

BOARD PROGRAMS FOR EXPELLED STUDENTS	AS 29.0 Section H June 2014
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PREAMBLE

The Board is committed to ensuring that all students who are expelled have an opportunity to continue their education. The *Education Act* requires school boards to:

- provide at least one program for students who have been expelled from all schools of the board; or
- assign a student who has been expelled only from his or her school to another school of the board.

ADMINISTRATIVE PROCEDURES

With respect to programs for expelled students, research has demonstrated that positive outcomes for students are related to specific program elements that are tailored to meet the needs of each student. In this regard, the Board has established programs that will include the following elements:

- a planning meeting to determine the specific academic and non-academic program requirements;
- a Student Action Plan (“SAP”) that outlines goals, objectives, and learning expectations, including provision for a review of the student’s progress with regard to his or her SAP;
- re-entry plan to assist with the student’s transition back to school and integration in the school.

In the case of students with special education needs, the Board will provide appropriate support consistent with the student’s Individual Education Plan (“IEP”).

The Board will actively encourage expelled students to participate in the Board program for expelled students. While the Board cannot compel expelled students to participate in a Board program for expelled students, students who wish to return to school must satisfy the objectives required for successful completion of a program for expelled students.

The active engagement of parents and families and linkages to community agencies, such as agencies that provide counselling support and addiction treatment, also contribute to positive overall outcomes for students.

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GENERAL REQUIREMENTS

Suspension Pending Possible Expulsion

A student who has been suspended pending possible expulsion will be assigned to a Board program for students on long-term suspension. In the written notice of suspension, parents will be notified of the Board program to which the student on long-term suspension has been assigned.

A SAP will be developed for every student on a long-term suspension who makes a commitment to attend the Board program for suspended students. The student and/or his or her parent(s) must notify the principal verbally or in writing that the student wishes to attend the program. Once the principal has received this notification, development of the SAP will begin immediately. The SAP will be implemented as soon as possible. Every effort will be made to provide an opportunity for the student to maintain his or her regular academic course work throughout the suspension period.

The Board will endeavour to provide a homework package for the student until the SAP is in place.

Expulsion

A student may be expelled either from his or her school only or from all schools of the Board. If a student is expelled from his or her school only, he or she will be assigned to another school of the Board.

If a student is expelled from all schools of the Board, he or she will be assigned to a Board program for expelled students. The student and/or his or 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 SAP will begin.

In the notice of expulsion, parents will be provided with information on either the new school or the Board program to which the expelled student has been assigned.

Where an expelled student who is transferred to another school requires additional support and resources, the Board will endeavour to make appropriate support available and/or facilitate the student's referral to community agencies.

Components of Programs for Expelled Students

The Board will determine the content and balance of the program for each student for both the academic and non-academic components of the program. The content and balance of the program for a student will depend on the needs of the student, the length of the suspension, and the nature and severity of the behaviour that led to the expulsion.

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<p data-bbox="248 338 561 371"><i>Academic Component</i></p> <p data-bbox="248 409 1378 472">The purpose of the academic component is to ensure that an expelled student who is assigned to a Board program has the opportunity to continue his or her education.</p> <p data-bbox="248 510 1378 674">The academic component will follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for 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.</p> <p data-bbox="248 711 1378 806">Elementary school students will be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum policy documents for elementary schools.</p> <p data-bbox="248 844 1378 938">Secondary school students will be supported in continuing to earn credits towards their Ontario Secondary School Diploma through such options as credit completion and credit recovery.</p> <p data-bbox="248 976 623 1010"><i>Non-academic Component</i></p> <p data-bbox="248 1047 1378 1142">The purpose of the non-academic component is to assist expelled students in the development of positive attitudes and behaviours by identifying and addressing the underlying causes of the student's behaviour that led to the expulsion.</p> <p data-bbox="248 1180 1378 1341">Students may require a range of services and types of support that may include access to culturally appropriate support. The Board will make appropriate support available and/or facilitate a student's referral to community agencies. To meet the alternative programming requirements of a student with special education needs, the Board will refer to the student's IEP.</p> <p data-bbox="248 1379 1003 1413">Developing and Implementing the Student Action Plan</p> <p data-bbox="248 1451 1378 1644">An SAP will be developed for every expelled student who makes a commitment to attend the Board program for expelled students. The SAP will be developed on the basis of the information gathered at a planning meeting (described below). The SAP should build on the SAP that was developed for the student while he or she was on a long-term suspension pending expulsion, if the student attended the Board program for suspended students.</p> <p data-bbox="248 1682 1378 1814">The SAP will be developed by the principal in cooperation with appropriate staff, the student, and his or her parent(s). It is important that parents participate in the development and implementation of the SAP on an ongoing basis. The Board will make reasonable efforts to enable parents to participate.</p>	

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<p>The Board will coordinate the types of support required to assist the student in continuing his or her learning. For students with special education needs, the Board will provide appropriate support consistent with the student's IEP.</p> <p>The Planning Meeting</p> <p>Once the student and/or his or her parent(s) have indicated that the student is committed to attending the program, the principal will hold a planning meeting. The planning meeting should be a collaborative process and must 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 parents cannot be present, the planning meeting should 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 should also be included in the planning meeting.</p> <p>The purpose of the planning meeting is to:</p> <ul style="list-style-type: none">• identify the needs of the student and determine whether any assessment is required;• identify the student's risk factors and protective factors;• describe the types of support and services required to assist the student in achieving the goals of the academic and non-academic component (e.g., career development counselling, use of mentors from appropriate communities). <p>The following information should be considered during the planning meeting and should be used to develop the SAP:</p> <ul style="list-style-type: none">• the student's history;• the student's learning experiences from any long-term suspension program that he or she may have attended;• the student's strengths;• the nature and severity of the behaviour that led to the expulsion, including any mitigating or other factors;• information from anyone who has provided a specialized service (e.g., a speech therapist).	

