

PRINCIPAL CHECKLIST FOR STUDENT EXCLUSION

This checklist is intended as a quick reference for principals when considering and implementing a student exclusion. It must be used in conjunction with the 8093 Student Exclusion Policy and Procedure.

A. Initial Assessment

- Is there an immediate or ongoing significant safety concern for students?
- Have non-exclusionary interventions and accommodations been attempted and documented?
- Is exclusion the least restrictive measure available at this time?

B. Consultation and Preparation

- Consulted with the appropriate Superintendent of Education prior to implementing the Exclusion.
- Reviewed relevant student information, including:
 - Individual Education Plan (IEP), (if applicable);
 - behaviour, safety, or support plans (if applicable);
 - history of accommodations and interventions; and
 - considered human rights and duty-to-accommodate obligations.

C. Decision to Exclude

- Determined that exclusion is safety-based and not disciplinary.
- Identified preliminary conditions required for a safe return to school.

D. Communication

- Verbally informed the adult student or parent/guardian of the exclusion as soon as Practicable.
- Clearly explained that the exclusion is non-disciplinary .
- Explained next steps, including planning for return to school.

E. Written Notice

- Issued a written exclusion letter (see Appendix A) within a reasonable timeframe that includes:
 - reason for the exclusion;
 - effective date;

- confirmation that the exclusion is non-disciplinary;
- access to educational programming during the exclusion;
- conditions and expectations for re-entry; and
- right to appeal and appeal timelines.

F. Educational Programming During Exclusion

- Ensured the student has reasonable access to educational programming.
- Assigned school staff to support learning during the exclusion.
- Monitored student progress and engagement.

G. Planning for Re-Entry

- Collaborated with:
 - adult student or parent/guardian/caregiver;
 - school-based team;
 - Board staff and/or community partners, as appropriate;
 - confirmed that supports and accommodations are in place; and
 - clearly communicated re-entry expectations and supports.

H. Documentation and Record-Keeping

- Documented the rationale for the exclusion and steps taken.
- Maintained records in accordance with the Ontario Student Record Guideline.
- Removed the exclusion letter from the Ontario Student Record once the exclusion is complete or, if the information is deemed conducive to the improvement of instruction, at the end of the school year.

I. Appeal Awareness

- Informed the parent/guardian or adult student of their right to appeal.
- Aware that written notice of appeal must be received within ten (10) school days.
- Prepared to support the Director of Education's review, if an appeal is filed.

J. Post-Re-Entry Monitoring

- Monitored the student's transition back to school.
- Reviewed and adjusted supports as needed.
- Continued collaboration with parents/guardians and partners to support success.