

Suspension, Investigation and Possible Expulsion

Under **Bill 212 (Section 306)**, a principal *shall consider* whether to suspend a pupil if he/she believes 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 the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
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 or to property located on the premises of the pupil's school.
6. Bullying.
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.

Under **Bill 212 (Section 310)**, a principal *shall* suspend a pupil if he/she believes 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 school climate:

1. Possessing a weapon, including possession of a firearm.
2. Using a weapon to cause or threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil is expelled.

Transitional Intervention Program For Suspended Students (TIPSS)

This program provides students on suspension of greater than 5 days with the opportunity to continue their learning and to develop more positive behaviours.

TIPSS teachers meet regularly with students in designated community locations to achieve these goals.

Bill 212 also requires that school boards provide an appropriate program for students who have been fully expelled.

*The responsibility for a safe school culture
and the education of appropriate social behaviour
founded on Gospel values
rests with each of us.*



Prepared by: TCDSB Safe Schools Department

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Understanding Progressive Discipline

**Catholic Education
is a process through which
the partnership of
school, home and church
develops within its young people
a way of living which embodies
the life of Jesus Christ.**

**A safe, caring, healthy,
Catholic school culture
scaffolds student achievement,
motivation and spiritual faith
formation.**



2008

Understanding Progressive Discipline

Bill 212: Progressive Discipline and Safety in Schools, 2008

It is a requirement of **Bill 212: Progressive Discipline and Safety in Schools**, that each school establish a Progressive Discipline Plan.

An effective Progressive Discipline Plan must be established by all members of the school community and must be practised with a unified school-wide approach.

The school's Code of Conduct and behavioural expectations must be communicated to parents, students and staff annually and reviewed regularly.

1. What is meant by discipline?

Discipline can be defined as supporting students to make the right decisions.

Discipline refers to instruction, correction, the development of self-control and orderly conduct.

Consistent and logical consequences, rather than punitive measures, are important in order for students to learn that they can control their own behaviour by making appropriate choices.

2. What is Progressive Discipline?

Progressive Discipline is a whole-school approach that utilizes a **continuum** of interventions, supports, and consequences.

It includes:

- **prevention** measures and initiatives
- **early** and **ongoing intervention** strategies
- **strategies** to address inappropriate behaviour

Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. Interventions, therefore, should be selected in direct response to individual developmental needs.

For a student with special education needs, any interventions, supports and consequences must be consistent with the student's strengths, needs and goals contained in his/ her Individual Education Plan (IEP).

Interventions and consequences increase when:

- **the concerning behaviour is persistent**
- **the concerning behaviour escalates**
- **there is a very serious infraction of the Code of Conduct**

Interventions and consequences may include, but are not limited to, the following:

- verbal reminder of expectations, reprimand
- social contract/behaviour plan
- contact with home/request for meeting
- formative consequences, e.g., reflective activity, act of restitution, etc.
- detention or loss of privilege
- meeting with principal
- referral to school/board resource personnel, e.g., Guidance, Social Work, Chaplaincy, CYW, etc.
- social skills training, e.g., anger/conflict management, goal-setting, etc.
- suspension or expulsion

3. What is meant by mitigating factors?

Interventions and consequences applied to instances of inappropriate behaviour must be made after consideration of **mitigating factors**.

These might include:

1. The pupil does not have the ability to control his/her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his/her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an Individual Education Plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.