



Limestone District School Board is committed to providing appropriate program for all students expelled.

Each school is required to follow the Board's Program for Expelled Students. The goal of the program is to assist expelled students in correcting the behaviour which led to the expulsion, while allowing them to continue their education, so that they can continue to achieve positive outcomes and achieve their full potential.

1. Suspension Pending Expulsion

- 1.1. A student who has been suspended pending an expulsion hearing shall be assigned to the Board's Long-Term Suspension Program.

2. Expulsion

- 2.1. A student may be expelled either from his/her school only or from all schools of the Board:
 - (a) If a student is expelled from his/her school only, he/she shall be assigned to another school of the Board; or
 - (b) If a student is expelled from all schools of the Board, he/she shall be assigned to the Board's Program for Expelled Students. The student and/or his/her parent(s) must notify the principal verbally or in writing that the student is committed to attending the program. Once the principal has received this notification, development of the Student Action Plan shall begin immediately, unless such a plan was previously developed during the suspension pending proceedings.
- 2.2. Following the determination of the Board Committee to expel a student, parents will be provided with information on either the new school or the Board program to which the expelled student has been assigned.



- 2.3. The Board strongly encourages all expelled students to participate in the Program for Expelled Students. However, student participation is voluntary. While the Board cannot compel expelled students to participate in the Program for Expelled Students, students who wish to return to school must satisfy the objectives required for successful completion of the program.
- 2.4. Within two days of receiving a notice of expulsion, the student (and/or the student's parent(s)) shall advise the Board, either verbally or in writing, whether the student commits to attending the Board's Program for Expelled Students.

3. Preparation of the Student Action Plan

- 3.1. Immediately upon receiving confirmation that an expelled student commits to attending the Board's Program for Expelled Students, the principal shall develop a student Action Plan for the student, in cooperation with appropriate staff, the student, and his/her parent(s). The Student Action Plan will be implemented as soon as possible.
- 3.2. The Student Action Plan will outline the objectives for the student and be tailored to meet the specific needs of the student. It is expected that the Student Action Plan, with appropriate support, will facilitate the continuation of the student's learning during the student's expulsion. Every effort will be made to provide an opportunity for the student to maintain his/her regular academic course work throughout the expulsion. In addition, the Student Action Plan shall take into consideration the student's cultural, developmental or other particular needs. The Student Action Plan should build on the Student Action Plan that was developed for the student while he/she was on a long-term suspension pending expulsion, if the student attended the Board Program for Suspended Students.
- 3.3. Planning Meeting: Once the student and/or his/her parent(s) have indicated that the student is committed to attending the Program for Expelled Students, the principal shall hold a Planning Meeting. The Planning Meeting should be a



collaborative process, and should include school and Board staff and the student. Where possible, the student's parent(s) or other significant family member(s), as well as the student's teacher(s), should also be present at the meeting. Principals should make reasonable efforts to include parents in this meeting. If the parent(s) cannot be present, the Planning Meeting should proceed nevertheless, and the Principal must attempt to follow-up with the parent(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals should also be included in the Planning Meeting.

The purpose of the Planning Meeting is to:

- (a) Identify the needs of the student and determine whether any assessment is required;
- (b) Identify the student's risk factors and protective factors; and
- (c) Describe the types of support and services required to assist the student in achieving the goals of the academic and non-academic components (i.e. career development counseling, and use of mentors from appropriate communities).

3.4. The following information should be considered during the Planning Meeting and should be used to develop the Student Action Plan:

- (a) The student's history;
- (b) The student's learning experiences from any Long-Term Suspension Program that he/she may have attended;
- (c) The student's strengths;
- (d) The nature and severity of the behaviour that led to the expulsion, including any mitigating or other factors;



(e) Information from anyone who has provided a specialized service (i.e. a speech therapist); and

(f) Information from other sources who have helped or are expected to help the student, including culturally appropriate support persons.

3.5. In the case of students with special education needs, the Board will provide appropriate support consistent with the student's Individual Education Plan. In developing the Student Action Plan for a student with special needs, the principal may consult with the Board's Special Education Advisory Committee.

3.6. If a student on a Long-Term Suspension pending an expulsion hearing is expelled, and the student makes a commitment to attend a Board Program for Expelled Students, the Student Action Plan should be carried forward into the new program.

4. Components of the Student Action Plan

4.1. The Student Action Plan may take many forms, ranging from homework packages to attendance in a designated location at the discretion of the Board, depending on the student's specific needs and objectives.

