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**Government of Newfoundland and Labrador**

**Education**

**Guidelines for Partial Day Programming for K-12 Students**

1. Partial day programming is a strategy, used in extreme circumstances, to assist the student in successfully meeting his/her educational goals. A program planning team will decide if a student would benefit from attending school for less than a full day, on a short term basis. Partial day programming is different from suspension. A student cannot be placed on partial day program without the involvement of district level staff.
2. Partial day programming may be considered:

Criteria 1: in response to a student’s physical health needs as verified by a medical professional.

Criteria 2: in response to a student’s mental health needs as verified by a medical professional.

Criteria 3: as a short term plan in response to severe safety concerns when the student is in danger of injuring self or others.

1. When one of more of the above criteria are present, partial day programming may be considered:
   1. To allow the student an opportunity to experience success in school, and gradually increase the students time as s/he is able to function in the setting for longer periods.
   2. To allow the program planning team the opportunity to meet the student’s needs by changing the student’s schedule, manipulating classroom setting(s), arranging for programming options and/or obtaining resources, etc.
2. When the program planning team has determined that services other than those readily available in the school are necessary to meet the student’s needs, they will problem solve with district personnel to determine how to accommodate the student for full day programming. Personnel from community based agencies may also be involved in problem solving and planning.
3. If partial day programming is being considered as a result of severe safety concerns, a functional behavioural assessment (FBA) to reflect the student’s current challenges will be completed followed by a behaviour management plan (BMP). The program planning team will meet regularly to evaluate and update the BMP.
4. As stated in *The School’s Act, 1997, Section 19*, educators are expected to make every reasonable effort to secure the full time attendance of all students. In consultation with district personnel, program planning teams are responsible for establishing a transition plan for students on partial day programming.
5. Documentation of this transitional process is to be completed by the program planning team and attached to the students IEP. If the student does not have an IEP, the documentation should be placed in the student’s cumulative file. When the program planning team has determined that partial day programming will be implemented, the team will complete the appropriate form for each phase.
   1. Phase 1: Transitioning
   2. Phase 2: Monitoring
   3. Phase 3: Evaluating

**Phase 1: Transitioning**

Criteria for Partial Day Programming:

* The team will identify the criteria or partial day programming

Rationale/Goal

* The team will identify the end result or objective of this strategy such as a change in behaviour, environment and/or services

Description of Partial Day Program and Schedule:

* The team will highlight the details of the partial day program plan and establish the student’s schedule including location and supports required.
* The team will identify personnel responsible for providing notes, assignments and resources while the student is away from school.
* This schedule will be subject to change as determined by the team though regular evaluation meetings.
* The team will agree on the beginning and ending date for the initial schedule and for those thereafter.

Monitoring:

* Partial day programming will be monitored on a daily basis by school personnel and parent/guardian, in order to note academic, behavioural, emotional and/or social consequences of this strategy.
* Parents will be asked to provide information on how their child responds to partial day programming.
* Monitoring should take place in a variety of environments which may include the home, the community and settings within the school.
* Those who work closely with the student will be identified by the team to be responsible for monitoring and recording.
* The team will determine frequency, depending on the severity of the situation and level of interaction with the student.

Evaluation:

* The program planning team will decide the dates for follow-up evaluation meetings.

**Phase 2: Monitoring**

Those responsible for monitoring the student will complete Phase 2 – Monitoring Notes. These people have been identified in Phase 1 – Transitioning. The Monitoring Notes form will be used to record observations of student’s academic, emotional and social behaviours. These notes will be attached to Phase 1 – Transitioning and brought to the evaluation meetings to encourage discussion.

**Phase 3: Evaluating**

The purpose of an evaluation meeting is to determine if the partial day programming strategy is achieving its goal. These meetings shall occur *at least* on a bi-weekly basis and will provide the program planning team the opportunity to discuss the short and long term results and make the changes to the strategy in a timely manner. Changes will be documented on the Phase 3 – Evaluating form as explained in Phase 1. The ultimate goal of partial day programming is for the student to successfully return to full time attendance.

1. The effectiveness of this strategy needs to be closely monitored. It is suggested that district personnel be appointed to review all partial day programs for students within their schools on a monthly basis. This will ensure that regular monitoring and evaluation of this strategy is occurring and that students are returning to full day programming as quickly as possible.

