

STEPS TO JUSTICE

Education Law Workshop

An OJEN facilitator's guide demonstrating a CLEO public legal information resource.



ONTARIO JUSTICE EDUCATION NETWORK
RÉSEAU ONTARIEN D'ÉDUCATION JURIDIQUE



CLEO

Community Legal Education Ontario
Éducation juridique communautaire Ontario



About this workshop guide

This workshop guide is a collaboration between the **Ontario Justice Education Network (OJEN)** and **Community Legal Education Ontario (CLEO)**. OJEN's Steps to Justice workshops introduce audiences to common legal problems and familiarize them with a specific area of law. Using hypothetical scenarios, workshop participants explore a legal topic by navigating the practical step-by-step information on CLEO's Steps to Justice website. They learn how to use the website to find legal information, including the forms, self-help guides, and referral information for legal and social services which may be helpful in working through a future legal problem.

This workshop guide was written for use in Ontario high school classrooms, but can be used (or modified) for other audiences. For more information on how to use this workshop guide, please check out our short training video available on the OJEN website ojen.ca/steps-to-justice-workshops-training-video.

OJEN is a charitable, non-profit, public legal education organization. We develop innovative educational tools that introduce young people to the justice system, help them understand the law, and build their legal capability. We partner with schools and community organizations across Ontario to prepare young people to manage the legal problems that will arise in their lives. For more information on OJEN, please visit ojen.ca.

We gratefully acknowledge the support of law students who have contributed to this workshop guide through the Osgoode Public Interest Requirement (OPIR) at Osgoode Hall Law School and through placements with Pro Bono Students Canada (PBSC). We would also like to thank the high school students who provide us with their perspectives and feedback on this resource as OJEN summer interns through the Law in Action Within Schools (LAWS) Summer Job Program.

Any legal information in this resource is intended for general educational purposes and should not form the basis of legal advice of any kind. Individuals seeking specific information about their legal problem should always consult a lawyer.

For over 45 years, **CLEO** has developed clear, accurate, and practical legal rights education and information to help people understand and exercise their legal rights. We produce print and online resources, including the Steps to Justice website, the Family Law Guided Pathways, and CLEO Connect which has information and supports for community organizations. For more information on CLEO, please visit cleo.on.ca.

STEPS TO JUSTICE EDUCATION LAW OVERVIEW

Activity (minutes)	Content
Warm-up (5)	<ul style="list-style-type: none"> • Introductory conversation on what education law is. • Group quiz on education law (Slides 2-6). • What are the major areas covered by education law? (Slide 7).
Hook (5)	<ul style="list-style-type: none"> • Advance to Slide 8 and read the demonstration scenario out loud. • Encourage participants to identify potential legal issues in the scenario. • Switch to Slide 9. Explain that the Steps to Justice website is a tool that can help people understand what they need to do when they have legal problems like this one. The group will next use the website to answer questions related to this scenario.
Introduce Steps to Justice (10)	<ul style="list-style-type: none"> • Distribute the participant handout, "Scenario 1: Demonstration". • Advance to Slide 10. Read the questions about the scenario out loud. • Pull up the Steps to Justice website on the display screen. • As a group, use Steps to Justice to find answers to the questions about the demonstration scenario on the slide. • Use different searching options (sub-topics, front page keyword search and header menu) and introduce the actual "steps" to follow. Use the presenter's notes on where to find the information included in this guide for support. • Ask if anyone has questions.
Group work (25)	<ul style="list-style-type: none"> • Advance to Slide 11. • Divide participants into groups and cue them to pull up Steps to Justice on their phones/computers and to start on the education law legal topic. • Give each group a scenario worksheet (Scenarios 2-6). • Each group needs at least one device with internet to complete their worksheet. • Circulate and support groups as needed.
Discussion (15)	<ul style="list-style-type: none"> • Each group has 3-5 minutes to explain their scenario and what they have learned through their investigations. Participants should refer to the completed worksheet for support. • Address questions and issues arising from their reporting.
Application (Optional)	<ul style="list-style-type: none"> • Advance to slide 12. • Since the group has practiced using the Steps to Justice website, the presenter may introduce a more complex scenario. • Participants should comment on it reflecting what they have just learned. • As a group, use the website to answer the scenario questions. • Facilitator's notes are included in this guide to support discussion.



Education Law Workshop

TRUE OR FALSE¹

1. I am 15 years old and I receive a suspension from school. I can appeal it on my own without a parent.

F – You must be at least 18 years of age, or you are 16 or 17 years old and have withdrawn from parental control. Withdrawing from parental control usually means you have left your parents' home and they do not control what you do anymore.

