

Administrative Guideline- Public Consultation Invitation

Title:	Exclusion of Students
Status:	Existing Administrative Guideline (Revised)
Responsible Superintendent:	SO Smylie
Date feedback collection opens:	November 18, 2025
Date feedback collection closes:	December 20, 2025
Contact:	Please provide feedback using this link: Exclusion of Students Administrative Guideline – Fill out form

As part of Near North District School Board's (NNDSB) strategic commitment to Excellence in Communication, the board is inviting all stakeholders to provide input regarding this Administrative Guideline.

Feedback will be collected for 30 days, exclusive of board holidays. Feedback and requests for accessible document versions can be made by contacting the address listed above.

At the close of the public collection period, the document will be removed from the "Under Review" section of the website so the responsible superintendent can develop the final version.

Once approved by NNDSB's Executive Council, the Administrative Guideline will be added to the list of Administrative Guidelines on the website [here](#).

Thank you for taking time to provide your comments.

Title: Exclusion of Students

Effective Date: November 18, 2025

Responsibility: Superintendent of Safe Schools

1.0 Rationale

It is the goal of Near North District School Board, as mandated under the Education Act and by the Ministry of Education, that every school create and maintain a safe and caring environment for students in order to maximize their learning potential.

A pupil may exhibit behaviour that may have a negative impact on the physical and/or mental well-being of the pupil, other pupils or staff to the degree that a principal believes that the continued presence of the pupil is detrimental to others. This can include situations where students or staff are injured because of the behaviour of the pupil, or where the behaviour of the student is destructive, disruptive, and/or persistent to the extent that others become fearful or are otherwise emotionally impacted by the presence of the pupil.

On occasion, an exceptional pupil may exhibit behaviour that is the result of the pupil's disability or disabilities. On rare occasions, this behaviour may lead to situations where the physical and/or mental well-being of the pupil, others, or staff is negatively impacted to the degree that a principal believes that the continued presence of the exceptional pupil is detrimental to others. Every effort must be made to work with the exceptional pupil, his/her parents and community partners to manage/change the behaviour and to keep the student in school. However, a point may be reached when the principal believes that Board and/or school staff have tried, without consistent success, everything available to them to manage the behaviour, and that the continued presence of the student in the school is detrimental to the physical or mental well-being of others.

At this point, the principal may conclude that it is necessary to remove the exceptional pupil from the school in order to review the situation with the goal of "regrouping", which may include finding new strategies or obtaining additional assistance (either internal or external to the Board), with the goal of bringing the pupil back to school in a way which does not create a detriment to the physical or mental well-being of others. Consideration for return will occur when the principal has received evidence that the return of the student will not create a detriment to the physical or mental well-being of the student or others.

2.0 Circumstances in which an Exclusion can occur

Exclusion can occur only after consideration of the following criteria, it being recognized that every case is unique:

- a) The pupil's behaviour cannot be managed on a consistent or reliable basis using the strategies in place and the point has been reached where the principal believes that the continued presence of the pupil in the school would be detrimental to the physical or mental well-being of the pupil and/or others.

- b) The exceptional pupil's behaviour, which is the result of his/her disability/disabilities, cannot be managed on a consistent or reliable basis using the strategies in place with the result that the point has been reached where the principal believes that the continued presence of the pupil in the school would be detrimental to the physical or mental well-being of the pupil and/or others.
- c) Board/school staff agree that all steps reasonably available to the Board have been taken to attempt to manage the pupil's behaviour and that the behaviour is such that it is necessary to consult with the parents, community partners and/or medical/psychological experts in order to determine modified or new strategies to deal with the behaviour in order to permit the student to try to attend school successfully.
- d) The principal has met with the parent(s) to discuss the situation and explain why the principal has decided that exclusion is necessary. A letter of exclusion must be provided to the parent which sets out the rationale for the exclusion and which advises the parent of the right to appeal.

3.0 Notice of Exclusion

Notice of Exclusion Where the principal decides to exclude a pupil, the principal shall notify the superintendent of the school, then the Superintendent of Safe Schools. The principal will provide written notification to the pupil's parent/guardian, the adult pupil (or a pupil who is 16 or 17 and has withdrawn from parental control). (Appendix 1)

4.0 Access to Education

Where a pupil has been excluded, it is critical to remember that the pupil remains a pupil of the school and continues to be entitled to an education. Steps must be taken as quickly as possible for an alternative provision of education. This may include the hiring of a qualified teacher to provide grade-appropriate learning in core subjects such as math and English. Learning sessions can take place in-person or virtually, at a location determined by the parties involved, dependent on safety considerations. The number of times per week and minutes of each learning session will be determined by the principal, taking into account the student's best interests, safety of staff, what can be reasonably delivered given the environment and time allocated, and the availability of qualified teacher to provide the learning session. Reporting requirements for students on an exclusion will occur as usual.