**Partial Day Programming**

**Phase 1: Transitioning**

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| --- | --- | --- | --- | --- |
| **Student Name:** |  |  | **Date:** |  |
|  |  |  |  |  |
| **School:** |  |  | **Grade:** |  |
|  |  |  |  |  |
| **Team Members:** |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **\* An FBA and BMP are necessary when behavior is a primary concern \*** | | | | | | | |
|  |  |  |  |  |  |  |  |
| **Date of Functional Behavioural Assessment (FBA):** |  | / |  | / |  |  | Not Applicable |
| Month |  | Day |  | Year |  |  |
|  |  |  |  |  |  |  |  |
| **Date of Behaviour Management Plan (BMP):** |  | / |  | / |  |  | Not Applicable |
| Month |  | Day |  | Year |  |  |
|  |  |  |  |  |  |  |  |
| **Date BMP last evaluated:** |  | / |  | / |  |  | Not Applicable |
| Month |  | Day |  | Year |  |  |

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| **Consultation with Community Agencies:** |  |  |
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| Agency |  | Name of Representative |
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|  |  |  |
| Agency |  | Name of Representative |

1. **Criteria: Check off appropriate reason for Partial Day Programming**

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| --- | --- | --- |
|  | Criteria 1 | In response to a student’s physical health needs as verified by a medical professional. |
|  | Criteria 2 | In response to a student’s mental health needs as verified by a medical professional. |
|  | Criteria 3 | As a short term plan in response to severe safety concerns when the student is in danger of injuring self or others. |

1. **Rational/Goal for Partial Day Programming** (please elaborate on the rationale for the chosen criteria)

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1. **Partial Day Programming Schedule:** Attach the students schedule indicating the subject, time frame, environment and required support the student may need while at school (reinforcers, visual schedule, programming needs, physical changes, etc.)
2. **Provision of assignments, notes and resources:** Identify the curricular areas for which the student will be absent and personnel responsible for providing notes, assignments and resources to the student/parent/guardian.

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| --- | --- | --- |
| **Curricular Area** | **Teacher Responsible** | **How will it be provided?**  (notes, Power Point, calls/emails to indicate homework and assignments, or arrange for pick-up assigned work) |
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1. **Monitoring:** List personnel that will monitor partial day programming, including time and place.

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| --- | --- | --- |
| **Personnel/Role** | **Environment** | **Frequency of Monitoring** |
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1. **Evaluation:** Provide dates, times, and location for follow-up meetings to review monitoring notes and discuss strategy effectiveness in moving student toward full time schooling.

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| **Personnel/Role** | **Environment** | **Frequency of Monitoring** |
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1. **Signatures**

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| **Administrator:** |  |
|  |  |
| **District Regional SEO for SSS (or designate):** |  |
|  |  |
| **Date:** |  |

**Partial Day Programming**

**Phase 2: Monitoring**

**To be completed by each person indicated in Section 5 of Phase 1: Transitioning.**

**Please complete and bring to next evaluation meeting (photocopy as necessary).**

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| --- | --- | --- | --- | --- | --- | --- |
| **Monitor’s Name:** |  | | **Student Name:** |  | | |
|  | |  |  | | |  |
| **Frequency of Monitoring:** | |  | **Next Evaluation Meeting:** | |  | |

**Observations / Comments**

|  |  |
| --- | --- |
| Date: |  |
| Time/Location: |
| Date: |  |
| Time/Location: |
| Date: |  |
| Time/Location: |
| Date: |  |
| Time/Location: |

**Partial Day Programming**

**Phase 3: Evaluating**

1. **Monitoring Notes Summary:**

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1. **Discussion/Conclusions:**

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1. **Next Step: Description of New Partial Day Programming Schedule** (Indicate the subject, environment and required support such as reinforcers, visual schedule, programming needs, physical changes, etc.)

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1. **Monitoring:** List personnel that will monitor partial day programming, including time and place:

|  |  |  |
| --- | --- | --- |
| **Personnel/Role** | **Environment** | **Frequency of Monitoring** |
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1. **Evaluation:** Provide dates, times, and location for follow up meetings to review monitoring notes and discuss strategy effectiveness in moving student toward full time schooling.

|  |  |  |
| --- | --- | --- |
| **Date** | **Time** | **Location** |
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1. **Signatures**

|  |  |
| --- | --- |
|  |  |
| **Administrator:** |  |
|  |  |
| **District Regional SEO for SSS (or designate):** |  |
|  |  |
| **Date:** |  |