2. A student has to be diagnosed by a doctor or health professional in order to be considered to have an "exceptionality".

F – A diagnosis from a doctor or health professional is not required, however, a diagnosis can help the school better understand your child's exceptionality.

3. If a student reports to the principal that they have been bullied, the incident must be investigated.

T – All reports of bullying must be investigated by the school principal.

4. A student in Ontario can attend any school board in their district.

F – This changes depending on the type of board. Some school boards have certain rules about who is allowed to attend schools in their board. For example, Catholic school boards and French-language school boards have different rules than English-language school boards.

5. If the school board trustees don't make a decision regarding expulsion within twenty days, the student is allowed to return to school.

T – Not only is the student allowed to return to school after twenty days, but the trustees are also no longer allowed to expel you.

¹ Adapted from <https://stepstojustice.ca/legal-topic/education/>

Facilitator's Package Scenarios



Start on the Steps to Justice question, “Do I have the right to have my education in French?” under **French schools**. Follow the steps from the landing page to answer the questions. The relevant steps are listed in brackets following the question.



Scenario 1: Demonstration

Alex will be starting school in the Fall and his parents would like him to attend a French school. Alex’s mom is anglophone and believes that receiving a French-language education would be beneficial for Alex’s future. Alex’s father, Marc, attended French-language elementary and secondary school. Can Alex attend a French-language school?

Start on the Steps to Justice topic, “French schools” with the question, “Do I have the right to have my education in French?”

- Who has the right to access French-language education in Ontario? **(Step 1)**
- Can students whose parents are not rights holders attend school in French? **(Step 2)**
- Does the province of Ontario have to put a French school in every community? **(Step 1)**
- Which Section of the *Charter of Rights and Freedoms* establishes French-language rights-holders? **(Step 1)**
- Do you think anyone should be allowed to receive a French-language education at the elementary and secondary level? **(Subjective; responses will vary)**

Discussion

French language schools exist in the province of Ontario so that people born in a family that speaks French can attend school in their own language. This right is protected under Section 23 of the

Charter of Rights and Freedoms. Section 23 outlines who are considered to be “rights-holders” and automatically qualify to send their children to school in French:

- You were born in a family that speaks French. French is the first language you learned, and you still understand it.
- You went to a French-language elementary school in Canada.
- You are the parent or guardian of a child who used to attend or is now attending a French-language elementary or secondary school in Canada.

If your child speaks French but is not a French-language rights-holder per Section 23 of the *Charter*, they can still apply to go to an elementary or secondary school in French. Children and parents will often be brought into an interview by the school board to assess the students’ abilities to speak, read, and write in French to ensure they are at the same level as their peers.

If the child is accepted by the school board and enrolls in a French-language school:

- The parents of the child become French-language rights-holders.
- The child will have the right to a French-language education anywhere in Canada.
- The child will have the right to register their children at a French-language school.

The province of Ontario is not required to put a French school in every community. Depending on how far the nearest French school is, the school board may:

- Transport your child to a French school in another community.
- Provide French-language instruction inside an English school.



Scenario 2

Jimmy has just finished Grade 8 in an English-language public school board. He will be starting secondary school in the Fall but does not know very many people that will be going to his high school. Jimmy has been playing competitive soccer for many years and has become very close friends with his teammates. His friends will all be attending an English-language Catholic school board. Jimmy has never been baptized, and does not practice Catholicism. Can Jimmy attend the English-language Catholic school with his friends?

Start on the Steps to Justice topic, "Attendance" with the question, "The school I chose won't let my child attend. Can they do that?"

- What are some reasons that can explain why a child is not allowed to attend a particular school? **(Landing page)**
- Why might a child not be allowed to attend a particular school? **(Step 2)**
- Do Catholic elementary schools and Catholic secondary schools have the same rules about who can attend their schools? **(Step 5)**
- Who sets the rules that determine whether or not a non-Catholic student can attend a Catholic elementary school? **(Step 5)**
- Do you think anyone should be allowed to attend a Catholic elementary or secondary school in Ontario? **(Subjective; responses will vary)**

Discussion

All children in Ontario have the right to attend school in a school board where they live, but they do not have the right to attend any particular school. Some school boards have certain rules about who is allowed to attend their schools. Catholic school boards and French-language school boards have different rules than English-language public school boards. In very rare cases, some children may not be allowed to attend a particular school if the school board believes that a child poses a security risk to other students (if the child is violent towards others).

