

## AP 3111: Exclusion of a Student/Partial Day Programming

School District No. 8 (Kootenay Lake) is committed to fostering safe and caring schools that promote mutual respect, cooperation, and social responsibility, supporting optimal learning guided by the First Peoples Principles of Learning. District practices and procedures shall promote the creation and maintenance of safe, inclusive, equitable, welcoming, and nurturing school environments that value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, or gender identity/expression.

1. Provided under Sections 26 and 85 (2) of the [School Act](#), a Board of Education may exclude a student from attendance at a school under certain circumstances:
  - in response to the physical needs of a student;
  - in response to emotional/mental health needs of a student; or
  - as part of a detailed Employee Safety Plan to provide a gradual entry/return to school to ensure the safety of the student as well as the safety of others.
2. Exclusions may include:
  - 2.1 School Reset Days:
    - 2.1.1 In-School Reset Days the student remains in school under the supervision of the principal or designate but does not attend class for a maximum of three school days.
    - 2.1.2 Out-of-School Reset Day the student is sent home mid-day after an unsafe incident and does not attend school up to a maximum of three school days to ensure the safe re-entry of the student.
  - 2.2 Partial Day Programming - Any schedule that is less than full time for more than 3 school days.
  - 2.3 Temporary, Full Day Exclusion- Any schedule where a student is not attending school for more than three school days.
3. The goal of Reset Days, Partial-Day Programming, and Temporary Full Day Exclusion is to ensure the student's successful return to full-time attendance in as brief an amount of time as possible.
4. In addition to exclusions under Section 91 of the School Act, there may be unique circumstances under which a student may attend less than the minimum hours as set out in the [School Calendar Regulation](#). In these unique circumstances, partial day programming may be considered if it is recommended by the school principal and staff who work with the student, after consultation with parent(s)/guardian(s), and Director of Instruction - Inclusive Education.
5. Priority learners such as Indigenous students, students identified as having special needs, Children and Youth in Care, students with complex mental health needs will require special consideration,

consultation, and planning and need additional support prior to any change in program.

6. Student attendance for less than the minimum hours may occur in the following circumstances:
  - 6.1 In response to the physical needs of a student;
  - 6.2 In response to emotional/mental health needs of a student; or
  - 6.3 As part of a detailed employee safety plan to provide a gradual entry/return to school to ensure the safety of the student as well as the safety of others.
7. When one or more of the above criteria are present, partial day programming may be considered:
  - 7.1 To allow the student an opportunity to experience success in school, and gradually increase the student's time as they are able to for longer periods; and
  - 7.2 To allow the School-Based Team the opportunity to meet the student's needs by changing the student's schedule, altering the classroom environment, arranging for programming options and/or obtaining resources.
8. In cases where the student attends a partial day program, the School Based Team must ensure that a plan is developed with meaningful consultation with parents with the goal to increase attendance to full-time within a reasonable amount of time.
9. The principal, in consultation with Director of Instruction - Inclusive Education or Designate, shall determine if a student with unique needs will be excluded from school for more than three days. A student cannot be excluded from school for more than three days without the involvement of the District-Based Team.
10. If the exclusion is in response to safety concerns, the principal will schedule a meeting with school and/or district staff to:
  - 10.1 Complete a functional behavioural assessment (FBA) to reflect the student's current level of functioning.
  - 10.2 Create/update a Positive Behaviour Support Plan (PBSP).
  - 10.3 Create/update an Employee Safety Plan (ESP) if required.
  - 10.4 Contact Manager of Safe Schools & OHS to discuss the requirement of conducting a Violence Threat Risk Assessment.
  - 10.5 Make any necessary changes to the school environment.
11. The principal may require the student to stay home to facilitate facility adjustments to accommodate physical needs.
  - 11.1 The principal will make a work order and contact the Director of Operations to request altering the facility to make the space accessible.
12. When responding to a student's mental health needs, the principal may require the student to stay home. The principal will request a District-Based Team meeting with appropriate documentation. Community- based agencies may be involved in the planning and programming as appropriate.
13. This procedure will be used in combination with the districts and School's Code of Conduct.
14. The principal is responsible to complete and keep current AP Appendix 3111: Exclusion of a Student Log.