



BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

428 Principal Initiated Alternative Learning Program

DIRECTIONAL POLICY

400 Safe, Inclusive & Progressive Schools

Title of Administrative Procedure:

Principal Initiated Alternative Learning Program

Date Approved:

March 2025

Projected Review Date:

March 2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Safe, Inclusive and Progressive Schools Directional Policy by ensuring our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments, rooted in the teachings of the Gospel.

Alignment with Multi-Year Strategic Plan:

The Principal Initiated Alternative Learning Program Administrative Procedure supports the Board's Mission to nurture and celebrate the hearts, minds, bodies and souls of our students through faith, living with hope and loving in Christ. This Administrative Procedure also aligns with the Board's Multi-Year Strategic Plan supporting the four tenets of Believing, Protecting, Learning and Nurturing. Moreover, this Administrative Procedure supports the development of welcoming and engaging school environments that respect the dignity of all students and foster the conditions for members of the school community to become caring and responsible citizens.

[CDSBEO Strategic Plan 2020-2025](#)

Purpose

The Mission of the Catholic District School Board of Eastern Ontario is to provide all students with a Catholic Education that provides them with knowledge, skills, and values to live

meaningful and live faith-filled lives. To that end, the Board is committed to making each of its schools a safe and caring environment in which students may maximize their potential.

Action Required

The Catholic District School Board of Eastern Ontario believes that effective learning environments must be safe for students, staff, parents/guardians, clergy, volunteers and visitors. In some cases, the principal may need to prevent students from accessing the school or classes to ensure a safe environment for all, while maintaining appropriate programming and support for all students.

Section 265(1)(m) of the Education Act R.S.O. 1990 indicates that one of the duties of the Principal is: “subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the pupils”.

Program and Policy Memorandum 145 stipulates that Section 265 (1) (m) of the Act, frequently referred to as the “exclusion” provision, is not to be used as a disciplinary measure but is a short-term measure to ensure the safety of students, staff and parents in the school.

Exclusion under Section 265(1) (m) is subject to appeal to the Board of Trustees. Reasons for exclusion from school could/may include medical conditions, physical or mental health conditions, behavioural or other reasons.

Medical Conditions: In the case of exclusion due to a specific medical condition, community partners and medical experts (physicians, etc.) are essential when making this determination. The local Public Health Unit may exclude a student from school and notify the school principal that such an action has already been decided, for example, in the case of communicable diseases.

Physical or Mental Health Conditions: Examples of mental health conditions could be anxiety, depression or a broad set of underlying mental health difficulties that may present outwardly in school. A physician or other community partners may provide input/consultation or written notification regarding the student's conditions.

Behavioural: Extreme behavioural concerns sometimes stem from needs that require exclusion of a student until more information is collected (e.g., report from a physician or psychologist) to plan an educational program that meets the student's needs. Sometimes a successful intervention plan from healthcare professionals could be considered prior to the student's return to school.

Excluding students based on behavioural or mental health conditions is not to be confused with the disciplinary provisions found in Part XIII of the Education Act. PPM145 (Progressive Discipline and Promoting Positive Student Behaviour) stresses the need to build on strategies to maintain student behaviours that are conducive to learning and that do not place anyone in the school at risk.

When considering exclusion, there must be conditions outlined in an exclusion letter (*Appendix A*) to parents/guardians/adult students to facilitate the student's return to school or another

appropriate placement and/or programming. The conditions need to be reasonable, realistic and in the best interest of the student. In some cases, the conditions can be modified as more information, for example a report from a medical practitioner, is received. The school team, in communication with parents, is encouraged to meet regularly to review the status of the conditions. In some cases, the exclusion may overlap at the end of one school year and the beginning of another school year or may begin prior to entering school.

While the student is excluded from school, the school is still responsible for providing an educational program for that student. Schools will consult with the student (where appropriate), the parents/guardians and the Family of Schools Superintendent to explore options for alternative programming which could include out-of-school instruction, skill building or e-learning.

To appeal the decision to exclude a student, the parent/guardian or adult student must write to the Superintendent of Safe Schools, to include the specific reasons for the appeal, including why they believe that the exclusion should not have been imposed.

Appeals

- The student (18 years old or older or a pupil who is 16 or 17 and has withdrawn from parental control) or the student's parent/guardian may appeal an exclusion. All exclusion appeals will be received by the Superintendent of Safe Schools.
- An appeal of an exclusion does not stay the exclusion.
- A person who intends to appeal an exclusion must give written notice of their intention to appeal the exclusion within ten (10) school days of the commencement of the exclusion.
- The Board of Trustees (the Board) must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- The parties in an appeal to the Board shall be the school Principal and the Superintendent Safe Schools and the adult student or the parent/guardian (appellant).
- Exclusion appeals will be heard orally, in camera, by a committee of the Board of Trustees comprised of three trustees. An appellant may bring legal counsel, an advocate or support person with them to the appeal.
- The appellant will proceed first by making oral submissions regarding the reason for the appeal and the result desired.
- The student, if able to do so, will be provided with an opportunity to make a statement on their own behalf.
 - The administration and/or legal counsel will make oral submissions on behalf of the Board, including a response to any issues raised in the appellant's submission.
 - The appellant may make further submissions addressing issues raised in the

administration's presentation that were not previously addressed by the appellant.

