

Adapted Schedules

Context

The Inclusive Education Policy continues to apply and is consistent with the updated Provincial School Code of Conduct Policy direction on *Adapted Schedules*.

The Inclusive Education Policy states that *“every student should be taught within a common learning environment (e.g., a classroom) with students of similar age within the community school, with **flexibility** that is based on, and **responsive** to, the student’s individual strengths and challenges.”*

Further, it is important to remember that, as part of the considerations made when using *Adapted Schedules*, inclusive education is a commitment to a high-quality, culturally and linguistically responsive and equitable education, that supports the well-being and achievement of every student in Nova Scotia (Inclusive Education Policy, 2020).

Guidance

Adapted Schedules refer to the **temporary** change of the school day schedule for a student which could include a delayed start time, partial day, or early departure

When it has been determined that a student may not be able to consistently demonstrate expected school behavior, intensive programming and services will be identified, and a Behavior Intervention Support Plan (BISP) or other supportive approach may be developed. The plan will outline the support required and the most appropriate pathway(s), including possible alternate learning settings or **adapted schedules**. This is described in 5.14 of the Provincial School Code of Conduct Policy.

When an adapted schedule is being considered, either after a serious incident or as a proactive strategy, in response to an emerging or changing complex behaviour, a Student Planning Team (SPT) meeting must be convened. SPT’s main objective should be to work together to help the student get back to a full school day as soon as possible.

The SPT includes parents/guardians, regional/board staff and relevant partner agencies or departments (e.g., community agencies, IWK, Opportunities and Social Development).

All efforts will be made to ensure parents/guardians can participate in an SPT meeting. In the event that parents/guardians are unable to attend, follow-up communication will happen as soon as possible.

Before changes to an adapted schedule can be implemented, like starting later, leaving early, or attending only part of the day, the Student Planning Team (SPT) needs to look at what programming the student is currently receiving at school. The team must check to make sure all support, programs, and services are being used as intended. If anything is missing or not working as it should, the team should attempt to intervene as soon as possible to avoid reducing the students' school day.

If, after completing these checks and improvements, the team finds that the student still cannot manage a full day at school and there are no other supports that could help, the SPT may consider a temporary adapted schedule. All decisions should keep the needs of the student and their families at the center of the process.

The adapted schedule must be documented and include:

- provisions for continued learning opportunities while following adapted schedule
- outline of steps to support return to full instructional day
- regular monitoring and evaluation criteria
- family communication plan
- how attendance will be tracked (e.g., entered in the student information system as a School Approved Absence (APP) or Absent with Notification (AWN), as per established entity practice

Transportation considerations

The SPT will make all reasonable efforts to mitigate any transportation concerns created due to the adapted schedule.

The extension of an adapted schedule beyond 10 school days requires the approval of the educational entity, in consultation with the relevant regional/board staff and parents/guardians.

Review

The SPT should regularly review the adapted schedule plan.

EECD and Regional/Board Student Services staff will review regional/board level adapted schedule data on a quarterly basis, and this information will be shared with the Education Council for Disability, Inclusion and Accessibility annually.

Other times a student's schedule may be adapted:

- as part of a Health Plan of Care
- as part of a SchoolsPlus Comprehensive Case Plan