In Ontario, there are four publicly-funded school boards:

- English-language public school board
- English-language Catholic school board
- French-language public school board
- French-language Catholic school board

Additional information: Most students do not have to pay to attend any of these public school boards. However, if you are visiting Ontario and want your child to attend school during your visit, there may be a fee to enroll your child.

Catholic elementary schools and Catholic secondary schools have different rules as to who can enroll in their schools. Catholic elementary schools only allow students who are Catholic, or whose parents are Catholic, to attend. That being said, exceptions can be made on a case-by-case basis. Any student, no matter their faith, can attend a Catholic secondary school.

Each Catholic school board is responsible for making their own rules to determine whether or not they will accept non-Catholic students in its elementary schools, and under which circumstances.



Scenario 3

Over the course of the last few weeks, Emma has been receiving hateful messages from some of her classmates through various social media platforms. These students have been making fun of the way she dresses at school. More recently, her classmates have been teasing her at school in front of other students. Many of Emma's teachers have started to notice that Emma is being picked on. Is Emma being bullied? Do the teachers have an obligation to report the bullying?

Start on the Steps to Justice topic, "Discipline and safety" with the question, "My child is being bullied at school. Does the school have to help?"

- What are some of the obligations school boards have regarding bullying? (**Landing page**)
- What are some ways in which a student can be bullied? (**Step 1**)
- Who can report bullying? (**Step 2**)
- What are some obligations that the school principal has when they receive a report of bullying? (**Step 3**)
- What are three resources that can be made available to students who have been bullied? (**Step 5**)

Discussion

School boards in Ontario have an obligation to ensure the following:

- Train teachers and staff about bullying
- Teach students about bullying
- Have programs and policies to prevent bullying
- Create safe school environments
- Intervene quickly if bullying starts
- Give help to students who have been bullied
- Help bullies improve their behaviour

Bullying can take place anywhere. Whether it be at school, outside of school, or online (cyber-bullying), bullying is a serious issue in which schools have a duty to intervene. In Emma's case, even before classmates began bullying her in the classroom, they had been bullying her online. If the school had been made aware of this, they would have had a duty to intervene even if nothing had happened at the school itself. Bullying is defined as being aggressive, repeated, harmful behaviour.

A student can be bullied in many ways:

- Physically, such as hitting or shoving
- Property damage, such as breaking a phone or ripping a book
- Psychologically, such as name calling or making sexist, racist, or homophobic comments
- Socially, such as being left out of group activities or teased in front of classmates
- Through reputation damage, such as spreading rumours

A report can be submitted by any of the following people: the person being bullied, parents, teachers, guardians, fellow classmates, or anyone else who is aware of bullying.

When bullying occurs the school principal must inform the parents of any child who is experiencing bullying at school and inform the parents of any child who is bullying others. The principal must tell each parent the following information:

- What happened
- How the bullied student was harmed
- What was done to protect the bullied student. This information is only given to the bullied student's parents
- How the bully was disciplined. This information is only given to the bully's parents
- How the school will help your child in the future, whether they were the bully or the student who was bullied

Below is a list of resources for students experiencing bullying:

- Centre for Addiction and Mental Health (1-800-463-2338)
- Kids Help Phone (1-800-668-6868)
- Social workers
- Child and youth workers
- Psychologists
- Special education teachers
- Indigenous counselors
- Sexual assault centres
- Community agencies and programs



Scenario 4

Milo is 12 years old. His parents have had many disagreements with one of his teachers regarding the way in which they teach certain subjects. This disagreement has caused conflict between Milo's parents, the teacher, and the school. The teacher has recently noticed that Jake has been missing a lot of school. Milo's parents have decided to homeschool their child as a way to avoid the conflict with his teacher and the school. Are Milo's parents allowed to homeschool their child under these circumstances?

Start on the Steps to Justice topic, "Homeschooling" with the question, "What are the laws about homeschooling my child?"

- Between what ages does a child have to attend school in Ontario? (**Landing page**)
- What are two things parents should do if they decide to homeschool their child? (**Landing page**)
- Name three things parents should consider when preparing a homeschooling plan. (**Step 1, there are more than three possible answers**)
- Who can investigate whether or not a child is receiving a "satisfactory" education at home? (**Step 3**)
- Under which three circumstances can an investigation take place? (**Step 3**)

Discussion

Every child in Ontario must attend school from age 6 to 18. That being said, the child does not have to attend school if they are receiving "satisfactory instruction at home or elsewhere".

