



The Limestone District School Board is committed to providing an appropriate program for all students subject to a long-term suspension. For the purposes of this procedure, “long-term suspension” means a suspension of more than 5 school days, and “LTS Program” means the Board’s program for students on long-term suspension.

Each school is required to follow the Board’s program when a student receives a long-term suspension. The goal of the LTS Program is to assist suspended students in correcting the behaviour which led to the suspension, while allowing them to continue to follow their academic program, so that they can continue to achieve positive outcomes and achieve their full potential.

The Board is not required to provide a program for a student suspended for up to 5 school days. However, the Board shall provide appropriate homework assignments to allow the student to continue to follow his/her program of study. In addition, the Board may invite any student, including a student suspended for up to 5 school days, to participate in the Board’s LTS Program, where the student might benefit from the program.

1. Notice to Suspended Students

- 1.1. The Board shall notify the parents of a student who receives a long-term suspension, in the written notice of suspension, of the Board’s LTS Program to which the student is assigned.
- 1.2. The Board shall provide to the suspended student a homework package until the student’s Student Action Plan is in place.
- 1.3. The Board strongly encourages all suspended students to participate in the LTS Program. However, student participation is voluntary.
- 1.4. Within 2 days of receiving a notice of long-term suspension, the student (and/or the student’s parent(s)) shall advise, either verbally or in writing, the Principal of the school at which the student is registered whether the student commits to attending



the Board's LTS Program.

2. Preparation of the Student Action Plan

- 2.1. Immediately upon receiving confirmation that a suspended student commits to attending the Board's LTS Program, the Principal shall develop a Student Action Plan for the student, in cooperation with appropriate staff, the student, and his/her parent(s). The Student Action Plan will be implemented as soon as possible.
- 2.2. The Student Action Plan will outline the objectives for students and be tailored to meet the specific needs of the student. It is expected that the Student Action Plan, with appropriate support, will facilitate the continuation of the student's learning during the suspension period. Every effort will be made to provide an opportunity for the student to maintain his/her regular academic course work throughout the suspension period. In addition, the Student Action Plan shall take into consideration the student's cultural, developmental or other particular needs.
- 2.3. Planning Meeting: Once the student and/or his/her parent(s) have indicated that the student is committed to attending the LTS Program, the Principal shall hold a Planning Meeting. The Planning Meeting should be a collaborative process, and can include school and Board staff and the student. Where possible, the student's parent(s) or other significant family member(s), as well as the student's teacher(s), should also be present at the meeting. Principals should make reasonable efforts to include parents in this meeting. If the parent(s) cannot be present, the Planning Meeting should proceed nevertheless, and the Principal must attempt to follow up with the parent(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals should also be included in the Planning Meeting.

The purpose of the Planning Meeting is to:

- (a) Identify the needs of the student;



- (b) Identify the student's risk factors and protective factors;
- (c) Clearly identify any types of support that the student may need to continue his/her learning; and
- (d) Establish the objectives of the Student Action Plan.

2.4. In the case of students with special education needs, the Board will provide appropriate support consistent with the student's Individual Education Plan. In developing the Student Action Plan for a student with special needs, the Principal may consult with Educational Services staff.

2.5. 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 Student Action Plan should be carried forward into the new program.

3. Components of the Student Action Plan

3.1. The Student Action Plan may take many forms, ranging from homework packages to attendance in a designated location at the discretion of the Board, depending on the student's specific needs and objectives.

3.2. Each Student Action Plan shall contain an academic component. Depending on the length of the student's suspension, or the student's particular needs, the Student Action Plan may also include a non-academic component.

- (a) Academic Component: The purpose of the Academic Component is to ensure that all students on a long-term suspension have the opportunity to continue their education. Suspended students will have the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes. In all cases, every effort must be made to maintain the student's regular academic course work throughout the suspension period.