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Development of a Plan for Re-entry to School

A student who has been expelled from all schools of the Board and/or his or 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 or her parent(s) wish that the student return to his or her original school, the student and/or his or her parent(s) may apply in writing to a person designated by the Board requesting that the student be reassigned to the school.

When the student has successfully met the objectives of the program for expelled students, as outlined in the SAP, the student will be readmitted to school. The person who has provided the program will determine whether an expelled student has successfully completed a program for expelled students, or has satisfied the objectives required for successful completion of a program for expelled students.

When a student is considered ready to be readmitted to school, a re-entry plan will be developed as part of the SAP to assist with the student's transition and integration back into school.

As part of the development of the re-entry plan, the school administrator will 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), should also be present. Principals should make reasonable efforts to include parents in this meeting. If the parents cannot be present, the planning meeting should proceed nevertheless, and the principal will attempt to follow up with the parent(s) of the student as soon as possible after the meeting. In addition, where appropriate, community agency staff and other relevant persons or professionals should also be included in the meeting.

The re-entry plan should contain the following elements:

- description of the re-entry process for successful transition back to school; and
- identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

BOARD/SCHOOL SUPPORT

At all times, the Board is committed to supporting students so that, whenever possible, they are able to continue their education either during or after a long-term suspension or expulsion. Because of this, it offers support to students on a long-term suspension or expulsion, that is designed to help students learn the skills and knowledge they need to return to regular schools or to go on to other educational opportunities.

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<p><u>STATUS OF EXPELLED STUDENT</u></p> <p>An expelled pupil continues to be a pupil of the board that expelled him or her if the pupil attends a program for expelled pupils,</p> <ul style="list-style-type: none">(a) offered by that board; or(b) offered by another board under an agreement between the board and the board that expelled the pupil. <p>An expelled pupil ceases to be a pupil of the board that expelled him or her if,</p> <ul style="list-style-type: none">(a) the pupil is assigned by that board to a program for expelled pupils and does not attend the program; or(b) the pupil registers as a pupil of another board. <p><u>POWERS OF THE OTHER BOARD</u></p> <p>If a pupil who has been expelled from one board registers as a pupil of another board, the other board may,</p> <ul style="list-style-type: none">(a) assign the pupil to a school of that board; or(b) assign the pupil to a program for expelled pupils, unless the pupil satisfies the requirements as outline in this section as determined by a person who provides a program for expelled pupils. <p>If the other board assigns the expelled pupil to a school without knowing that he or she has been expelled by another board, the board may subsequently remove the pupil from the school and assign him or her to a program for expelled pupils, subject to the following conditions:</p> <ol style="list-style-type: none">1. The board must assign the pupil to a program for expelled pupils promptly on learning that he or she has been expelled from another board.2. The board shall not assign the pupil to a program for expelled pupils if the pupil satisfies the requirements as outlined in this section as determined by a person who provides a program for expelled pupils.	

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<p data-bbox="248 340 834 373"><u>RETURN TO SCHOOL AFTER EXPULSION</u></p> <p data-bbox="248 409 1377 474">A pupil who has been expelled from all schools of the Board is entitled to be readmitted to a school of the Board if the pupil has, since being expelled,</p> <ul data-bbox="298 510 1377 642" style="list-style-type: none"><li data-bbox="298 510 1073 543">(a) successfully completed a program for expelled pupils; or<li data-bbox="298 575 1377 642">(b) satisfied the objectives required for the successful completion of a program for expelled pupils. <p data-bbox="248 678 639 711">Board Readmission of Pupil</p> <p data-bbox="248 745 1377 842">An expelled pupil may apply in writing to a person designated by the Board to be readmitted to a school of the Board and, if the pupil satisfies the requirements as described previously. The superintendent of education shall:</p> <ul data-bbox="298 877 1143 978" style="list-style-type: none"><li data-bbox="298 877 1057 911">(a) readmit the expelled pupil to a school of the Board; and<li data-bbox="298 945 1143 978">(b) promptly inform the pupil in writing of his or her re-admittance. <p data-bbox="248 1014 859 1047"><u>SUCCESSFUL COMPLETION OF PROGRAM</u></p> <p data-bbox="248 1081 1377 1146">A pupil who has successfully completed a program for expelled pupils provided by any board or person under this Part has satisfied the requirements for readmission.</p> <ul data-bbox="298 1182 1377 1346" style="list-style-type: none"><li data-bbox="298 1182 1377 1247">(a) require the pupil to attend a program for expelled pupils provided by that board before being admitted to a school of the board; or<li data-bbox="298 1278 1377 1346">(b) refuse to admit the pupil on the basis that the pupil completed a program for expelled pupils provided by another board or person. <p data-bbox="248 1381 985 1415"><u>RETURN TO ORIGINAL SCHOOL AFTER EXPULSION</u></p> <p data-bbox="248 1449 1377 1545">A pupil who has been expelled from one school of the Board but not from all schools of the Board may apply in writing to a person designated by the Board to be re-assigned to the school from which he or she was expelled.</p> <p data-bbox="248 1581 764 1614"><u>CLARIFICATION: RESIDENT PUPILS</u></p> <p data-bbox="248 1648 1377 1713">For greater certainty, nothing in this Part requires a board to admit or readmit a pupil who is not otherwise qualified to be a resident pupil of the board.</p>	