



# ASD-W

**Anglophone West School District**

## Partial Day Plans

WHERE WE HAVE BEEN AND WHERE WE ARE GOING

# What is a Partial Day Plan (PDP)?

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Interim strategy used in exceptional circumstances to help students succeed. (mental health and behavioral challenges.)

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Adheres to Policy 322 (Inclusive Education) and Policy 703 (Positive Learning and Working Environment).

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It is not punitive and differs from suspension.

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Consultation and sign off of the PDP with District Education Support Services is required.

## PARTIAL DAY PROGRAMMING

Where have we been?



Before Dec. 2018



Provincial Guidelines  
Rollout



District Rollout and  
Professional Learning



ESS Connect and  
District Sign Off



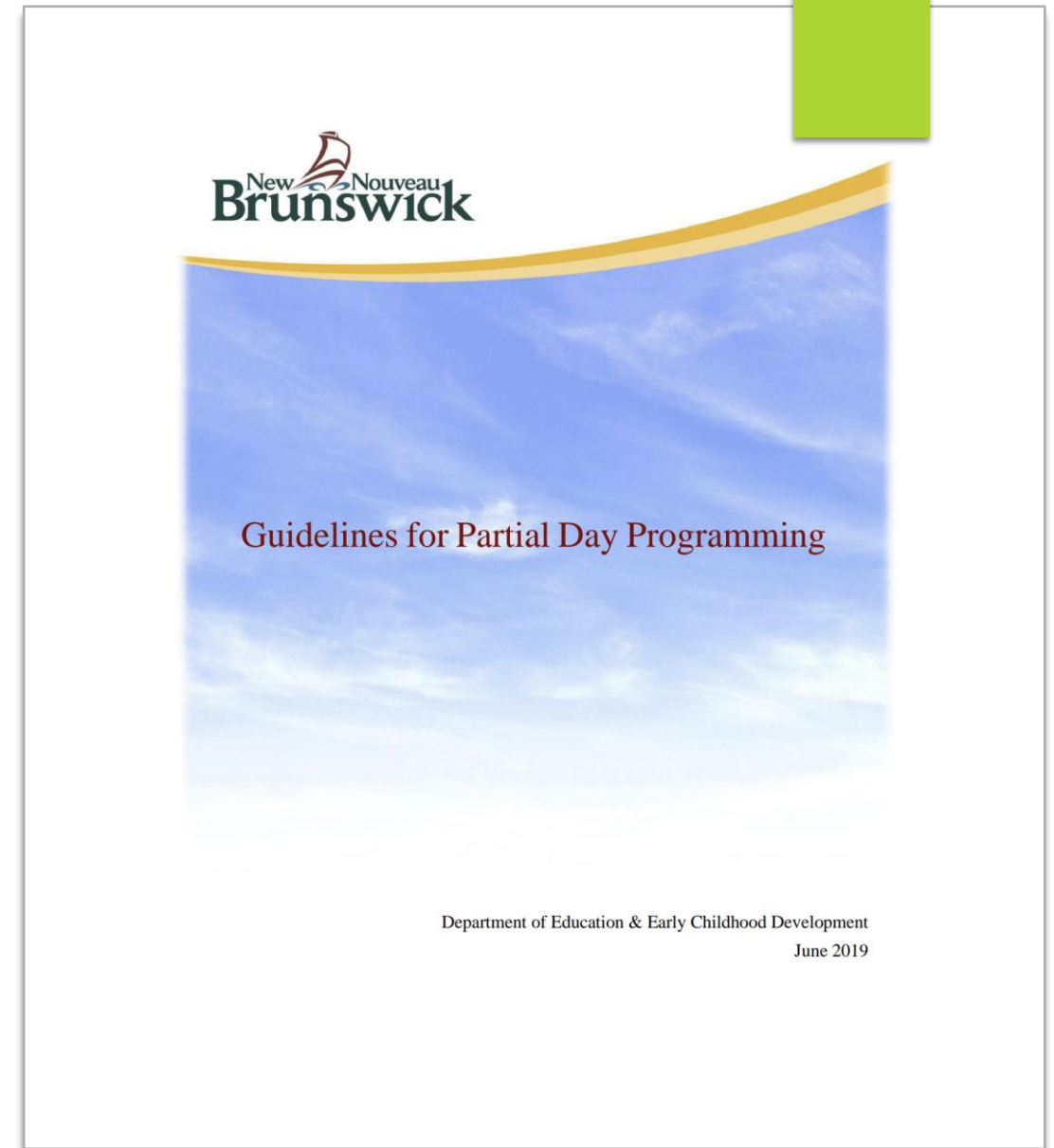
Conversation,  
Consultation, PL



# What is the criteria for a Partial Day Plan?

A partial day is any planned reduction in the instructional day and is warranted under these circumstances:

- ▶ In response to a student's mental health needs, supported by documentation from a medical or mental health professional.
- ▶ As a short-term response when the student is in danger of injuring themselves or others, or as recommended by a Violent Threat Risk Assessment (VTRA).
- ▶ As a short-term response to severely disruptive behavior that has not responded to individualized interventions in the Personalized Learning Plan – Individual Behaviour Support Plan (PLP-IBSP).



# When a PDP would be considered?

## ▶ **Student Development:**

- ▶ Develop skills and stamina for success
- ▶ Gradually increase time at school

## ▶ **ESS Team Support:**

- ▶ Meet student needs by adjusting schedule and learning environment
- ▶ Arrange programming options and obtain resources