- The Board may ask any party, or the student, where appropriate, questions of clarification.
 - The Board may make such orders or give such directions at an appeal, as it considers it necessary for the maintenance of order at the appeal.
- Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary timelines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of proceedings.
 - The Board will consider, based on the submissions of both parties, whether the decision to exclude was reasonable in the circumstances, and shall either:
 - Confirm the exclusion and its conditions; or
- Confirm the exclusion and modify its conditions, as necessary; or
 - Quash the exclusion; or
- Make an alternate appropriate order.
 - The decision of the Board is final. The decision shall be communicated to the appellant in writing.

Responsibilities

The Board of Trustees is responsible for:

- Ensuring the alignment of this Administrative Procedure with the Safe, Inclusive and Progressive Schools Directional Policy.
- Ensuring Trustees who are in direct conflict of interest, or who have had any personal involvement in the matter prior to the appeal, excuse themselves from the Appeal Committee.
- Reviewing the Mandated Alternate Educational Settings Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- Providing leadership and designating resources to ensure the implementation of and compliance with this Administrative Procedure.

Superintendent of Safe Schools is responsible for:

- Receiving exclusion appeals.
- Upon receipt of written notice of the intention to appeal exclusion:
- Advising the school Principal of the appeal.
- Advising the student (18 years old or older or a pupil who is 16 or 17 and has

withdrawn from parental control) or the parent/guardian that a review of the exclusion will take place and invite the adult student or parent/guardian to discuss any matter respecting the incident and/or appeal of the exclusion.

- Reviewing the exclusion (reason, duration and any other mitigating or other factors), in consultation with the Principal and the Family of Schools Superintendent.
- Will initiate communication with the parent/guardian or adult student and the principal to narrow the issues and try to affect a settlement.
- Where a settlement is not reached, the Superintendent of Safe Schools will communicate with the parent/guardian or adult student to provide notice of the review decision.
- Arranging a date for the appeal before the Appeal Committee of the Board.
- Coordinating the preparation of a written report for the Appeal Committee of the Board. This report will contain at least the following components:
- A report of the rationale for exclusion and the program currently in place for the student, as prepared by the school Principal.
 - A copy of the original exclusion letter.
 - A copy of the letter requesting the exclusion appeal
- A copy of the correspondence with respect to the exclusion review.
- Informing the parent/guardian or adult student of the date of the exclusion appeal, providing a copy of this Administrative Procedure, a copy of the documentation that will go to the Appeal Committee and ensuring that the item is placed on the Appeal Committee agenda.

The Family of School Superintendents are responsible for:

- Assisting Principals in the discernment process around the need to exclude.
- Assuring that Principals have followed the Principal Initiated Alternative Learning Program Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Implementing this administrative procedure in accordance with the parameters outlined.
- Providing leadership and support for staff in their knowledge, understanding, and implementation of this Administrative Procedure.
- Considering the school based and community-based resources available, prior to determining that an exclusion is necessary. While the decision is ultimately the Principal's, the input of information from the school team is vital.
- Consulting with their Family of Schools Superintendent and other Superintendents

as required.

- Communicating with the parents/guardians to discuss the process including reasons, conditions of return, the education plan/program and the review date of the exclusion.
- Writing the exclusion letter and copying it to all required recipients.
- Providing instruction for students who are being excluded. This may require instruction in an alternate location. Transportation, if necessary, is the parent/guardian's responsibility.
- Regularly monitoring the status of the conditions as set out in the exclusion letter, keeping the lines of communication open with the parents/guardians, providing follow-up documentation to parents/guardians, if necessary.
- When conditions are met, planning to have the student return to the school with an appropriate transition plan as determined in consultation with the members of the school team and the Safe Schools Superintendent.
- Sharing the transition plan with the student, where appropriate, and the parents/guardians.
- Maintaining ongoing communication with all parties involved throughout the process.

Staff are responsible for:

- Ensuring they are knowledgeable about the requirements and parameters outlined in this Administrative Procedure.
- Supporting the implementation of this Administrative Procedure, including collaborating with other staff in fostering a safe, welcoming, inclusive and accepting learning environment.
- Providing timely and tiered intervention and program to support all CDSBEO students.
- Ensuring that the school Principal is aware of all interventions to support students, to allow for the most effective decisions to be made for the student and for the school community.

Students are responsible for:

- Fulfilling their responsibilities as outlined in the conditions for re-entry to the school.
- Being an active participant, when possible, in collaborating with parents/guardians and the school administration on a school transition plan.

Parents/Guardians are responsible for:

- Fulfilling their responsibilities as outlined in the conditions for their child's re-entry

to the school.

- Keeping the school's administration apprised of any changes which would affect the student's re-entry plan to the school.

Progress Indicators

- Members of the school community are aware of their rights and responsibilities in the Principal Initiated Alternative Learning Program Administrative Procedure.
- Use of the right to exclude under the Education Act is appropriate, consistent and transparent across all CDSBEO schools.

Definitions

Adult Student: Means a pupil of the Board who is 18 years old or older or a pupil who is 16 or 17 and has withdrawn from parental control.

Appellant: An individual who has been refused admission to a school or classroom in a school pursuant to section 265(1)(m) of the Education Act and who has filed an appeal or that individual's parent/guardian or adult representative where the individual who has been refused admission is a pupil of the Board, but not an adult pupil.

In camera: Means not in public; private.

Related Documents

- Appendix A – [Parent Notification of Principal Initiated Alternative Learning Program: Letter Template](#)

References

- [Education Act: Section 256\(1\) \(m\)](#)
- [PPM 145: Progressive Discipline and Promoting Positive Student Behaviour Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)