The Academic Component must follow the curriculum outlined in the Ontario Curriculum Policy documents, unless the student has an Individual Education Plan that provides for modifications to the Ontario Curriculum or an alternative program. The Academic Component may include, but is not limited to, the provision of distance learning, e-learning, remedial help in literacy and numeracy, individual instruction, and/or opportunities within the Board. Elementary school students will be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario Curriculum Policy documents for elementary schools. Secondary school students will be supported in continuing to earn credits towards their Ontario Secondary School Diploma.

- (b) Non-Academic Component: The purpose of the Non-Academic Component is to assist students on a long-term suspension of more than 10 school days in the development of positive attitudes and behaviours. Identifying and addressing the underlying causes of the student's behaviour will help reduce the risk that the student might be given a suspension or expulsion in the future. For those students on a suspension of 6 to 10 school days, the Principal shall consider what types of support, if any, the student may require during the suspension and upon his/her return to school.

Students may require a range of services and types of support that may include access to culturally appropriate support. In particular, the Principal shall consider whether character development or bullying prevention training would be beneficial for the student. The Principal will make appropriate support available and/or facilitate a student's referral to community agencies and/or provide support through other methods, such as remote access to resources. To meet the alternative programming requirements of a student with special education needs, the principal shall refer to the student's Individual Education Plan.

3.3. Suspension for 6 to 10 School Days: The program provided for in the Student Action



Plan shall include an Academic Component to support the student on a long-term suspension of 6 to 10 school days in continuing his/her education. It is not a requirement that the Student Action Plan include a Non-Academic Component for suspensions of this length. However, in preparing the Student Action Plan, the Principal shall consider what types of support, if any, the student may require during the suspension and upon his/her return to school. The Principal shall also consider continuing any supports that may have been in place for the student prior to the suspension. In the case of students with special education needs, the Student Action Plan shall provide appropriate support consistent with the student's Individual Education Plan.

- 3.4. Suspension for 11 to 20 School Days: The program provided for in the Student Action Plan will consist of both an Academic and a Non-Academic Component to support the student on a long-term suspension of 11 to 20 school days in continuing his/her education. The Principal shall also consider continuing any types of support that may have been in place for the student prior to the suspension. In the case of students with special education needs, boards are required to provide appropriate support consistent with the student's Individual Education Plan.

4. Guidelines for Students in the LTS Program

- 4.1. Students who participate in the Board's LTS Program remain subject to Board policies, including the following:

- (a) Progressive Discipline: The Board's policy on Progressive Discipline applies to all students in the LTS Program. In addition to the sanctions contained in the Board's policy, a student enrolled in the Board's LTS Program who engages in disciplinary conduct may be subject to other measures, including modification of the LTS Program delivery model.
- (b) Health & Safety: The Board shall ensure that appropriate steps are taken to guarantee a safe learning and teaching environment for everyone involved in the LTS Program.



5. Completion of the Suspension

5.1. The Re-Entry Meeting: The Principal shall hold a meeting with school staff, the student, and, where possible, the student's parent(s) before the student returns to school. Board support staff may also be in attendance at this meeting if appropriate. The purpose of this meeting is to facilitate the student's transition back to school by, for example, identifying and providing for any additional academic and non-academic support that the student may require upon returning to school. Where appropriate, community agency staff and any other significant persons or professionals may be involved in the Re-Entry Meeting.

6. Monitoring of the LTS Program

6.1. The Board will collect data on suspensions and report it to the Ministry.

6.2. The Board will establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of the LTS Program. These indicators will be developed in consultation with the school community, including principals, teachers, students, parents, , as well as service providers in the community. The Board will also conduct a cyclical review of the LTS Programs.

6.3. The Board will collect program data and share this data with the Ministry, as required, and will allow monitoring visits by the Ministry, as required.

References:

Policy/Program Memorandum 141 December 2012 Education Act, s.306.(5), s.310.(4)
Ontario Regulation 472/07

Policy Documents:

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010; Ontario's Equity and Inclusive Education Strategy, 2009; and Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007.