In other words, if a child is being homeschooled for whatever reason, they are not required to attend school.

If a parent decides to homeschool a child, it is highly recommended that the parents (1) outline a plan that explains how the child will receive a satisfactory education without going to school, and (2) tell the school board in writing that they plan to homeschool their child. That being said, these are not mandatory. However, failure to follow these two steps can increase the odds of the parents being subject to investigation.

When making a homeschooling plan, there are a number of things that parents should take into consideration. Here are a few examples:

- What subjects will your child learn?
- What learning activities are available? For example: science experiments, journal writing, field trips, research projects.

- What learning materials will you use? For example: online courses, textbooks, blocks and toys, scientific instruments.
- What model of instruction will you use? For example: structured classes at home, unstructured self-guided learning, free time for discovery, or a mix of different models.
- Do your plans follow the Ministry of Education's Ontario curriculum or any other curriculum? Homeschoolers don't have to follow any particular curriculum. However, if you are following a curriculum, it's helpful to say which one.
- What other homeschooling resources will you use?
- How often will your child get to interact with other children?
- Are you a member of any homeschooling groups or communities?
- How will you test or assess your child's progress?

Parents can be investigated by two different groups to determine whether or not the child is receiving "satisfactory" education:

- A local school board
- A Children's Aid Society (CAS)

Parents cannot be investigated unless there is reason to believe that the child is not receiving a "satisfactory" education. An investigation can take place if any of these three situations occur:

- A parent refuses to tell the school board in writing that they've decided to homeschool
- A parent has removed their child from school because the parent didn't agree with the school staff on an issue
- A child has been absent a lot from school before a parent officially decides to homeschool, and that the school believes that the parent is using homeschooling as an excuse to not send their child to school

In this case, it is highly likely that Milo's parents will be investigated for wanting to homeschool him. That being said, they may still be able to homeschool Milo, even under these circumstances, if the parents can demonstrate that they can provide a "satisfactory" education for their son.



Scenario 5

Amrit is a sixth-grade student who suffers from attention-deficit hyperactivity disorder (ADHD). His doctor diagnosed him with ADHD a few years ago. Amrit has a difficult time sitting in class for extended periods of time and this has been negatively affecting his ability to learn. His parents contact the school to find out if there are any programs that could help their son. Do you think the school has a duty to provide further assistance to Amrit?

Start on the Steps to Justice topic, “Special Education” with the question, “My child has learning difficulties. Does the school have to help?”

- What are the four types of exceptionalities that can affect a student’s ability to learn? **(Landing page)**
- How can parents go about asking for an Identification, Placement and Review Committee (IPRC)? **(Step 2)**
- What information could the parents provide to an IPRC to further explain John’s circumstances? **(Step 2)**
- What can be found in the decision of the IPRC? **(Step 3)**
- Can the IPRC decision be appealed? **(Step 5)**

Discussion

Ontario schools must provide appropriate programs and services for students who have “exceptionalities”. Exceptionalities are conditions that may affect a student’s ability to learn.

There are 4 types of exceptionalities:

- Behaviour: this includes things like attention-deficit hyperactivity disorder (ADHD), depression, anxiety, or oppositional defiant disorder
- Communication: this includes things like autism, or trouble hearing or speaking
- Intellect: this includes things like moderate intellectual delays (MIDs), severe developmental delays (DDs), and giftedness
- Physical: this includes things like trouble seeing or moving around

All parents have the right to ask for an IPRC. The principal is not allowed to deny the request of an IPRC. To begin the process, parents can simply write a letter or email to the principal. The principal must follow up with the parents in a written response which explains the IPRC process and an approximate date and time as to when the committee will meet.

Parents and students 16 years of age or older are allowed to attend IPRC meetings. In the current scenario, Amrit is unable to attend as he is only in grade six. He is therefore not able to speak to his own experiences at the meeting. That being said, there's a lot of supporting information Amrit's family can provide:

- Amrit's medical history, including his ADHD diagnosis
- A written opinion from relevant experts, such as a formal letter from Amrit's doctor
- Amrit's parents are also able to speak to the way they believe John's exceptionality is affecting him in school.

The IPRC decision will:

- Identify whether or not the child has an "exceptionality"
- Explain the exceptionality
- Describe the child's strengths and weaknesses
- Say where the child is placed
- Recommend programs and services the school should give the child

If parents disagree with the findings of the IPRC, an appeal can be made to the Special Education Appeal Board (SEAB). A notice of appeal must be submitted within 30 days of receiving the IPRC's original decision.

