

Appendix A Suspension Consultation Guide

Refer to Section 6 of AP1260

Introduction

When a principal's investigation of an incident, which should include consultation with the adult student or the student's parent/guardian and student, determines that a student has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that student should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

Guidelines

- ❑ The principal will contact the police consistent with the School Police Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent, Student Achievement & Well-Being.
- ❑ The infractions for which a suspension may be imposed by the principal include:
 1. Uttering a threat to inflict serious bodily harm on another person;
 2. Possessing alcohol, illegal and/or restricted drugs;
 3. Being under the influence of alcohol and/or illegal drugs;
 4. Swearing at a teacher or at another person in a position of authority;
 5. 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;
 6. Bullying;
 7. Any act considered by the principal to be injurious to the moral tone of the school;
 8. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
 9. Any act considered by the principal to be contrary to the WRDSB or school Code of Conduct.
- ❑ A student may be suspended only once per incident of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- ❑ Factors to Consider Before Deciding to Impose a Suspension
 - ❑ Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the student, where appropriate, and the student's parent(s)/guardian(s) (if the student is not an adult student) to identify whether any mitigating and/or other factors might apply in the circumstances.
- ❑ Mitigating Factors - The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:
 - ❑ Whether the student has the ability to control his or her behaviour;

- ❑ Whether the student has the ability to understand the foreseeable consequences of his or her behaviour;
 - ❑ If a student does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the student. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the student poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent, Student Achievement & Well-Being regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of students, staff, and others in the school. The principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the student:
 - ❑ Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.
 - ❑ The student's academic, discipline and personal history;
 - ❑ Whether progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - ❑ Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
 - ❑ The impact of the discipline on the student's prospects for ongoing education;
 - ❑ The student's age;
 - ❑ Where the student has an IEP or disability related needs,
 - ❑ Whether the behaviour causing the incident was a manifestation of the student's disability;
 - ❑ Whether appropriate individualized accommodation has been provided; and
 - ❑ Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
 - ❑ Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- ❑ Factors Mitigating Decision to Suspend
 - ❑ In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the student, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.
- ❑ Progressive Discipline
 - ❑ In reviewing whether progressive discipline approach(es) has/have been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

- ❑ Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - ❑ Contact with the student's parent(s)/guardian(s);
 - ❑ Verbal reminders;
 - ❑ Review of expectations;
 - ❑ Written work assignments with a learning component;
 - ❑ Assigning the student to volunteer services to the community;
 - ❑ Conflict mediation and resolution;
 - ❑ Peer mentoring;
 - ❑ Referral to counseling;
 - ❑ Consultation;
 - ❑ Restorative practices.
- ❑ Whether the principal or designate has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - ❑ Meeting(s) with the student's parent(s)/guardian(s), student, and principal;
 - ❑ Referral of student to a community agency for anger management or substance abuse counseling;
 - ❑ Detentions;
 - ❑ Withdrawal of privileges;
 - ❑ Withdrawal from class with planned learning activities;
 - ❑ Restitution for damages;
 - ❑ Restorative practices;
 - ❑ Transfer with full disclosure to the receiving school. The receiving school must ensure appropriate supports are implemented. The sending school must contact their Superintendent, Student Achievement & Well-Being prior to the transfer.