
SCHOOL-COMMUNITY RELATIONS

8000

STUDENT EXCLUSION PROCEDURES

8093

1. Policy Statement

The Lakehead District School Board (LDSB) is committed to maintaining safe, inclusive, and respectful learning environments. In limited circumstances where a student's presence would be detrimental to the physical or mental well-being of pupils, a principal may temporarily exclude a student from a school or classroom in accordance with section 265(1)(m) of the Education Act. An exclusion is a non-disciplinary, safety-based measure of last resort and must be applied in a manner that is lawful, equitable, time-limited, and subject to review and appeal.

8093 Student Exclusion Policy and Procedures apply to all LDSB schools and is intended for implementation and monitoring by administration.

2. Purpose

This procedure establishes a consistent and transparent process for the temporary exclusion of a student by a principal of LDSB, in accordance with section 265(1)(m) of the Education Act, Ministry of Education Policy/Program Memorandum No. 145, and LDSB practices. The procedure ensures student and staff safety while upholding human rights, procedural fairness, and continued access to education.

An exclusion under section 265(1)(m) is not disciplinary in nature and is distinct from suspension or expulsion.

3. Legislative and Policy Authority

This procedure is informed by and shall be interpreted in a manner consistent with the following:

- Education Act, R.S.O. 1990, c. E.2, sections 265(1)(m) and 266;
- Policy/Program Memorandum No. 145 – Progressive Discipline and Promoting Positive Student Behaviour;
- Ontario Human Rights Code;
- Ontario Student Record Guideline; and
- Lakehead District School Board: 8070 Safe Schools – System Expectations Policy and Procedures; 5010 Special Education Policy and Procedures; 7030 Human Rights and Workplace Harassment Policy and Procedures; and 1020 Equity and Inclusive Education Policy and Procedures.

4. Definitions

4.1. Adult Student: A student who is eighteen (18) years of age or older.

4.2. Exclusion: The temporary refusal to admit a student to a school or classroom where, in the principal's judgment, the student's presence would be detrimental to the physical or mental wellbeing of pupils.

4.3. Least Restrictive Measure: An approach that addresses safety concerns while minimizing disruption to a student's access to education and inclusion.

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4.4. Parent/Guardian/Caregiver: A parent, legal guardian or legal caregiver of a student who is under eighteen (18) years of age.

5. Guiding Principles

Exclusion shall be implemented in accordance with the following principles:

- the safety of students is paramount;
- exclusion is used only when necessary to address immediate and significant safety concerns;
- decisions are individualized, proportionate, and time-limited;
- human rights obligations, including the duty to accommodate under the Ontario Human Rights Code are respected;
- students will continue to have access to educational programming during any period of exclusion; and
- a trauma-informed, equity-focused, and culturally responsive approach is applied.

6. Criteria for Exclusions

A principal may consider an exclusion only where the student's continued presence presents a significant and ongoing safety concern and after reasonable alternatives and interventions have been considered.

Circumstances may include, but are not limited to:

- serious safety incidents;
- credible ongoing safety risks;
- significant medical or mental health concerns impacting safety; and
- situations requiring time to develop review or revise safety, behaviour, or support plans.

An exclusion shall not be used:

- as a disciplinary response;
- as a substitute for suspension or expulsion; and
- as a substitute for appropriate accommodation.

7. Pre-Exclusion Considerations and Consultation

Before imposing an exclusion, the principal shall:

- consult with the appropriate superintendent of education;
- review relevant student information, including, where applicable, the Individual Education Plan, behaviour, safety, or support plans, and the history of accommodations and interventions;
- consider whether additional or alternative supports could enable the student to remain safely at school;
- ensure that exclusion is the least restrictive measure available; and
- document the rationale for the exclusion and the alternatives considered.

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8. Steps for Implementing an Exclusion

When an exclusion is required, the principal shall:

- determine that the student’s presence represents an immediate or ongoing significant safety risk;
- consult with the superintendent of education prior to implementation;
- verbally inform the adult student or the student’s parent/guardian/caregiver of the exclusion at the earliest opportunity;
- determine the shortest reasonable duration necessary to address the safety concern;
- identify the conditions required for the student’s safe return to school;
- develop, in collaboration with school staff and board staff as appropriate, a learning support plan to ensure continued access to education;
- issue a written exclusion letter within a reasonable timeframe outlining the reason for the exclusion, access to educational programming, re-entry conditions, and the right to appeal (see Appendix A); and
- maintain ongoing communication with the student and parent/guardian/caregiver during the exclusion period.

