

<b>IDENTIFICATION CODE</b>
<b>REG95-02</b>

**TITLE: REGULATION ESTABLISHING STANDARDS FOR SUSPENSION AND EXPULSION**

<b>ENFORCEMENT DATE</b>	<b>REQUIRED AUTHORIZATION</b>	<b>RESPONSIBILITY FOR FOLLOW-UP</b>
September 22, 1995	Administrator	Educational Services

**INFORMATION PAGE**

	<b>DATE</b>	<b>AUTHORIZATION</b>
<b>ADOPTION</b>	September 22, 1995	Ordinance 95-067
<b>LAST MODIFICATION</b>		

## Table des matières

CHAPTER 1 : DEFINITIONS.....	1
CHAPTER 2: GENERAL PROVISIONS .....	1
CHAPTER 3: MODALITIES AND PROCEDURES .....	2
CHAPTER 4: SITUATIONS THAT MAY GENERATE SUSPENSION.....	3
CHAPTER 5: SITUATIONS THAT MAY GENERATE EXPULSION .....	4
ANNEX.....	5

## **CHAPTER 1 : DEFINITIONS**

### **Article 1**

Suspension is the temporary expulsion of a student by the school for misconduct or insubordination.

Suspension covers a continuous period of one (1) to five (5) days. In the case of a serious recurrence, the suspension can last up to ten (10) consecutive days of classes, but may not go beyond these ten (10) days.

### **Article 2**

Expulsion is a decision reserved solely for the Administrator of the C.S.L. Through the Administrator's decision, a student who is guilty of insubordination or of immoral or dangerous conduct surfacing through remarks or actions can be expelled.

## **CHAPTER 2: GENERAL PROVISIONS**

### **Article 3**

It is the duty of the school director along with his/her personnel, the School Committee, and the Orientation Committee to elaborate a code of conduct that stipulates rules of conduct and acceptable behaviour, tolerance levels, and the sanctions that are associated with student lapses. (L.R.Q. Chapter 1-13.3, art. 78.2 and 89.3)

Parents and students receive a copy of this code of conduct at the beginning of every school year. The code may be revised annually.

### **Article 4**

From an educational perspective, it falls within the jurisdiction of the school director and its personnel to identify means of persuasion and to develop strategies of intervention that will motivate the student to **gradually** learn how to make use of his/her freedom in the school environment, and how to become accountable for his/her behaviour.

### **Article 5**

Resorting to physical force against a student is restricted to situations of legitimate defense and protection of the child. In any urgent situation, the school director (or his/her legal substitute) has the prerogative to undertake concrete and immediate measures with regard to the safety and protection of the people and property relative to his/her jurisdiction.

## **Article 6**

A suspension should not compromise the right of the student to receive an education that is adapted to his/her needs, or the obligation of the school board to provide its clientele with proper education. Therefore, the suspension of a student is subordinate to the application of the procedures established by the school board in its Regulations on Educational Services Organizational Norms for Students with Handicaps and Students with Adjustment or Learning Difficulties.

## **Article 7**

A suspension should not affect the educational future of the student in the same manner as the consequences of an expulsion. The student might, therefore, be required to complete or undertake school work during suspension.

## **Article 8**

In conformity with the conditions defined in Article 9, only the school director can decide to suspend a student.

## **CHAPTER 3: MODALITIES AND PROCEDURES**

### **Article 9**

The suspension procedure includes the following steps:

#### **9.1 In suspensions lasting from one (1) to five (5) days:**

- a) A written description of the student lapse is submitted to the school administration;
- b) The school director meets with the student individually. The student is permitted to cite explanation for his/her behaviour. He/she is reminded of the school code of conduct;
- c) The school director meets with the parent individually thus allowing the parent to discuss the situation; (L.R.Q., Chapter 1-13.3 art. 242)
- d) The school director informs the parent, in writing, of the reasons for and the length of the suspension. The parent is also advised of the conditions for the student's return to school;

e) After the period of suspension, the parent accompanies the student to school. The student signs an agreement to comply with the rule/regulation that he/she has previously broken. A copy of this contract is given to the parent and to the student.

9.2 In suspensions lasting from six (6) to ten (10) days:

- a) The school director must apply the steps defined in a, b, c, and d) of Article 9.1;
- b) After the period of suspension, the parent and the student are called to school to develop an Individual Educational Plan (IEP) for the student. Means to alter problematic attitudes or behaviour are agreed upon;
- c) The Individual Educational Plan (IEP) is placed in the student's file and a copy is given to the parent and the student.

#### **Article 10**

Repeated insubordination by a student or several suspensions of a student, may warrant, in extremely serious circumstances, that the school director forward the School Board Administrator a report requesting the expulsion of a student (see Article 13).

#### **Article 11**

At the end of the school year, the school director must present the School Board Administrator with a report summarizing the power that he/she delegated by virtue of this Regulation. The report must include:

- the names of students who were suspended;
- the dates and number of days of each suspension;
- justification(s) for the suspensions. (see annex)

### **CHAPTER 4: SITUATIONS THAT MAY GENERATE SUSPENSION**

#### **Article 12**

12.1 Refusal, by a student, to modify behaviour or attitude that is identified as being unacceptable in the code of conduct of the school;

12.2 Unacceptable student behaviour that compromises normal pedagogical and professional activity within the classroom;

- 12.3 Unacceptable student behaviour that denies the right of other students to benefit from a favourable teaching/learning atmosphere;
- 12.4 In exceptional cases, any serious or unforeseen event that generates the impossibility of the school director to follow all the steps defined in the Article 9;
- 12.5 Frequent refusal, by a student, to submit assignments or to write exams.

#### **CHAPTER 5: SITUATIONS THAT MAY GENERATE EXPULSION**

- 13.1 Any student who threatens to be, or is physically or verbally aggressive with his/her peers, the school director, the teachers, or any other member of the school personnel.
- 13.2 Any student who consumes, incites to consume, traffics or is under the effects of alcohol or drugs.
- 13.3 Any student who destroys or threatens to destroy the property of the school board.
- 13.4 Any student who contradicts the Québec Charter of Human Rights and Freedoms by displaying behaviour or using verbal references that are discriminatory with regard to the race, language, religion, sex, or handicap of a peer or any member of the school personnel.

**ANNEX**

**Suspension Report**

20\_\_\_\_ 20 \_\_\_\_

Director : \_\_\_\_\_

School : \_\_\_\_\_

Student's Name	Date (s) of Suspension	Total (days)	Justification(s)
_____ Signature of School Director		_____ Date	

- Forward the original copy of this report to the Administrator for June 30<sup>th</sup>.
- A copy is to be annexed to the annual report of the school.