



Administrative Procedure XX – Partial Day Programs for Students

AP XX – Partial Day Programs for Students

Purpose

Boards of Education are required to enrol all persons of school age resident in their district who exercise their entitlement to enrol and are required to make an educational program available to all enrolled students. Boards of Education are required to offer all students the minimum number of hours of instruction as set out in the *School Calendar Regulation*.

Where a student is unable to receive the minimum number of hours of instruction, the school must keep a record of the reduced hours and have a plan in place for the student's return to the minimum number of hours of instruction.

Guiding Principles

This AP is guided by the principles in *Policy 2.10 – Inclusion*. Integration Plans must be developed in a way that ensures a learning environment that is reflective of diversity, inclusivity and equity for learners.

NLPS is committed to ensure that a process is in place for developing and monitoring meaningful educational programs for students who are not participating in a full-time educational program. This occurs when:

- the school team determines that a student is not able to participate in a full-time educational program due to significant medical, social-emotional or behavioural needs, and a temporary reduction in the length of the school day is necessary.
- a student's parents or guardians wish to have their child regularly participate in activities outside of the school setting during the school day.

While it is expected that school teams will engage in meaningful collaboration with parents and guardians in the development of Integration Plans, the school Principal may require an Integration Plan where the student's medical, social-emotional or behavioural needs are such that the safety of the student, other students, or staff, are unable to be met through the student's full-time attendance.

Integration Plan for Students Attending Partial Day Programs

Where a student attends part time, the school team will collaborate with the student's parent/guardian to establish an *Integration Plan for Students Attending Part-time*. Elements of the *Integration Plan* include:

- A rationale for part-time attendance
- The student's personalized schedule
- The criteria for increasing time

- A mechanism for regular, ongoing monitoring of the student's progress and the collection of data
- A clear structure for regular, ongoing communication with the child's parents/guardians
- A plan for the student's learning outside of the hours they are attending school
- Any additional notes or relevant background information
- Confirmation that parents were consulted in creating the plan

Note: *Integration Plans* do not need to be created for students over the age of 16 who have chosen a part-time academic program due to work or other personal obligations.

Roles and Responsibilities

The Principal or Vice-Principal is responsible for the overall development and monitoring of Integration Plans.

Specific roles and responsibilities for school staff will be identified in the plan as relevant (i.e. as part of the communication plan, or in providing supplementary learning opportunities).

School teams are expected to invite parents and guardians to meaningfully participate in scheduled planning and review meetings. Where appropriate, parents will also be asked to provide the school team with consent to collaborate with outside professionals (i.e. medical doctors, interventionists/therapists).

Attendance Monitoring

School principals are required to follow the established district procedure for tracking attendance for students on Integration Plans.

Integration Plans will be reviewed at intervals that are mutually agreed upon between the school team and parents/guardians. The student's time in school should be increased according to the criteria established for increasing time.

Where the partial day program is initiated by the student's parent/guardian, the *Integration Plan* should be reviewed during each reporting period, or upon request by the family.

All *Integration Plans* must be signed by the principal and the Director of Instruction, Inclusive Education. The Director of Instruction will review the plans on a quarterly basis, and ensure that regular, ongoing review occurs and that students are increasing their time in attendance on a regular basis.

Where students have been unable to increase their time at school, a meeting will be held to review the program, and additional resources and/or support will be provided for the school team, as appropriate.