



POLICY SECTION: Safe Schools

SUB-SECTION:

POLICY NAME: Suspension and Expulsion Policy (Consolidated)

POLICY NO: S.S. 01

Date Approved: November 20, 2014	Date of Next Review: February, 2024	Dates of Amendments: August 25, 2016, June 2019
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Cross References

- Education Act Part XIII, Behaviour, Discipline and Safety
- S.S. 09 Code of Conduct
- S.S. 11 Bullying Prevention and Intervention
- S.S. 10 Progressive Discipline
- S.S. 04 Access to School Premises
- S. 15 Access to Pupils
- S. 16 Access to Pupil Information
- S. 17 Suspected Child Abuse Reporting Police/School Board Protocol
- Statutory Powers Procedure Act
- Program/Policy Memorandum 141, *School Board Programs for Students on Long-Term Suspension*
- Program/Policy Memorandum 142, *School Board Programs for Expelled Students*
- Program/Policy Memorandum 144, *Bullying Prevention and Intervention*
- Program/Policy Memorandum 145, *Progressive Discipline and Promoting Positive Student Behaviour*
- Program/Policy Memorandum 128, *Provincial Code of Conduct and School Board Codes of Conduct*
- Program/Policy Memorandum 120, *Reporting Violent Incidents to the Ministry of Education*
- Human Rights Code, R.S.O. 1990, c. H.19
- Ontario Policy on Accessible Education for Students with Disabilities



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Operational Procedures:

- ~~Appendix~~ **Section A** - Protocol to Suspension
- ~~Appendix~~ **Section B** - Guidelines to Long-Term Suspension Program (TIPSS)
- ~~Appendix~~ **Section C** - Guidelines to Expulsion Program (~~Monsignor Fraser College St. Martin Campus~~ **St. Martin Catholic School**)
- ~~Appendix~~ **Section D** - Protocol for Suspension Appeals and Expulsion Hearings
- ~~Appendix~~ **Section E** - Statutory Powers Procedure Act
- ~~Appendix~~ **Section F** - Frequently Asked Questions for Suspension Appeal Hearings
- ~~Appendix~~ **Section G** - Frequently Asked Questions for Expulsion Hearings
- ~~Appendix~~ **Section H** - Principal Investigation Guideline
- ~~Appendix~~ **Section I** - Search and Seizure Guideline

Purpose

This policy affirms that, consistent with our Multi-Year Strategic Plan, **Equity Action Plan**, Catholic Social Teachings and Ontario Catholic School Graduate Expectations, the conduct of students as members of the Catholic school community is expected to be modelled upon Christ, and conduct falling below that standard requires appropriate discipline. Creating a positive school climate is a shared responsibility of all stakeholders.

“Act justly, love tenderly and walk humbly with your God.” (Micah: 8)

Scope and Responsibility

This policy extends to all individuals of the TCDSB including students, parents, teachers and school staff, support staff, administrators, community school partners. Trustees and the Director of Education are responsible for this policy.



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Alignment with MYSP

Fostering Student Achievement and Well-Being

Living Our Catholic Values

Strengthening Public Confidence

Policy

The TCDSB is committed to ensuring that all schools focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment rooted in the Ontario Catholic Graduate Expectations. A positive school climate is established when all aspects of the Code of Conduct Policy are respected. The enforcement of the Code of Conduct Policy, including suspension, referral to the Board for expulsion and intervention/support programs, contributes to the development and maintenance of a positive school climate. Guidelines and procedures are provided to students, parents, guardians and principals to ensure that all processes and outcomes are fair, equitable, and just.

Regulations

1. In accordance with the section 306. of *The Education Act*, hereafter known as *the Act*, a principal shall consider whether to suspend a pupil if ~~he or she~~ **the principal** believes that the pupil has engaged in any of the Activities identified in *Operational Procedures “Protocol to Suspension”* (Appendix A **Section A**) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate.
2. In accordance with *the Act* and Program Policy Memorandum 141, the Board will offer the Transitional Intervention Program for Suspended Students (TIPSS) to students on a long- term suspension or suspension pending possible expulsion.

Appendix **A Section B**: *Operational Procedures “Guidelines to Long-Term Suspension Program (TIPSS)”*



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3. Upon re-entry from suspension, in accordance with our Catholic faith and traditions, the principal will facilitate a re-entry process that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful return to school.
4. In accordance with section 310. of *the Act* the principal shall suspend a pupil if ~~he or she~~ **the principal** believes that the pupil has engaged in any of the Activities identified in *Operational Procedures "Protocol to Suspension"* (Appendix **A Section A**) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have an impact on school climate. Given the more serious nature of these activities, the principal will conduct an in-depth investigation ~~with~~ and consider recommending a school or board expulsion.
5. In accordance with *the Act* and Program Policy Memorandum 142, the Board will offer a program (~~Monsignor Fraser College — St. Martin Campus~~ **St. Martin Catholic School**), for students approved for Board Expulsion. Appendix **A Section D C**: *Operational Procedures "Guidelines to Expulsion Program (Monsignor Fraser College — St. Martin Campus" St. Martin Catholic School)*
6. Following a School or Board Expulsion, in accordance with our Catholic faith and traditions, the principal will ensure a ~~re-entry~~ transition plan that includes opportunity for reflection, reconciliation and acceptance, with appropriate supports and interventions that will be intended to maximize the opportunities for successful reintegration to school.
7. In accordance with section 309. of *the Act*, the parent, guardian or adult student may appeal the suspension. In accordance with section 311. of *the Act*, if the principal recommends to the board that a pupil be expelled, the board shall hold an expulsion hearing. Appendix **A Section D E**: *Operational Procedures "Protocol for Suspension Appeals and Expulsion Hearings"*



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8. Suspension Appeal Hearings and Expulsion Hearings will be conducted in accordance with the *Statutory Powers Procedure Act*. Appendix **A Section F E**: *Operational Procedures "Statutory Powers Procedure Act"*
9. Suspension Appeal Hearings will be conducted according to the *Operational Procedures "Frequently Asked Questions for Suspension Appeal Hearings"*. (Appendix **A Section F G**)
10. Expulsion Hearings will be conducted according to the *Operational Procedures "Frequently Asked Questions for Expulsion Hearings"*. (Appendix **A Section G H**)

Definitions

School Climate: 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.

Police/School Board Protocol: This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for learning and teaching. The Protocol clearly outlines the roles and responsibilities of school officials and police officers in situations where the police are present at school for a school related incident or in other situations.

Code of Conduct: The Code of Conduct reflects the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals.

Long-Term Suspension: These include suspensions issued for 6 to 20 days.



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Expulsion: *The Act* permits principals to recommend to the Board of Trustees two possible types of expulsion. A **school expulsion** denies a student access to a particular TCDSB school. A **board expulsion** denies a student access to all TCDSB schools.

Evaluation & Metrics

1. Annual review of suspension and expulsion data
2. Review of Safe Schools Progressive Discipline Application statistics
3. Anonymous safe school climate surveys administered to representative groups of TCDSB students, parents and staff
4. Review of hearings appealed to the Child and Family Services Review Board
5. Review of annual suspension appeal hearings and expulsion hearings
6. Review of annual TIPSS statistics
7. Review of annual ~~Monsignor Fraser College, St. Martin Campus,~~ **St. Martin Catholic School** statistics
8. Safe Schools Advisory Committee consultation used to inform direction and priorities