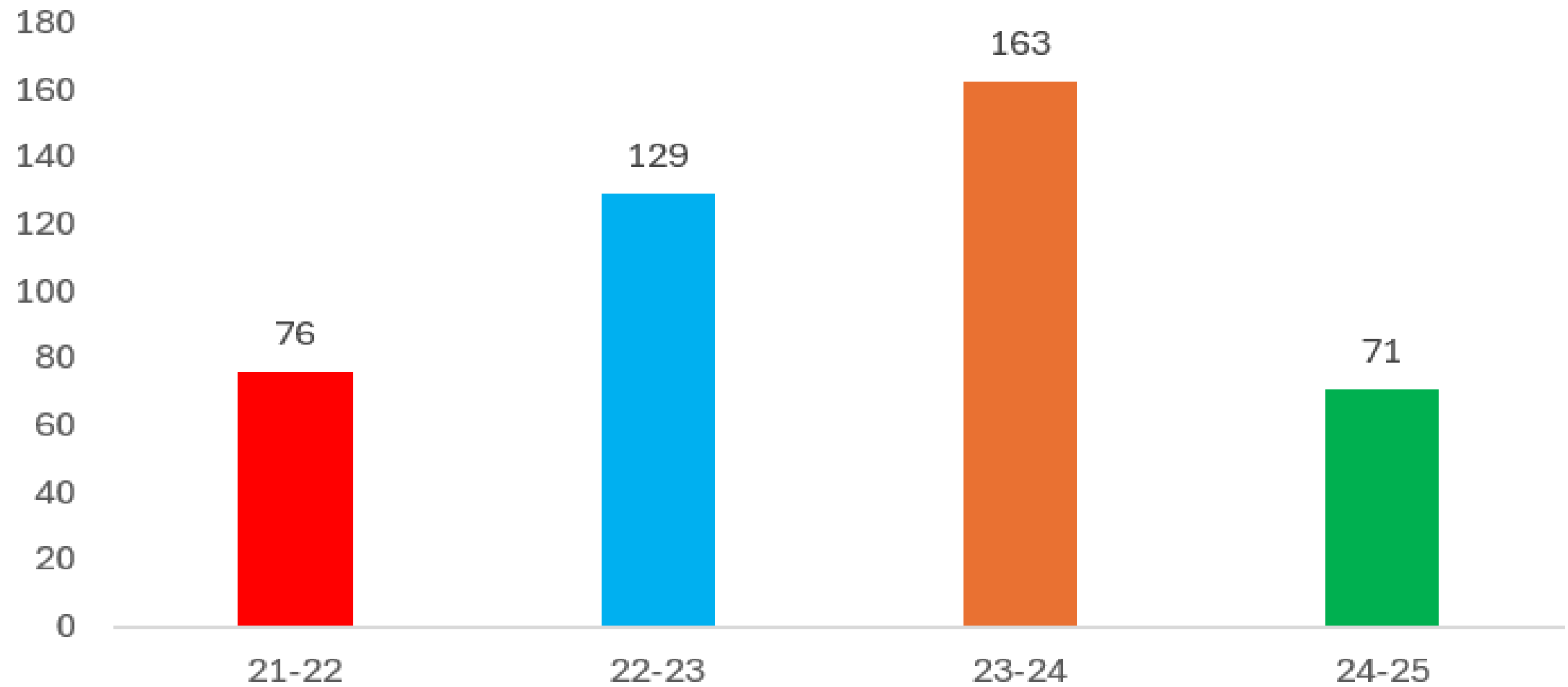
## ▶ **Plan Development:**

- ▶ Develop or revise PLP-IBSP or VTRA Intervention Plan
- ▶ Mitigate risk factors based on revisions (e.g., materials, staff training)

## **Guidelines Exclusions:**

- Students in enrichment activities outside of school
- High school students attending part-time due to personal circumstances
- Newcomer/EAL students transitioning into school
- Grades 9-12 students in alternative education environments
- Students receiving home tutoring due to physical health needs (cancer treatments, surgery, etc.)

## Partial Day Plan data



## PARTIAL DAY PROGRAMMING

Where have we been?



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Conversation,  
Consultation, PL





# Investments into Programming:

## Human Resources



- Additional ESS Coordinator Position – Positive Learning Environment, and Partial Day Supports.(2024-2025)

- An additional 30 FTE to support Policy 322 in 2024-2025, used to increase school-based EST-R and EST-SC FTE where needed to support student programming.



# Investments into Programming:

## Human Resources



- Invested in Board Certified Behaviour Analysts as part of our DESS LEAD Team. (2 soon to be 3)
- Increased in the number of EAs specific to supporting high needs students in schools.

- Increased the number of School Based School Social Workers from 4 to 12 FTE with 9 currently filled.
- Increased the number of Behaviour Intervention Mentors in schools from 14 in February 2021 to 51 in March of 2025.

