readmitted.
- 4.4. The principal in charge of the Board program is responsible for ensuring student safety (measures to ensure a safe learning and teaching environment) and imposing discipline (determine the consequences of unacceptable behaviour) while a student is assigned to a program for suspended or expelled students. In a case where the student cannot attend the Board program he or she will be offered the opportunity to receive academic and non-academic support, such as Independent Learning Centres, virtual school, and online personal support programs.
- 4.5. The principal in charge of the Board program is also responsible for ensuring student safety and imposing discipline for students who are alternatively placed in these programs, such as students who have been excluded and non-discretionary transfers.
- 4.6. Appropriate support will be provided for students with special education needs that is consistent with the student's individual Education Plan (IEP).
- 4.7. The re-entry meeting for suspended students will include school and Board staff as well as the student and parent. The purpose of the meeting is to facilitate the student's transition back to school, such as providing additional support, and referring to community agencies.
- 4.8. The re- entry meeting for expelled students will begin with a letter of readmission requesting that the student be readmitted to a Board school. When a student has successfully met the objectives of the program for expelled students, the student will be readmitted to school.

Before being allowed to return to a school, students who have received an expulsion must:

- (a) demonstrate respect for themselves, for others, and for those in authority;
- (b) demonstrate that they understand and can accept the consequences of their actions;
- (c) demonstrate the ability to participate in school without compromising the safety and well-being of themselves or others at the school;

- (d) comply with the standards set out in the provincial, Board and local school codes of conduct.
- 4.9. A student who is excluded from school under section 265.1 (m) of the *Education Act* will be offered the opportunity to continue their education through alternative programming (Independent Learning Centres, virtual school, homework packages, possible on-site attendance) pending the completion of a threat/risk assessment.

5.0 REFERENCE DOCUMENTS

Education Act, R.S.O. 1990, CHAPTER E.2

Ministry of Education, Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct