

Western  Education

School Suspension and Expulsion Interjurisdictional Scan

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School Suspension and Expulsion Inter-jurisdictional scan

The contractual Agreement for “Education and Research Services” related to a program evaluation of Ontario’s suspension and expulsion programming (June, 2015) between the Ministry of Education and the University of Western Ontario’s Centre for Educational Leadership includes a requirement for the contractor partners to provide an inter-jurisdictional scan of suspension and expulsion programming throughout Canada’s 13 provinces and territories.

The data for the inter-jurisdictional scan was gathered from provincial and territorial Ministry and Department of Education websites for Canada’s 13 provinces and territorial jurisdictions. Beyond provincial and territorial Ministry and Department of Education websites. Extensive (but not comprehensive) online searches of school districts within each province and territory was conducted to gather further information regarding programming for suspension and expulsion programs, policies, frameworks, and best practices related to school discipline. Additional searches uncovered websites of various organizations that operate or administer suspension and expulsion programs in Canada that were also reviewed. In some cases, individual school board websites within some districts were examined for specific programming and practices.

In conducting this scan, it is evident that the larger initiatives related to suspension/expulsion programs and policies are typically highlighted and available online. In our experience, there is a vast amount of exceptional programming that happens within a school district or a school related to suspension and expulsion practices but those programs or policies are not described for the general public. Where possible, we do highlight some exceptional programs and practices that were locally developed and were available for review. We gathered data on the evaluation of programs delivered in different jurisdictions where possible. Some of these approaches such as restorative justice, alternative education, or positive behavioural supports, for example, have been evaluated for decades nationally and internationally. The 13 provincial and territorial educational systems included in the scan have been organized alphabetically.

Suspension and expulsion policy

The provisions governing education in jurisdictions across Canada share some similarities with respect to the types of behaviours that lead or may lead to suspensions and expulsions, the amount of time a student can be suspended for, the mitigating factors that must be taken into account before a suspension or expulsion is given, and the duties of students, parents, teachers and principals in promoting safe learning environments for all students.

The jurisdictions in this review do not specify in their legislation the manner in which suspensions and expulsions should be carried out, but leave it to the discretion of school boards. Most school board procedures list suspension as one option in a range of disciplinary measures. Many school districts specify that out-of-school suspensions are to be utilized only as a last resort after less severe actions have been considered. Most school boards also emphasize the need to keep students with behavioural problems connected to the school.

School and district level authority to suspend

The inter-jurisdictional review also highlights the differences in authority in managing the issue of suspensions and expulsions. By 1998, all Canadian provinces and territories developed legislation that gives school principals the power to suspend students. The length of suspensions principals may use varies across the country. In some provinces, the school district superintendent has the authority to suspend for a longer period or to expel a student permanently from a school. In others, the power to expel rests with the board of school trustees. In two jurisdictions, teachers have the authority to suspend students for short terms.

Suspension/expulsion programs/approach/frameworks

The inter-jurisdictional scan highlights several comprehensive, effective programs for suspended and expelled students. In conducting this scan, almost all districts use a variety of strategies and interventions to reduce out of school suspensions and to support students that are suspended and expelled, and offer a continuum of services depending on the needs of the student. For

example, Positive Behavioural Supports implemented by many provinces consists of a system-wide vision and guiding principles for safe and supportive school communities that help to promote student wellbeing by developing positive relationships, school-wide behavioural expectations, positive reinforcement, fair and predictable consequences and direct and differentiated feedback to students about their behaviour. Other approaches are more program based, like the YMCA's Alternative Suspension that are delivered off-site and run by youth workers.

Academic and non-academic supports

The majority of suspension and expulsion programs offer both academic and non-academic support to students. Academic support typically takes the form of differentiated instruction, and opportunities for students to stay on track with their core subjects while away from their home school. Non-academic support can include working in groups or individually with students to address the social, emotional, behavioural, and mental health needs of students as well as restorative practices, and outdoor experiential learning.

Funding allocation to program

Not surprisingly, provincial and territorial Ministry and Department of Education programs fund the majority of suspension and expulsion programs in this review, but not exclusively. Districts that are implementing programs such as the YMCA Alternative Suspension program or *Constructive Alternative to Teen Suspension Program (CATS)* receive funding support by other ministries, such as the Ontario Ministry of Health and Long Term Care and Federal Ministry of Public Safety and Emergency Preparedness. Other districts obtain funding from local United Ways and other community partners that have a vested interest in supporting youth and schools.

Research / evaluation of program/approach/ framework

Several of the suspension and expulsion programs reviewed in this scan use programs and frameworks that have been evaluated nationally and internationally for decades using a variety of research methodologies and are supported by strong empirical evidence (e.g., Promoting Positive Behaviour Supports, Restorative Justice, and Alternative to Suspension). However, evaluation findings are not always available at the district-level. On the other hand, some programs and approaches reviewed could not be supported by any available empirical evidence of their effectiveness or use. That is not to say that research hasn't been conducted on these particular programs (e.g., Tutor plans) but that none could be located.

Professionals supporting the program

A variety of professionals and para-professionals that include teachers, teacher assistants or aides, social workers, administrators, child and youth workers, counselors, clinicians, behavioural support workers, parents, and community members support and deliver the academic and non-academic components of suspension and expulsion programs. Typically a program includes a component of academic support, as is available in alternative education. For example, a teacher or an educational assistant delivers the curriculum and assists students with the academic portion of the program, where a child and youth care worker will support students' behavioural, social, and emotional needs. In practice, however, the academic and non-academic support roles can be fluid among team members and staff often work in tandem supporting the needs of students.

Interjurisdictional scan overview

In the tables that follow, each province's suspension and expulsion policies are listed, along with other relevant details related to the district level authority to suspend, the framework or programs adopted by the province to address suspension and expulsion, the type of support offered within each program, the source of funding for the program, and any evidence to support the effectiveness of the program. Each province is reviewed alphabetically, and as stated previously, the review includes the information available online.

Province	Suspension/ Expulsion Policy	School Level Authority to Suspend	District Level Authority to Suspend	Suspension/expulsion programs/approach/ frameworks	Academic/ Non-academic support offered	Funding allocation to program/ approach/ framework	Research/evaluation of program/approach/ framework	Professionals supporting program
Alberta	<p>AB School Act, RSA 2000. http://www.gp.alberta.ca/1266.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941</p> <p>Bill 10: An Act to Amend the Alberta Bill of Rights to Protect Our Children https://education.alberta.ca/media/158726/act_to_amend_the_alberta_bill_of_rights_to_protect_our_children.pdf</p>	<ul style="list-style-type: none"> Teacher may suspend from one class period Principal may suspend and reinstate students For suspensions over five days, principal must inform superintendent 	<ul style="list-style-type: none"> School board can expel student or reinstate 	<p>1. Alternative Education. AB schools provide Alternative Education sites that include some YMCA operated Alternative Suspension programs and some programs offered in the community¹.</p> <p>2. Supporting Positive Behaviour. Similar to other school-wide proactive behavioural frameworks to address student behaviour, AB schools use positive behaviour support (PBS²) approach to create learning environments where all students feel included, and have the opportunity to develop the skills and attitudes they need to be successful and engaged learners. At the core of a positive behaviour support approach are positive relationships, school-wide behavioural expectations, and positive reinforcement, fair and predictable consequences and direct and differentiated feedback to students about their behaviour.</p>	<p>1. Academic and non-academic support</p> <p>2. Academic and non-academic support</p>	<p>1. Alberta Education</p> <p>2. Alberta Education</p>	<p>1. No research could be located that highlighted the effectiveness of Alternative Education in AB schools. A national trial of YMCA Alternative Suspension programs across the country is currently underway, which includes sites in Edmonton, AB³.</p> <p>2. PBS has been evaluated extensively nationally and internationally for decades.</p>	<p>1. Teachers, administrators, guidance counsellors, youth workers.</p> <p>2. School-wide staff (educators, administrators, counsellors, and educational assistants), parents, and community partners.</p>

¹ An example of a community alternative education site for students 14-18 who have been suspended or expelled for drugs or alcohol <http://www.cleanscene.ca/#!core-values-c10th>

² Positive behavior supports (PBS), Effective Behaviour Supports (EBS), and School-wide Positive Behaviour Supports (SWPBS) are interchangeable terms for an approach found in current literature that enhances the capacity of schools to deal with behaviour issues and provide support to all students. Different provinces have adopted each approach slightly differently as highlighted throughout this document.

³ <http://www.publicsafety.gc.ca/cnt/rsrcls/pblctns/rslts-ltrmtv-sspnsn-prgrm/index-eng.aspx>.

<p>British Columbia</p>	<p>BC School Act, 1996. http://www.bclaws.ca/Recon/document/ID/freeside/96412_00.</p> <p>Safe and Caring School Community Policy, 2004. Revised, 2007, 2012. This policy guides boards of education and schools in their efforts to create safe and inclusive learning environments and develop prevention and intervention strategies for dealing with harmful behaviours and threats or risks of violence. http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/safe-and-caring-school-communities</p>	<ul style="list-style-type: none"> Principal may suspend No guidelines for duration of suspension time 	<ul style="list-style-type: none"> Superintendent also has the power to suspend 	<p>1. Alternative Education. Alternative Education in BC focuses on educational, social, and emotional support for the most at-risk students whose needs are not being met in a traditional school program. Alternative Education in BC also includes the Alternative Suspension program offered by the YMCA.</p> <p>2. Constructive Alternative to Teen Suspension Program (CATS). CATS is a three-day program at the Richmond Addiction Services Centre and also located within schools in Richmond, BC. The mandatory program addresses substance use with students and is followed up with at least one mandatory counselling session. Students attend the program as a one-time alternative to school suspension or are referred by their parents. Parent education components are also included.</p> <p>3. The Social Responsibility Support Program (SRSP). A short-term alternative program to teach elementary students appropriate social and behavioural skills (self-regulation) which will allow them to return to their regular classroom. SRSP is an extension of, and a support to, the regular school program. Students referred to SRSP have typically exhausted all classroom and school-based supports before a referral is made to the program. http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/Soci</p>	<p>1. Academic (e.g., differentiated instruction) and non-academic support (e.g., enhanced counselling services)</p> <p>2. Non-academic support intended to educate students to understand the difference between use and misuse of harmful substances.</p> <p>3. Academic and non-academic support.</p>	<p>1. B.C. Ministry of Education</p> <p>2. B.C. Ministry of Health, BC and community partners.</p> <p>3. Ministry of Education, BC Ministry of Health, BC and community partners.</p>	<p>1. A study by the McCreary Centre Society⁴ found that youth attending alternative education programs reported high levels of school connectedness, had positive relationships with teachers and support staff, liked school considerably more, and skipped school considerably less, compared to their previous education experience. BC is also part of a national trial evaluation of YMCA Alternative Suspension⁵.</p> <p>2. Evaluation of the program is typically conducted post-program and includes three-month follow-ups with students to assess levels of mental health and substance misuse. The program is noted to produce positive effects but no formal evaluation report or data could be located.</p> <p>3. No evaluation of the SRSP was available.</p>	<p>1. Educators, educational assistants, support staff, community professionals</p> <p>2. Clinicians and behavioural support workers.</p> <p>3. Teachers, behaviour support workers, counsellors, community workers.</p>
<p>British Columbia</p>								

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				<p>alResponsibilitySupportProgramGuide.pdf</p> <p>4. School-wide Positive Behaviour Support (SWPBS). SWPBS is a systems-level approach to creating a positive school environment that encourages prosocial interactions and allows effective instruction and learning to take place. A primary focus of SWPBS is on preventing problem behaviour through the implementation of evidence-based practices and continuous collection of data to guide decision making.</p>	4. Non-academic support framework & academic support	4. BC Ministry of Education	4. The evidence base for SWPBS is vast and research shows that SWPBS is related to a range of positive student and teacher outcomes ⁶ . An evaluation in BC in one school district showed positive results in schools implementing SWPBS. Evaluation of student outcomes showed a decrease in the level of office referrals and the number of students requiring additional behaviour support. Schools with better fidelity of implementation of SWPBS had higher academic achievement and rated their schools as safer than schools with low fidelity or district average ⁷ .	4. Teachers, administrators, parents, students, in-school staff, community partners

⁴ http://www.mcs.bc.ca/pdf/AlternateEducationFinal_web.pdf

⁵ <http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rslts-ltrntv-sspsn-prgrm/index-eng.aspx>.

⁶ See <http://www.pbis.org/evaluation>

⁷ <http://www.pbis.org/evaluation>

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Manitoba	<p>The Public Schools Act (PSA), 2005. https://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php; Bill 18 – The Public Schools Amendment Act (Safe and Inclusive School Act), 2013, was recently introduced to amend the PSA to reflect the realities of bullying and respect for human diversity.</p> <p>The Education Administration Miscellaneous Provision. Provides additional consideration with respect to http://www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/regulations.pdf</p> <p>Safe and Caring Schools: Provincial Code of Conduct, 2014. The MB Provincial Code of Conduct is a ministerial directive intended to expand upon existing legislation and regulation for the purpose of strengthening school-wide approaches to preventing, intervening in, and responding to violence and other unacceptable student behaviour. http://www.edu.gov.mb.ca/k12/safe_schools/pdf/code_conduct.pdf</p>	<ul style="list-style-type: none"> Teacher may suspend from class for up to two days Principals can suspend for up to six weeks in districts without a superintendent In districts with a superintendent, principals can suspend for up to one week without district-level approval 	<ul style="list-style-type: none"> Board may suspend or expel Board may limit or place conditions on the teacher's right to suspend In districts with a superintendent, the superintendent can suspend for a period of not more than six weeks 	<p>1. Alternative Suspension Program. School Districts in MB implement the YMCA Alternative Suspension Program, in-school suspension programs, and off-site alternative education programs.</p> <p>2. Positive Behaviour and Intervention Support (PBIS). Many school districts in MB support the PBIS three-tiered model of prevention/intervention. PBIS is a systems change process for an entire school or district. The underlying theme is teaching behavioural expectations in the same manner as any core curriculum subject. http://www.edu.gov.mb.ca/k12/specedu/programming/behaviour.html</p>	<p>1. Academic and non-academic support</p> <p>2. Non-academic support framework & academic support</p>	<p>1. Manitoba Education, Government of Manitoba (Public Safety), community partners</p> <p>2. Manitoba Education</p>	<p>1. No evaluation of Alternative Education for districts in MB was available.</p> <p>2. The evidence base for PBIS is vast and research shows that PBIS is related to a range of positive student and teacher outcomes⁸.</p>	<p>1. Youth workers</p> <p>2. PBIS teams can include teachers, administrators, support staff, special education teachers, parents, and community partners.</p>

⁸ <http://www.pbis.org/evaluation>

New Brunswick	<p>NB Education Act, 1997. http://laws.gnb.ca/en/ShowTdm/cs/E-1.12/</p> <p>School Administration Regulation, NB Reg 97-150 Provides information to appeal a suspension decision. http://laws.gnb.ca/en/showfuldoc/cr/97-150/20151125</p> <p>Provincial Student Code of Conduct. Policy 703. The Provincial Student Code of Conduct reflects the values and behaviours that will help New Brunswick schools create positive, caring and safe places to learn and work. In addition to the Positive Learning and Working Environment Plans developed by each school, the Code will help foster an environment where all students feel welcome, wanted and have a sense of belonging. http://www.gnb.ca/0000/pol/e/703AD.pdf</p> <p>Positive Learning Environment Policy. A policy that provides a framework in setting standards for behaviour and discipline, and providing an overview of expected student behaviour. The framework outlines how schools and school boards are expected to establish a process for fostering positive learning and working environments. https://www.gnb.ca/0000/pol/e/703a.pdf</p> <p>Inclusive Education Policy 322 A policy that defines the requirements for inclusive education and gives directions to principals to appropriately</p>	<ul style="list-style-type: none"> Principals must notify Director of all suspensions Principals can suspend no longer than five days For suspensions longer than five days, a review by the superintendent is required 	<ul style="list-style-type: none"> The superintendent can suspend a pupil for such period of time as is determined by the superintendent 	<p>1. Alternative Education. On site (in a school) or off-site alternative setting for both elementary and secondary students who are unable to be successful for a variety of reasons in a traditional classroom. The goal is to have students transition back to their community schools; however, reviews of NB Alternative Education programs note that this goal is less successful with high school-level students than with younger students. Some alternative education sites in NB are run by the YMCA (YMCA Alternative Education).</p> <p>2. Tutor Plans. Related to the Alternative Education program offered by NB school districts, a distinct program is available in districts that do not have alternative education sites. In these districts, alternative education programs are made available to students through tutoring plans that happen within the student's home or in another location agreed upon by school and family.</p> <p>3. Positive Learning Environment Rooms. Similar to in-school alternative to suspension rooms, these designated spaces attempt to address the goals of the Positive Learning Environment Policy. Students with aggressive or other challenging behaviours are sent to the room for extended periods to 'cool off', complete academic work, and are provided emotional and behavioural interventions from a paraprofessional.</p>	<p>1. Academic and non-academic support</p> <p>2. Academic support</p> <p>3. Academic and non-academic support</p>	<p>1. NB Department of Education</p> <p>2. NB Department of Education</p> <p>3. NB Department of Education</p>	<p>1. An extensive review of inclusive education was conducted in NB in 2011-12⁹, which involved consultations with hundreds of stakeholders and review alternative education programs, including tutor plans and positive learning environments. Several recommendations, including a suggestion for provincial guidelines for program implementation and consistency in the development and delivery of these programs in NB.</p> <p>2. No evaluations of the Tutor Plans program were available.</p> <p>3. No evaluations of the Positive Learning Environment rooms were available.</p>	<p>1. Educators, educational assistants, student-behaviour intervention workers</p> <p>2. A tutor in the community selected by the school.</p> <p>3. Behavioural support workers, educational assistants.</p>
New Brunswick								

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	respond to behaviour crisis and to limit suspensions (sections 6.5 and 6.6) http://www2.qnb.ca/content/dam/qnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf							

