

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

BOARD PROGRAMS FOR STUDENTS ON LONG-TERM SUSPENSION

AS 29.0
Section D
June 2014

PREAMBLE

The Nipissing-Parry Sound Catholic District School Board is committed to ensuring that all students who are on a long-term suspension have an opportunity to continue their education.

GENERAL REQUIREMENTS

Long-Term Suspension (Six to 20 School Days)

The Board will offer at least one program for students who are on a long-term suspension. In the written notice of suspension, parents will be notified of the Board program to which the student on long-term suspension has been assigned.

Program Requirements

A Student Action Plan ("SAP") will be developed for every student on a long-term suspension who makes a commitment to attend the Board program for suspended students. (*Refer to Section J for the Student Action Plan form*). The SAP will outline the objectives for students and be tailored to meet the needs of the students.

Programs for Students on a Suspension of Six to Ten School Days

The program provided for in the SAP will include an academic component to support the student on a long-term suspension of six to ten school days in continuing his or her education. The Board will consider what types of support, if any, the student may require during the suspension and upon his or her return to school. The Board will 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 Board will provide appropriate support consistent with the student's IEP.

Programs for Students on a Suspension of Eleven to Twenty School Days

The program provided for in the SAP will consist of both an academic and a non-academic component to support the student on a long-term suspension of eleven to twenty school days in continuing his or her education. The Board will 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, the Board will provide appropriate support consistent with the student's IEP.

If a student on a long-term suspension pending expulsion is expelled, and the student makes a commitment to attend a Board program for expelled students, the SAP should be carried forward into the new program.

Components of Programs for Students on Long-Term Suspension

The Board will determine the content and balance of the program for each student for both the academic and non-academic components of the program. The content and balance of the program for a student will depend on the needs of the student, the length of the suspension, and the nature and severity of the behaviour that led to the suspension, including any mitigating or other factors.

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The (SAP) Planning Meeting

Once the student and/or his or her parent(s) have indicated that the student is committed to attending the program, the principal will hold a planning meeting. The planning meeting should be a collaborative process and must 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 parents cannot be present, the planning meeting should proceed nevertheless, and the principal will attempt to follow up with the parent(s) of the student as soon as possible after the meeting. 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:

- identify the needs of the student;
- identify the student's risk factors and protective factors;
- clearly identify any types of support that the student may need to continue his or her learning; and
- establish the objectives of the SAP.

The Re-entry Meeting

The principal **will** hold a meeting with school and Board staff (where appropriate), the student, and, where possible, the student's parent(s) before the student returns to school. The purpose of this meeting is to facilitate the student's transition back to school by 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 planning.

Program Delivery

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