5.0 Reporting Attendance:

Where a student is excluded, registrar records must reflect that the student remains a student at their school. School Principals must ensure that the "Enrolment Register Instructions for Elementary and Secondary Schools" are followed. Students on exclusions should be coded with 256M (exclusion) for daily attendance.

6.0 Reporting Achievement:

Reporting requirements for students on exclusion will occur as usual, as much as possible. Depending on the length of the exclusion, the student's report card may include core subjects only, such as those taught during the learning sessions. It is the responsibility of the learning sessions teacher and the classroom teacher to work collaboratively to share student assessments, program resources, achievement levels, etc. to complete any formal reports or assessments.

7.0 Meetings to Plan for Student's Return:

The principal will work with staff to ensure that meetings with the parents and appropriate third parties are held as soon as possible in order to

- i) determine what information is unknown or required to create an individualized plan;
- ii) determine what skills the student needs to enact the individualized plan, which may include referrals to third party community agencies and/or medical practitioners;
- iii) determine what resources parents need to support the individualized plan; and
- iv) determine what training the staff need to support the student in enacting the individualized plan.

In most cases, the individualized plan will include a gradual return to the learning environment, a gradual addition of learning tasks/expectations and a gradual release of staff support with the ultimate goal being safe participation in school with the minimum amount of adult-intervention and academic modification.

8.0 Exclusion Prevention:

At the discretion of the NNDSB's Safe Schools Team, some students may qualify for learning sessions hosted by a qualified teacher in or outside of school hours. The goal of these learning sessions is to provide the student with the skills needed to be safe at school while also working on core academic subjects. These learning sessions would be time-limited and planned in collaboration with the parent with the goal being greater student success visible during regular classroom hours. Prior to commencing, an individualized plan should be created and articulate the goal of the learning sessions, the frequency of which the sessions will be held, a future date in which the plan will be reviewed, and the commitment of all parties to support the student's safe engagement at school including accessing recommended third-party organizations, community supports and/or medical practitioners.

9.0 Exclusion Appeal Process**Step 1: Notice of Appeal**

A person who is entitled to appeal an exclusion (a parent, an adult pupil, or a 16 or 17-yearold pupil who has withdrawn from parental control) must give written notice of his or her intention to appeal to the Superintendent of Safe Schools within 10 school days of the commencement of the exclusion. An appeal of an exclusion does not stay the exclusion.

The Superintendent of Safe Schools will confirm receipt of this notice. The notice must identify:

1. The reason for appealing the exclusion;
2. The remedy sought; and
3. The names and relationships of all persons to be present at the appeal.

The Superintendent of Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability. A person who has given notice of intention to appeal may contact the Superintendent of Safe Schools to discuss any matter respecting the appeal of the exclusion.

Step 2: Meeting with the Principal

The person who is entitled to appeal may meet with the principal of the school to discuss the exclusion. If an agreement is not reached through meeting with the principal, then the next step in the appeal process shall be followed.

Step 3: Superintendent Review

The Superintendent of Education responsible for the school will review the exclusion. If an agreement is not reached through the Superintendent's Review, the person who is entitled to appeal, and the Superintendent of Education responsible for the school will notify the Superintendent of Safe Schools. The appeal will then be heard by the Board of Trustees.

Step 4: Appeal to the Board

The Superintendent of Safe Schools will facilitate and arrange for the Board of Trustees to hear the appeal and contact the person who is entitled to appeal. An information package shall be provided to the appellant and will be outlined in the Notice of Exclusion Appeal. The Board of Trustees shall hear and determine the appeal within 15 school days of receiving the notice of appeal, unless the parties agree on a later deadline.

Parties to the appeal are:

- i) Principal of the school who excluded the pupil;
- ii) Superintendent of Education responsible for the school in which the pupil is registered;
- iii) Pupil, if 18 years old (or if 16 or 17 years old and has withdrawn from parental control);
- iv) Pupil's parent(s)/guardian, if the parent(s)/guardian appealed the exclusion.

Hearing Procedures:

1. The appellant and/ or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the desired outcome;
2. The Superintendent of Education responsible for the school the pupil attends and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Board of Trustees;
3. The appellant may make further submissions addressing any issues raised in the administration's presentation that were not previously addressed by the appellant;

4. The Board of Trustees may ask any party, or the students, where appropriate, questions of clarification;
5. Adult pupil's or a pupil's parent/guardian(s) may be represented by legal counsel or attend with an advocate/agent or the support of a community member;
6. Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent;
7. A pupil who is not a party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.

The Board of Trustees shall take into account the submissions and views of all parties. The Board of Trustees may, in its decision:

- i) Uphold the principal's decision; or
- ii) Return the pupil to school.

The decision of the Board of Trustees is final and will be communicated to all parties in writing by the Superintendent of Safe Schools.

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