⁹ See <http://www.qnb.ca/0000/publications/comm/inclusion.pdf>

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Newfoundland / Labrador	<p>Schools Act, 1997. An Act to revise the law respecting the operation of schools in the province. (http://www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm)</p> <p>Department of Education's Safe and Caring Schools Policy, 2007, Revised 2013. Provincial policy that gives schools and districts, in the development and maintenance of a safe, caring, and inclusive learning environment, to improve a variety of outcomes, including problematic behaviours. (http://www.ed.gov.nl.ca/edu/k12/safeandcaring/policy.pdf).</p>	<ul style="list-style-type: none"> Teacher may suspend from class period Principal may suspend for a student for up to 30 days total for the entire school year All suspensions are reported to the Director Principals have authority to extend suspensions with approval from Director 	<ul style="list-style-type: none"> Director approves suspensions over 30 days Director can cancel or alter a suspension at any time 	<p>1. School-wide Positive Behaviour Supports (SWPBS). SWPBS is a decision-making framework, and it involves consistency practice for implementing a school's code of conduct. Schools in NL are expected to implement SWPBS in their practice to help guide the selection, integration, and implementation of evidence-based academic and behavioural approaches to improve academic and behaviour outcomes for students. (http://www.ed.gov.nl.ca/edu/k12/safeandcaring/procedure_1.pdf)</p> <p>2. YMCA Alternative Suspension. Program in high schools offering support for students who have been suspended. Goals of program are to foster self-development and self-reliance in an environment that encourages self-esteem, acquisition of social skills, and promotion of self-respect and respect for others.</p>	<p>1. Non-academic support framework & academic support</p> <p>2. Academic and non-academic support.</p>	<p>1. Government of Newfoundland & Labrador-Education</p> <p>2. Department of Public Safety, & local United Way organizations</p>	<p>1. Extensive evaluation studies since 2006 ranging from RCTs to case studies¹⁰, with several studies reporting positive outcomes, including decreases in office referrals, aggressive and disruptive behaviours, and increases in prosocial behaviours, academic achievement, & emotion regulation. In NL, evidence from a case study in five schools found more success in elementary than secondary schools, given the significant challenges related to high-risk behaviours, attendance issues, and mental health in high schools.</p> <p>2. Extensive evaluation including a national trial of the program currently underway¹¹. Preliminary evaluation includes positive changes in student attitudes, improved skills, fewer office referrals and disciplinary actions, reduction in recidivism.</p>	<p>1. School and district level educators, support workers, school administration, community professionals.</p> <p>2. Youth workers</p>

¹⁰ Examples of evaluation studies of SWPBS include Waasdorp TE, Bradshaw CP, Leaf PJ (2012). The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. Arch Pediatr Adolesc Med, 166,149-156. Bradshaw CP, Mitchell MM, Leaf PJ (2010). Examining the Effects of School-Wide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions, 12, 133-148.

¹¹ (<http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rslts-ltrmtv-sspnsn-prgrm/index-eng.aspx>).

Nova Scotia	<p>Education Act, 1995-96. Revised 2013. Revision to the suspension/expulsion policy included the principal, or person in charge of the school, may take appropriate action as specified in the Provincial school code of conduct policy including suspending the student for a period of not more than five days. http://nslegislature.ca/legc/statutes/education.pdf.</p> <p>Provincial School Code of Conduct Policy, 2008. Revised for September 2015 implementation. Governed by the Education, Act, all school/school boards are expected to follow the policy which establishes standards of behaviour for all schools. http://www.centrankings.ednet.ns.ca/documents/ProvincialSchoolCodeofConduct_000.pdf</p>	<ul style="list-style-type: none"> Principal may suspend up to five days Principal must notify school board of all suspensions Principal can recommend the student be suspended for a period of greater than five days 	<ul style="list-style-type: none"> Board confirms or revokes suspensions/expulsions 	<p>1. Learning for Life. Learning for Life is the province's plan to improve the quality of education in NS. Pilot projects beginning in 2013 included a comprehensive approach in applying the Provincial school code of conduct that helps to set the context for a safe and productive learning environment by outlining expected behaviour in schools. This approach provides intensive behavioural supports to severely disruptive students, who are at risk of suspension, have been suspended or expelled.</p> <p>2. Positive Effective Behaviour Support (PEBS). Similar to SWPBS, PEBS is a school-wide system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments. PEBS practices include defining behavioural practices, teaching the practices to students, reward appropriate behaviour, consistent consequences for behaviour, and using behavioural data to make decisions. http://www.avrsb.ca/content/positive-effective-behaviour-support.</p> <p>3. The Restorative Approaches in School Project. A crime-prevention initiative that in schools requires students to think about themselves and how they deal with one another, and to work on developing healthy relationships and managing conflict.</p>	<p>1. Non-academic support</p> <p>2. Non-academic support</p> <p>3. Non-academic support</p>	<p>1. NS Department of Education</p> <p>2. NS Department of Education</p> <p>3. NS Department of Education and Justice</p>	<p>1. Not available</p> <p>2. Extensive evaluations conducted in schools using PEBS have found 20-60% reductions in office referrals, improved school climate, and improved academic performance¹².</p> <p>3. Restorative approaches have been evaluated for decades with promising findings related to improving behaviours and managing conflict. In particular for schools in NS, program benefits have</p>	<p>1. Mental health professionals, community services, justice, and educators.</p> <p>2. Primarily in school-staff (Educators and administration) but can also include district level educators, support workers, and community professionals.</p> <p>3. Primarily in school staff (Educators, administrators) but also includes community partners.</p>
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				<p>4. Alternative Education and Transition Programs. http://southshorealternate.ednet.ns.ca/ Exists for students who have not met with success in traditional junior or senior high school.</p>	4. Academic and non-academic support	4. NS Department of Education	<p>included more positive and collegial environment among staff, fewer absentee days from staff, a higher level of student involvement in school life, and dramatic reductions in discipline referrals¹³.</p> <p>4. No evaluations of Alternative Education in NS were available.</p>	4. Teachers, administrators, support staff, youth workers,

