

	<b>Lloydminster Catholic School Division – Administrative Procedures</b>	
	<b>AP 358 - Temporary Exclusion of Students for Safety or Medical Reasons</b>	
Related LCSD AP's	AP 353 Physical Restrain & Seclusion AP 316 Chronic Student Health Services	
Form(s)	F 358.1 – Registered Practitioner/Physician's Report: Student Safety or Medical Reasons	
References:	<i>The Education Act, 1995</i> sections 141, 142, 157, 178, 192 The Saskatchewan Human Rights Code 2018 sections 2, 13 The Ministry of Education Regulations 2007 sections 53, 54, 55, 56	
Received by the Board: January, 2025	Update: January, 2025	

## BACKGROUND

The School Division is committed to keeping a safe and caring school environment. There may be a situation where more information is needed to program educationally around a student's disability / skill level to ensure safety for self and others in a school setting. To determine if accommodations would address the safety/medical needs a temporary exclusion from school may need to be enacted until the division receives appropriate information clearly setting out any restrictions faced by the student, the student is stabilized and able to access an education plan with a focus on safety for self and others, and training or support needed to address the accommodations are in place. The division supports an exclusion process by:

- Commitment to creating environments that are physically and emotionally safe.
- Consulting with parents or guardians, staff, and students, as well as any outside agencies that may be involved, on an ongoing basis to ensure that education occurs in a safe, orderly, and nurturing environment.
- Collaborating with professionals and agencies to identify restrictions or processes in determining accommodations for students.
- Create and implement safety plans for students.
- On-going training and certification of staff in all schools on Nonviolent Crisis Intervention (Crisis Prevention Institute.)

This administrative procedure has been developed to ensure that students and staff members are protected from aggressive or violent acts and to ensure that students are not subjected to the unreasonable use of physical restraint (seclusion) and unreasonable emotional strain.

The procedure is intended to ensure a consistent, coordinated approach to managing violent incidents that occur in schools. When a student's behaviour presents a threat to the safety of other students, staff members, and the student himself or herself, measures must be undertaken by the staff to ensure the security of the school environment.

## PROCEDURES

1. The Deputy Director of Education, in consultation with the Principal, may exclude a student from school for a temporary period of time if the team reasonably believes that:
  - 1.1. The student's behaviour is of such a nature that the school cannot ensure the safety

- of the student and/or the safety of others due to the behaviour of the student; or
- 1.2. The student has a disability as defined under *The Saskatchewan Human Rights Code* and the school does not have sufficient medical or safety information to put appropriate support in place to assure the safety of the student or others.
    - 1.2.1. An exclusion of a student for safety or medical reasons shall immediately trigger application of *The Accommodation Process for Students*.
  2. The temporary exclusion may continue only until such time as:
    - 2.1. The Division receives appropriate information clearly setting out any restrictions faced by the student;
    - 2.2. The Division has prepared a plan for the safe return of the student to the school or program with any required accommodations in place; and
    - 2.3. Any required staff training has been completed.
  3. The Principal shall ensure the parent or guardian is immediately informed of the temporary exclusion and the Deputy Director of Education will send a formal letter to the parent or guardian which addresses:
    - 3.1. The reason for the temporary exclusion;
    - 3.2. What safety or medical information they are required to provide to the Division:
      - 3.2.1. The school division, and the parent/guardian, will select the appropriate practitioner(s) to gather information from (such as psychiatrist, physician, educational/clinical psychologist, etc.) based on knowledge of the child and concern;
      - 3.2.2. Request Form 585.1 Registered Practitioner/Physician's Report: Student Restrictions as the initial request for information;
      - 3.2.3. The school division may require additional safety or medical information in order to clarify or provide details with regard to the restrictions or if the information initially supplied is not sufficient to identify the medical restrictions requiring accommodation.
    - 3.3. The ways in which the parent/guardian can provide input to the plan so that the school can best prepare for the safe return of the student; and
    - 3.4. The ways in which educational support may be available during period of exclusion.
  4. The Division will make its best effort to provide education support to the student while the student is excluded from the school, which may include but are not limited to:
    - 4.1. Providing access to distance education;
    - 4.2. Providing parent/guardian with information, assignments and other instructional materials for the student; and
    - 4.3. Providing parents or guardians with access to a teacher to discuss student work and assignments.
  5. Immediate Serious Threat:
    - 5.1. In situations where the Principal reasonably believes that the behaviour of a student is causing an immediate and serious threat which endangers the safety of students and/or staff, the student may be immediately removed from school, pre-empting the Temporary Exclusion process.

- 5.2. The Principal will then follow processes contained within the appropriate Administrative Procedure (which may include AP 353 Physical Restraint and Seclusion and/or AP 165.)
  - 5.3. Once immediate measures are taken the Principal will consult with the Deputy Director of Education to determine if a temporary exclusion is required.
6. Safety Plans: An essential part of this process is Safety Planning for students who require supports to address safety concerns.
- 6.1. A Safety Plan shall be completed at the transition meeting with the family prior to entry to the school. Safety Plan templates are available through the LAT Team and shall be guided by the LAT Supervisor.
  - 6.2. The school student services team and the division student services team, in consultation with the parents/guardians may recommend the use of assistive technology (e.g. reflective vests, gait belts, tethers, tracking devices) as part of the Safety Plan for students who are a flight risk (managing egress).
  - 6.3. There may be times where an alternate recess/lunch break and/or alternate location in the school for these breaks is the best option to safely support students (especially those in emotional duress.) In cases where all elements of the Safety Plan cannot be fully implemented or more information is required, the entry of the student to the school may be delayed or a graduated introduction to the school and/or schedule may be adjusted.
  - 6.4. Safety Plans shall be shared with staff members and substitute staff who need this information to do their job and ensure safety for the child(ren). In some cases, this may include the entire staff.
  - 6.5. If training is required for staff to implement it must be completed before the student returns or before staff is moved to a position where they are required to implement it.
  - 6.6. Student Safety Plans may assign individualized programming within, or outside of, the school to accommodate for student and/or staff safety.