The school has a duty to proceed with the IPRC request when parents believe that their child has an exceptionality. If the IPRC finds that the child does in fact have an exceptionality, the school then has a duty to follow the IPRC decision and implement any and all recommendations made in the report.



Scenario 6

During recess, a group of friends are playing soccer outside. The soccer game becomes fairly competitive, and one student gets frustrated and hits another, breaking the school's code of conduct. Further, when a teacher intervenes and asks the student to apologize, they begin swearing at the teacher. This student has no prior disciplinary history. Can the school suspend them? Is there anything the parents can do?

Start on the Steps to Justice topic, "Discipline and safety" with the question, "Can I appeal a suspension?"

- Under what circumstances can a principal suspend a student? **(Step 1)**
- What factors does a principal have to consider when suspending someone? **(Step 2)**
- What does "progressive discipline" mean? **(Step 2)**
- Within how many days does an appeal have to be made regarding a suspension? **(Step 3)**
- What are three things that parents or students should prepare if they're attending an appeal hearing? **(Step 4)**

Discussion

A principal **CAN** suspend a student if they:

- Threaten to hurt someone
- Carry or use alcohol or drugs
- Swear at a teacher or a person in authority
- Deliberately damage school property or someone else's property at school
- Bully
- Violate the school's code of conduct

There are other circumstances under which a principal **MUST suspend a student**, including uttering a threat to inflict serious bodily harm on another person possessing alcohol or illegal drugs, or being under the influence of alcohol.

There are many factors a principal must consider when suspending a student:

- Their age
- Their history
- Whether they have been harassed or bullied

- How the suspension will affect their education
- Whether the student being at school puts anyone at risk

Progressive discipline means that if the same student keeps repeating the same inappropriate behaviour, the level of discipline should increase accordingly. If this is the first time a student misbehaves then it is not likely that they will be suspended unless their actions are considered to be very severe. All schools in Ontario must use progressive discipline.

Parents, students 18 years or older, or students who are 16 or 17 and have withdrawn from parental control have 10 days to appeal a suspension.

In order to prepare for an appeal hearing it is helpful to prepare (1) questions to ask the principal, (2) a statement, and (3) evidence.

In this situation it is unlikely that the school will suspend the student. Although the student committed infractions that **CAN** warrant a suspension, no infractions were committed whereby a suspension **MUST** follow. However, if the school were to suspend the student, the parents would be able to submit an appeal within 10 days of the suspension.



Display: *Large Group Practice* Scenario 7

I have been bullied at school for multiple weeks now. Many of my classmates have been making fun of the way I dress, and they call me names. I have had enough, and I want to stand up for myself. I have been bullied before and have threatened to hurt people. My parents and my principal have had to intervene on several occasions. I told my friend that I was going to push my bully off the swing at recess, but he told on me to the principal and now the school is threatening to suspend me. Is there a possibility I get suspended? Can my bully get suspended?

Discussion

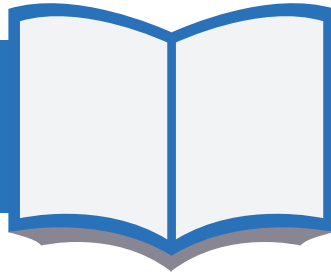
For this scenario, students will have to refer back to some of the previous scenarios for various solutions to different legal questions. In this scenario there are many things to consider, such as the student who was bullied, the bully, the repercussions of trying to solve an issue with violence, suspensions, and appealing suspension. The facilitator may encourage students to think of legal solutions and also consider how these solutions would be different if the student being bullied didn't act by himself.

Start from the topic, "Discipline and Safety". Consider questions like:

- What are some ways in which a student can be bullied?
- How can I report bullying?
- What will the school do if I talk to a teacher or principal about bullying?
- What can a school suspend a student for?
- Is this the first time the student has demonstrated unacceptable behaviour?
- In this scenario, is it more likely that the bully gets suspended or the student who was being bullied?
- If one of the students is suspended and wants your opinion on how to appeal the suspension, what would you tell them?

Participant Handouts

Scenarios



Scenario 1 Worksheet: Demonstration

Alex will be starting school in the Fall and his parents would like him to attend a French school. Alex's mom is anglophone and believes that receiving a French-language education would be beneficial for Alex's future. Alex's father, Marc, attended French-language elementary and secondary school. Can Alex attend a French-language school?

