In Ontario, Canada, K-12 schools serve as borders and often exclude undocumented migrant on the basis of status. At the same time, community activists have worked to erode border-zones and redefine “membership.” This paper examines the framing of undocumented students by different actors through the introduction, passing, and implementation of the Toronto District School Board’s “Students Without Legal Immigration Status Policy.” I argue that the framing of undocumented migrants played a significant role in the interpretation of the topic, passing of the policy, and its subsequent limited implementation. Specifically, the clash between administrators’ portrayal of undocumented migrants as likely to abuse the Board and local activists’ demands that no one is illegal served as a reminder on the limits of policy, the resilience of illegalizing and criminalizing tropes, and the need for continued organizing.