9. Communication and Documentation

The principal shall provide written notice of exclusion to the adult student or the student’s parent/guardian/caregiver (see Appendix A). The written notice shall include:

- the reason for the exclusion;
- the effective date;
- confirmation that the exclusion is non-disciplinary;
- information about continued access to educational programming;
- re-entry expectations; and
- information regarding the right to appeal.

Documentation related to an exclusion shall be maintained in accordance with the Ontario Student Record Guideline and LDSB practices. Information shall only be retained where it is conducive to the improvement of instruction and if placed in the Ontario Student Record, it will be removed at the end of the school year in which the exclusion took place.

10. Educational Programming During Exclusion

During an exclusion, the school, in consultation with Board staff, shall:

- ensure the student has reasonable access to educational programming;
- monitor student progress;
- update support or safety plans as required; and
- prepare for the student’s safe return to school.

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11. Re-Entry to School

Prior to re-entry, the principal shall:

- confirm that identified conditions have been addressed;
- ensure appropriate supports and accommodations are in place;
- communicate expectations clearly; and
- monitor the student's transition back to school.

12. Role of Parents, Guardians and Caregivers

Parents/guardians/caregivers play a critical role in supporting a student's safe return to school. During an exclusion, parents/guardians/caregivers are expected to:

- work collaboratively with the school and Board staff;
- engage with community partners or agencies involved in supporting the student, as appropriate;
- participate in meetings, case conferences, or planning processes related to safety, behaviour, or re-entry;
- share relevant information from community professionals, where appropriate and with consent, to assist in planning for a safe return; and
- support the implementation of agreed-upon strategies to facilitate the student's successful reintegration into school.

13. Appeal Procedure

An adult student or the student's parent/guardian/caregiver may appeal an exclusion imposed under section 265(1)(m) of the Education Act by:

- providing written notice of intention to appeal within ten (10) school days of the commencement of the exclusion.

Upon receipt of written notice of the intention to appeal, the director of education shall:

- promptly advise the school principal of the appeal;
- advise the adult student or parent/guardian/caregiver that a review will take place;
- invite written submissions respecting the incident and/or the appeal;
- consult with the principal and/or the appropriate supervisory officer;
- review the reason for the exclusion, and any mitigating or other relevant factors; and
- provide a written decision to the adult student or parent/guardian/caregiver.

The director of education shall determine the appeal as soon as practicable. At any stage during the appeal process, the director of education may engage legal counsel.

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14. Roles and Responsibilities

- 14.1. Director of Education: Reviews exclusion appeals, ensures procedural fairness and legal compliance, and may engage legal counsel.
- 14.2. Superintendent of Education: Consults with principals prior to exclusion, provides guidance and oversight, and monitors consistency and equity.
- 14.3. Principal: Determines the need for exclusion, ensures procedural requirements are met, communicates with students and parents/guardians/caregivers and supports re-entry.
- 14.4. School Staff: Implement learning and support strategies and assist with monitoring and re-entry.

15. Monitoring and Review

This 8093 Student Exclusion Policy and Procedure shall be monitored by senior administration to ensure consistency, equity, and compliance with legislation and human rights obligations.

This document is intended to be read in conjunction with LDSB policies and Ministry of Education guidelines.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8093 Student Exclusion Policy	March 3, 2026	Education Act, R.S.O. 1990, c. E.2, sections 265(1)(m) and 266
8070 Safe Schools – System Expectations Policy and Procedures	<u>Date Revised</u>	Policy/Program Memorandum No. 145 – Progressive Discipline and Promoting Positive Student Behaviour
5010 Special Education Policy and Procedures		Ontario Human Rights Code
7030 Human Rights and Workplace Harassment Policy and Procedures		Ontario Student Record (OSR) Guideline
1020 Equity and Inclusive Education Policy and Procedures		