

## ADMINISTRATIVE PROCEDURE 310 APPENDIX B

### SUSPENSION CONSIDERATIONS

Every student is unique and has individual circumstances that may require differing supports and consequences. Principals and Vice Principals must examine the context surrounding an incident before determining appropriate supports and consequences.

Considerations before suspending a student:

- ☐ Is the suspension age-appropriate as related to the behaviour?
- ☐ How will the suspension affect the student's education?
- ☐ How can an accessible education program be provided while the student is suspended?
- ☐ Has progressive discipline been used?
- ☐ Can in-school suspension be used rather than out-of-school suspension?
- ☐ Would counselling or a referral to other expertise be needed to resolve the situation?
- ☐ Is the behaviour related to harassment of the student due to Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex, sexual orientation, or gender identity or expression of that person or class of persons?
- ☐ Is the behaviour related to a diagnosis or manifestation of a disability or diverse ability? Has an appropriate accommodation or modification been provided?
- ☐ Will the suspension likely increase or worsen the student's conduct?
- ☐ Is the student able to understand the consequences of and have control of their behaviour? Will the student's presence at school create an unacceptable risk of safety to others? Can mitigating factors be used such as an Employee Safety Plan and/or a Student Positive Behaviour Plan?
- ☐ How will the suspension create time for student reflection, restoration, direct skill teaching and/or staff program planning adjustments?

Supports for School Administrators

- ☐ Family of Schools Lead
- ☐ District Principal of Student Support Services (for students with Ministry designations)
- ☐ District Principal of Indigenous Education (for Indigenous students)

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