



STUDENT'S ADJUSTED SCHOOL SCHEDULE PLAN (SASSP)

CONTEXT

1. Guiding Principles

- 1.1. Access to an effective education program is a basic right of each student that includes: respect for the rights of each student, maintaining student dignity, and the safety of all involved. Therefore, the District upholds the principle of equitable practise to ensure each student receives what they need to be successful.
- 1.2. All students need to receive necessary educational and mental health supports and programming in a safe and least-restrictive environment.
- 1.3. Every effort is made to provide an inclusive culturally responsive environment for each student to maximize their exposure to the learning community.
- 1.4. Programs and services necessitate a service delivery model that emphasizes teamwork, collaboration, and cooperation in the provision of a continuum of programming options to meet student learning needs.
- 1.5. A positive, proactive, and preventative approach is the most effective method of achieving a school climate that is conducive to meaningful interactions and learning.
- 1.6. Strengthening student-teacher relationships and building a positive school culture contribute to an effective learning experience for students and staff.
- 1.7. Our schools are full of diverse and dynamic students who require creative and varied responses to support learning. No single method will meet the needs of all students.
- 1.8. School and district staff are aware of and engage the assistance of programs and resource supports that may be available in their community.

2. Definition of Terms

2.1. Adjusted Schedule Any reduction in time to the daily regular school schedule.

2.2. Self-Regulation A student's ability to monitor and regulate their own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit impulsive responses, to avoid distractions, and to persist on relevant tasks even when they are not enjoyable.

2.3. Case Manager A teacher who is a member of the IEP team and is responsible for coordinating instruction and the delivery of special education support services for the student. The case manager will be the primary contact for the parent or guardian.

2.4. District Consultant A professional designated by a school district that has specific specialized training and is available to schools to consult on issues within their area(s) of expertise.

2.5. Least-Restrictive Environment

A student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. The student should be provided with instructional supports and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

2.6. Ministry Designation

Categories used to identify students who meet specific BC Ministry of Education criteria in specific domains for supplemental funding and support.

Procedures

1. Principals are to ensure that modifications to the regular school schedule of a K-8 student are only made if an assessment provides objective data indicating one or more of the following criteria have been met:
 - 1.1. The student's ability to self-regulate has not developed to a level that supports success; and/or
 - 1.2. The student's level of stress and anxiety or mental health diagnosis do not support success; and/or
 - 1.3. The student's physical health or diagnosis does not support success managing a full-day schedule within the least restrictive educational setting.
2. For students with a Ministry designation, the appropriate District Consultant must be a member of the team assessing and planning for the adjusted schedule, and must liaise with the Director of Instruction – Indigenous Education and Equity for Indigenous students being considered for an adjusted school schedule.

3. For non-designated students, proof of a mental health or physical health diagnosis must include recommendations for adjustments to a student's schedule or a record demonstrating that the School-Based Team's Chair has consulted with District Support Services staff regarding the student's inability to self-regulate. For Indigenous students, the School-Based Team's Chair will also consult with the Director of Instruction – Indigenous Education and Equity to determine ways the Indigenous Education Department can support the development/implementation of the *Student's Adjusted School Schedule Plan (SASSP)*.
4. A *Student's Adjusted School Schedule Plan (SASSP)* is required for each identified student. The template for this plan is provided as Student Services Form 105. Each Plan must include the following information:
 - 4.1. The identification of a Case Manager who will oversee development and implementation of the plan;
 - 4.2. Clear, specific, and measurable goals to determine when the school schedule will be increased and in what increments;
 - 4.3. The steps being taken, and strategies used by principals/vice-principals, teachers, and support staff (including Indigenous Education Program staff, where applicable), to assist the student in achieving the outlined goals and objectives;
 - 4.4. A reasonable period for reviewing the student's progress that has been agreed upon by the team members and the student's parent(s) or guardian(s);
 - 4.5. Specific information on what data is to be collected, and on who will be responsible for collecting and reporting those data at reviews; and
 - 4.6. Identification of outside services and professionals involved in supporting the student when they are not in attendance at school.
5. Regular communication must occur between the school and the student's parent/guardian to coordinate the student's attendance schedule and ensure the student is properly supervised.
6. All *Adjusted School Schedule Plans* should be considered as temporary/interim and every effort be made to return the student to a regular school schedule.
7. A copy of each *Adjusted School Schedule Plan* for Indigenous Students must be forwarded to the appropriate Assistant Superintendent, Director of Instruction – Inclusive Education Services, and Director of Instruction - Indigenous Education and Equity.

Relevant Board Policy: 455R: Discipline (Regulations)

Developed by: Director of Instruction – Inclusive Education Services

Date Agreed: April 23, 2018

Date Amended: April 13, 2021, July 18, 2024

Related Documents: Student Services Form 105 - Student's Adjusted School Schedule Plan Template