4.2. The Student Action Plan must contain both an academic and non-academic component. For both the academic and non-academic components, the Student Action Plan shall outline:

(a) Goals, objectives, and learning expectations;

(b) Measures of success; and

(c) Strategies and types of support.

4.3. The purpose of the academic and non-academic components of the Student Action Plan is as follows:



- (a) Academic Component: The purpose of the Academic Component is to ensure that all students who have been expelled have the opportunity to continue their education. The Academic Component must follow the curriculum outlined in the Ontario Curriculum Policy documents, unless the student has an Individual Education Plan that provides modifications to the Ontario Curriculum or an alternative program. The Academic Component may include, but is not limited to, the provision of distance learning, e-learning, remedial help in literacy and numeracy, individual instruction, and/or opportunities within the Board.

Elementary school students must be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario Curriculum Policy documents for elementary schools.

Secondary school students must be supported in continuing to earn credits towards their Ontario Secondary School Diploma through such options as credit completion and credit recovery.

- (b) Non-Academic Component: The purpose of the Non-Academic Component is to assist expelled students in the development of long-term positive attitudes and behaviours by identifying and addressing the underlying causes of the behaviour that led to the expulsion. Students may require a range of services and types of support that may include access to culturally-appropriate support. The Board shall make appropriate support available and/or facilitate a student's referral to community agencies and/or provide support through other methods, such as remote access to resources (i.e. video conferencing and telepsychiatry). To meet the alternative programming requirements of a student with special education needs, the Board shall refer to the student's Individual Education Plan.

4.4. The Principal shall review the Student Action Plan on a regular basis to determine the student's progress in meeting the stated objectives in both the academic and



the non-academic components of the Plan. The principal may involve the student and/or his/her parent(s) in the review of the Student Action Plan.

- 4.5. The Student Action Plan shall also include information on the person who is designated by the Board to be responsible for overseeing the student's readmission.

5. Guidelines for Participation in a Program

- 5.1. Students who participate in the Board's Program for Expelled Students remain subject to Board policies, including the following:

- (a) Progressive Discipline: The Board's policy on Progressive Discipline applies to all students in the Program. In addition to the sanctions contained in the Board's policy, a student enrolled in the Board's Program for Expelled Students who engages in disciplinary conduct may be subject to other measures, including modification of the Program delivery model; and
- (b) Health & Safety: The Board shall ensure that appropriate steps are taken to guarantee a safe learning and teaching environment for everyone involved in the Program for Expelled Student.

6. School Re-Entry Plan

- 6.1. A student who has been expelled from all schools of the Board and/or his/her parent(s) may apply in writing to a person designated by the Board, requesting that the student be readmitted to a school of the Board. For a student who has been expelled from only one school of the Board, and where the student and/or his/her parent(s) wish that the student return to his or her original school, the student and/or his/her parent(s) may apply in writing to a person designated by the Board requesting that the student be reassigned to the school.
- 6.2. When the student has successfully met the objectives of the Program for Expelled Students, as outlined in the Student Action Plan, the student shall be readmitted to



school. The person(s) who has (have) provided the Program shall determine whether an expelled student has successfully completed the Program for Expelled Students, or has satisfied the objectives required for successful completion of a Program for Expelled Students.

6.3. When a student is considered ready to be readmitted to school, a Re-Entry Plan shall be developed as part of the Student Action Plan to assist with the student's transition and integration back into school.

6.4. As part of the development of the Re-Entry Plan, the Board shall hold a meeting that includes Board staff, staff of the school to which the student is seeking readmission, and the student. Where possible, the student's parent(s) or other significant family member(s), as well as the student's teacher(s), will also be present. Principals shall make reasonable efforts to include parents in this meeting. If the parent(s) cannot be present, the meeting shall proceed nevertheless, and the principal will attempt to follow up with the parent(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals may also be included in the meeting.

6.5. The Re-Entry Plan shall contain the following elements:

(a) Description of the re-entry process for successful transition back to school;
and

(b) Identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

7. Monitoring of the Program

7.1. The Board will collect data on expulsions and report it to the Ministry.

7.2. The Board will establish performance indicators for monitoring, reviewing, and



evaluating the effectiveness of the Program. These indicators will be developed in consultation with the school community, including principals, teachers, students, parents, as well as service providers in the community. The Board will also conduct a cyclical review of the Program for Expelled Students.

7.3. The Board will collect program data and share this data with the Ministry, as required, and will allow monitoring visits by the Ministry, as required.

Reference:

Education Act, s.311.5(b), 312, 314.1(1)(a)(b), (2), (3), 314.2, 314.3, 314.4
PPM 142 School Board Programs for Expelled Students Dec 2012
Ontario Regulation 472/07