¹² See for example, <http://www.pbis.org/evaluation>

¹³ See for example http://www.iirp.edu/iirpWebsites/web/uploads/article_pdfs/27283_NovaScotia-2011.pdf

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Northwest Territories	<p>The Education Act, 1979. https://www.canlii.org/en/nu/laws/stat/snwt-nu-1995-c-28/latest/snwt-nu-1995-c-28.html</p> <p>Bill 12: An Act to Amend the Education Act, 2013 http://www.assembly.gov.nt.ca/sites/default/files/13-05-31bill12.pdf</p>	<ul style="list-style-type: none"> Principal may suspend not exceeding 20 school days Principal must notify the District Education Authority, school counsellor and superintendent of suspensions exceeding five days When a student is suspended more than once during the school year, a counsellor reviews the circumstances 	<ul style="list-style-type: none"> District Education Authority¹⁴ may expel pending fair process 	<p>1. Effective Behavioural Support (EBS). Most schools in NT schools use EBS, or PBIS in which the school builds its own discipline system, as opposed to applying a pre-packaged program. EBS is a school-wide approach, which schools adopt as a preventive intervention that provides supports for students, including those who exhibit chronic behaviour problems. EBS elements can include social skills training, academic restricting, behavioural interventions, and school-wide goals, such as procedures for monitoring and record keeping, and teaching behavioural expectations directly to students. Especially relevant in schools in NT, EBS/PBIS is developed to be culturally responsive to Aboriginal students. https://www.ece.gov.nt.ca/files/Early-Childhood/Program%20Support%20Guide%202008.pdf</p>	1. Academic and non-academic support	1. NT Education, Culture and Employment Ministry.	1. A recent descriptive case study of EBS (or PBIS) in one high school in NT provides an example of a culturally responsive implementation of EBS ¹⁵ . Although descriptive in nature, this case study shows that the adoption of PBIS supports the beliefs and values of the First Nations community of this school district. The school experienced a significant decrease in the number of suspensions by almost 50% since pre-PBIS years and a more positive school climate was noted anecdotally.	1. EBS teams include teachers, administration, parents, other school staff, and community members, such as Elders.

¹⁴ Each school community in NT is governed by an elected District Education Authority with powers and duties defined under the Education Act.

¹⁵ See Canadian Journal of School Psychology, 2014 September Special Edition, Vol 29

Province	Suspension/ Expulsion Policy	School Level Authority to Suspend	District Level Authority to Suspend	Suspension/expulsion programs/approach/ frameworks	Academic/ Non-academic support offered	Funding allocation to program/ approach/ framework	Research/evaluation of program/approach/ framework	Professionals supporting program
Nunavut ¹⁶	<p>The Education Act, 1995.</p> <p>https://www.canlii.org/en/nu/laws/stat/snwt-nu-1995-c-28/latest/snwt-nu-1995-c-28.html</p>	<ul style="list-style-type: none"> Principal may suspend a student for a period not exceeding 20 school days, or a shorter period established by the District Education Authority 	<ul style="list-style-type: none"> A District Education Authority¹⁷ may expel or readmit a student If a student is suspended more than once during an academic year, the District Education Authority ensures a counsellor reviews the circumstances 	<p>1. Anger Management Program.</p> <p>10 hour program, which divides students into groups by gender, teaches students about the science and biology of anger and what happens to the brain when they're angry. Students learn relaxation strategies. They also discuss how healthy eating affects the mind. The students also contribute to the program, which is offered in English and Inuktitut and involves storytelling and journal-writing.</p>	1. Non-academic support	1. Department of Education-Government of Nunavut	No research on the Anger Management Program was available.	1. Counsellor

¹⁶ Understanding the contextual issues in Nunavut around suspensions and expulsions of students is critical and beyond this inter-jurisdictional scan. One in four kindergarten students in Nunavut will stay in school to graduate by Grade 12 so removing students from school makes it easy for many to never come back. The community and education and government officials are working very hard to make sure that there are programs in place for students who require significant support for a variety of reasons.

¹⁷ A District Education Authority (DEA) is a locally-elected body made up of community members who are interested in education. The DEA works with school staff and Regional School Operations (RSO) staff. Together, these bodies serve many of the functions of a school board, and are responsible for administration of school in Nunavut.