Start on the Steps to Justice topic, "French schools" with the question, "Do I have the right to have my education in French?"

- Who has the right to access French-language education in Ontario?
- Can students whose parents are not rights holders attend school in French?
- Does the province of Ontario have to put a French school in every community?
- Which Section of the *Charter of Rights and Freedoms* establishes French-language rights-holders?
- Do you think anyone should be allowed to receive a French-language education at the elementary and secondary level?



Scenario 2 Worksheet

Jimmy has just finished Grade 8 in an English-language public school board. He will be starting secondary school in the Fall but does not know very many people that will be going to his high school. Jimmy has been playing competitive soccer for many years and has become very close friends with his teammates. His friends will all be attending an English-language Catholic school board. Jimmy has never been baptized, and does not practice Catholicism. Can Jimmy attend the English-language Catholic school with his friends?

Start on the Steps to Justice topic, “Attendance” with the question, “Why might a child not be allowed to attend a particular school?”

- What are some reasons that can explain why a child is not allowed to attend a particular school?
- What are the four publicly-funded school boards in Ontario?
- Do Catholic elementary schools and Catholic secondary schools have the same rules about who can attend their schools?
- Who sets the rules that determine whether or not a non-Catholic student can attend a Catholic elementary school?
- Do you think anyone should be allowed to attend a Catholic elementary or secondary school in Ontario?



Scenario 3 Worksheet

Over the course of the last few weeks, Emma has been receiving hateful messages from some of her classmates through various social media platforms. These students have been making fun of the way she dresses at school. More recently, her classmates have been teasing her at school in front of other students. Many of Emma's teachers have started to notice that Emma is being picked on. Is Emma being bullied? Do the teachers have an obligation to report the bullying?

Start on the Steps to Justice topic, "Discipline and safety" with the question, "My child is being bullied at school. Does the school have to help?"

- What are some of the obligations school boards have regarding bullying?
- What are some ways in which a student can be bullied?
- Who can report bullying?
- What are some obligations that the school principal has when they receive a report of bullying?
- What are three resources that can be made available to students who have been bullied?



Scenario 4 Worksheet

Milo is 12 years old. His parents have been having many disagreements with one of his teachers regarding the way in which they teach certain subjects. This disagreement has caused conflict between Milo's parents, the teacher, and the school. The teacher has recently noticed that Jake has been missing a lot of school. Milo's parents have decided to homeschool their child as a way to avoid the conflict with his teacher and the school. Are Milo's parents allowed to homeschool their child under these circumstances?

Start on the Steps to Justice topic, "Homeschooling" with the question, "What are the laws about homeschooling my child?"

- Between what ages does a child have to attend school in Ontario?
- What are two things parents should do if they decide to homeschool their child?
- Name three things parents should consider when preparing a homeschooling plan.
- Who can investigate whether or not a child is receiving a "satisfactory" education at home?
- Under which three circumstances can an investigation take place?



Scenario 5 Worksheet

Amrit is a sixth-grade student who suffers from attention-deficit hyperactivity disorder (ADHD). His doctor diagnosed him with ADHD a few years ago. Amrit has a difficult time sitting in class for extended periods of time and this has been negatively affecting his ability to learn. His parents contact the school to find out if there are any programs that could help their son. Do you think the school has a duty to provide further assistance to Amrit?

Start on the Steps to Justice topic, “Special Education” with the question, “My child has learning difficulties. Does the school have to help?”

- What are the four types of exceptionalities that can affect a student’s ability to learn?
- How can parents go about asking for an Identification, Placement and Review Committee (IPRC)?
- What information could the parents provide to an IPRC to further explain John’s circumstances?
- What can be found in the decision of the IPRC?
- Can the IPRC decision be appealed?



Scenario 6 Worksheet

During recess, a group of friends are playing soccer outside. The soccer game becomes fairly competitive, and one student gets frustrated and hits another, breaking the school's code of conduct. Further, when a teacher intervenes and asks the student to apologize, they begin swearing at the teacher. This student has no prior disciplinary history. Can the school suspend them? Is there anything the parents can do?

Start on the Steps to Justice topic, "Discipline and safety" with the question, "Can I appeal a suspension?"

- Under what circumstances can a principal suspend a student?
- What factors does a principal have to consider when suspending someone?
- What does "progressive discipline" mean?
- Within how many days does an appeal have to be made regarding a suspension?
- What are three things that parents or students should prepare if they're attending an appeal hearing?