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Ontario	<p><i>The Education Act, 1990</i></p> <p>The Ontario Safe Schools Act: School Discipline and Discrimination http://www.ohrc.on.ca/sites/default/files/attachments/The Ontario Safe Schools Act%3A School discipline and discrimination.pdf</p>	<ul style="list-style-type: none"> Principal must notify board supervisory officer of any suspension Principal may suspend to a maximum of 20 days 	<ul style="list-style-type: none"> School boards can expel a student (limited and full) Principals have authority for limited expulsions only If student is suspended the maximum days, or has multiple suspensions, a counsellor must review the case and inform the pupil/family of services to support the student 	<p>1. Alternative Education. Like most provinces, schools in ON implement Alternative Education (in-school or out of school sites) for students who have been suspended or expelled and have not been successful in traditional classroom settings. Some districts offer YMCA Alternative Suspension</p> <p>2. Positive Alternatives to School Suspensions (PASS). This program is an alternative to home suspension and is offered to youth in elementary and secondary schools. The focus is on developing positive social and cognitive skills and to ensure that the student does not fall behind in their academics while serving their suspension.</p> <p>3. Strict Discipline Programs. Strict Discipline Programs are in place for students who have been fully expelled to receive behavioural and academic interventions to help the pupil return to school and address the underlying issues that have led to their expulsion. Students can only return to an Ontario school if he or she successfully completes a strict discipline program or satisfies the objectives of the program.</p>	<p>1. Academic and non-academic support.</p> <p>2. Academic and non-academic support</p> <p>3. Academic and non-academic support</p>	<p>1. Ontario Ministry of Education</p> <p>2. Ontario Ministry of Education</p> <p>3. Ontario Ministry of Education</p>	<p>1. Extensive evaluation including a national trial of the program currently underway¹⁸. Preliminary evaluation includes positive changes in student attitudes, improved skills, fewer office referrals and disciplinary actions, reduction in recidivism.</p> <p>2. Program evaluation conducted by Rebound Child and Youth Services Inc http://www.excellenceforchildandyouth.ca/sites/default/files/qai_attach/PEG-236 Final Outcomes Report.pdf.</p> <p>3. No research on the Strict Discipline programs was available.</p>	<p>1. Teachers, administrators, youth workers, educational assistants, community partners</p> <p>2. Police services, community partners, youth workers</p> <p>3. Teachers, administrators, youth workers, educational assistants</p>

¹⁸ (<http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rslts-ltrntv-sspnsn-prgrm/index-eng.aspx>).

Province	Suspension/ Expulsion Policy	School Level Authority to Suspend	District Level Authority to Suspend	Suspension/expulsion programs/approach/ frameworks	Academic/ Non-academic support offered	Funding allocation to program/ approach/ framework	Research/evaluation of program/approach/ framework	Professionals supporting program
Prince Edward Island	<p>PEI School Act, 1993 http://www.gov.pe.ca/law/statutes/pdf/s-02_1.pdf</p>	<ul style="list-style-type: none"> • A teacher may suspend for up to one half instructional day • Principal or superintendent may suspend without notice to the board for up to five days 	<ul style="list-style-type: none"> • Superintendent reports to the board • Board may suspend or expel 	<p>1. Alternative Education. Alternative Education in PE is focused around having students continue with their studies away from the traditional classroom setting, but to return them to regular school programming as soon as possible.</p> <p>2. Provincial Adolescent School (PAS). A unique alternative education site for students who are residents of the Provincial Adolescent Group Home and are unable to attend their home school. The PAS also provides direct service to a small number of day students who present with extreme behavioural difficulties and have exhausted school/school board resources. http://www.gov.pe.ca/photos/original/ed_prov_adoles.pdf</p>	<p>1. Academic and non-academic support</p> <p>2. Academic and non-academic support</p>	<p>1. Department of Education, Early Learning and Culture</p> <p>2. Department of Education & Department of Family and Human Services, Department of Social Services and Seniors</p>	<p>1. Alternative education evaluations in PE schools were not available.</p> <p>2. No evaluations of the PAS were available.</p>	<p>1. Teachers, educational assistants.</p> <p>2. Teachers and youth workers.</p>

Quebec	<p>Education Act, 1988 http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/13_3/13_3_A.html</p>	<ul style="list-style-type: none"> • No specific guidelines for principal to suspend • Principal informs director of decision to suspend • Principal may suspend a student • Duration is determined by principal depending on the interests of the student and the gravity of the act • Principal must inform the school board's director general of the decision 	<ul style="list-style-type: none"> • Superintendent has power to expel after fair process to review each case and reports to the director of youth protection • School board may expel, on request of the principal, after having heard parents and student. Decision must be taken 10 days following the request. • Must inform the Student Ombudsman • School boards create policies on suspension/expulsion 	<p>1. <i>Alternative Education.</i> YMCA Alternative Suspension was first developed by the YMCAs of Quebec as a resource for high schools offering support to students who are temporarily suspended from the school they attend. http://www.ymcaquebec.org/en/children/suspension/</p> <p>2. Action Plan to Prevent and Deal With Violence in the Schools 2008-2011. One of the measures implemented was to provide guidance and support service for suspended or expelled students: Regional support officers and key interveners offer a workshop for school boards and administrators on effective practices for dealing with students who have been suspended from elementary or secondary school. Guides are provided to schools.¹⁹</p>	<p>1. Academic and non-academic support.</p> <p>2. Academic and non-academic support</p>	<p>1. YMCA of Canada, Ministry of Education, Recreation and Sports (Quebec), Federal Department of Public Safety</p> <p>2. The Ministry provide recurrent annual funding of \$1.75 million to school boards with students in difficulty for pedagogical and psychosocial support services to foster the reintegration of suspended or expelled students.</p>	<p>1. A recent nation-wide impact study currently underway has found positive, preliminary findings to support the intervention in reducing repeat suspensions, disciplinary actions, and positive changes in academic performance of participating students.</p> <p>2. No information available</p>	<p>1. Youth workers.</p> <p>2. no information available</p>
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¹⁹ Girard, R., Tremblay, C., Paquet, A. & Croteau G.(2011): *Guide d'accompagnement du personnel scolaire - Prévention de la suspension et de l'expulsion des élèves ayant des difficultés d'adaptation ou de comportement au secondaire.*
<http://seduc.csdecou.qc.ca/wp-content/uploads/2014/10/2011-Guide-daccompagnement-avec-signets-14-avril-11.pdf>

<p>Saskatchewan</p>	<p>The Education Act, 1995. http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf</p>	<ul style="list-style-type: none"> Principal may suspend not more than three days without notice to Board Suspensions more than days and up to 10 must be reported to the Director 	<ul style="list-style-type: none"> Director has the authority to confirm, modify or remove suspension Board may suspend for up to one year Board has power to expel student 	<p>1. YMCA Alternative Suspension. Alternative Suspension is a resource at the disposal of schools in Regina, offering them support for students aged 12-17 who, for different reasons are temporarily suspended from the school they attend.</p> <p>2. In-School Suspension Program (ISS). The ISS provides an alternative to out-of-school suspensions, and an additional means to keep students accountable for their behaviour, in a supportive environment to complete school work, and communicate with parents.</p> <p>3. The Supportive Learning Environment (SLE) Program. SLE is a behavioural intervention program for students in Kindergarten to Grade 8 with more complex behavioural difficulties that impede their success in a traditional classroom setting. Students are referred to the program from their home school, in consultation with parents. https://www.rcsd.ca/?q=node/41</p>	<p>1. Academic and non-academic support</p> <p>2. Academic and non-academic support.</p> <p>3. Academic and non-academic support</p>	<p>1. Government of Canada (Crime Prevention Action Fund), Regina Board of Education</p> <p>2. Ministry of Education</p> <p>3. Regina Catholic School Division</p>	<p>1. Extensive evaluation including a national trial of the program currently underway²⁰. Additional evaluations of the program have concluded that the program model is effective in reducing the risk factors related to students dropping out of school.</p> <p>2. An extensive evaluation of the ISS program was conducted in Moose Jaw, SK, in the largest high school in the city over the course of three years²¹. Many school-related goals were met (e.g., a supportive environment for suspended students), despite day-to-day roadblocks. While the program did not show any statistical differences in reducing recidivism, students did reflect on the reasons for their suspensions and made a plan to avoid suspensions in the future.</p> <p>3. No evaluations of the SLE program were available.</p>	<p>1. Youth counsellors</p> <p>2. Teachers, administrators, guidance counsellors.</p> <p>3. Teachers, counsellors</p>
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²⁰ (<http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rslts-ltrntv-sspnsn-prgrm/index-eng.aspx>).

²¹ See http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/36_inschool_suspension.pdf

Yukon	<p>The Education Act, 2002 http://www.gov.yk.ca/legislation/acts/education_c.pdf</p> <p>Progressive Response to Student Behaviour Policy, 2012 http://www.education.gov.yk.ca/pdf/Draft_Progressive_Response_Policy.pdf</p>	<ul style="list-style-type: none"> Principal may suspend for no longer than ten days 	<ul style="list-style-type: none"> Board can suspend for ten days, or until end of semester or school year, whichever comes first Board can reinstate or uphold suspensions 	<p>1. Positive Alternative to Suspension. Schools in YT provide for in-school suspension as a way for dealing with specific issues while keeping students at school. Some schools have a dedicated space called Positive Alternative to Suspension, where students receive individual tutoring and counselling to meet their needs and help them stay connected to school.</p>	<p>1. Academic and non-academic support</p>	<p>1. Education-Government of Yukon</p>	<p>1. No evaluations of the positive alternative to suspension program were available.</p>	<p>1. Teachers, youth workers, administrators, counsellors</p>
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