# Investments into Programming: Professional Learning

**4** full day trainings offered in between October 2023 and Feb 2025 with a focus on **strengthening IBSP planning and implementation for students.**

- School Counsellors, Resource teachers and Behaviour Intervention Mentors **(221 staff trained)**

- SBT (Skills-Based Treatment) training provided to 23 DESS members to support planning for student with exceptionalities. Overview for all Principals at Centre Based meetings.
- Over 600 DESS Requests for Service in 2024-2025 to date.

## Next Steps:



Continue to increase awareness of Partial Day plan guidelines to strengthen implementation.



Develop additional Professional Learning opportunities to help strengthen Behaviour Intervention Plans.



Explore ways to strengthen collaboration practices with outside agencies with the focus of supporting students and families.



# ASD-W

**Anglophone West School District**

## Seclusion and Restraint

DATA UPDATE FOR 2024-2025

# Provincial Guidelines

- ▶ In the event that frequent violent behaviour is experienced, a PLP-IBSP is required for both seclusion or restraint.
- ▶ Consent of a Parent/Guardian is required for the use of a seclusion room.
- ▶ Non-Violent Crisis Intervention (NVCI) is a core training for staff in all ASD-W Schools. We train yearly, rotating through school NVCI teams.
- ▶ Physical Restraint is a LAST RESORT.



## **Ensuring Student and Staff Safety: Guidelines for Restraint and Seclusion Procedures in Schools**

Department of Education and Early Childhood Development  
October 2017

# What is Restraint?



Used in response to serious problem behaviour that places the student or others at risk of injury or harm, restraints are measures used to control an individual's physical activity to prevent injury or harm.

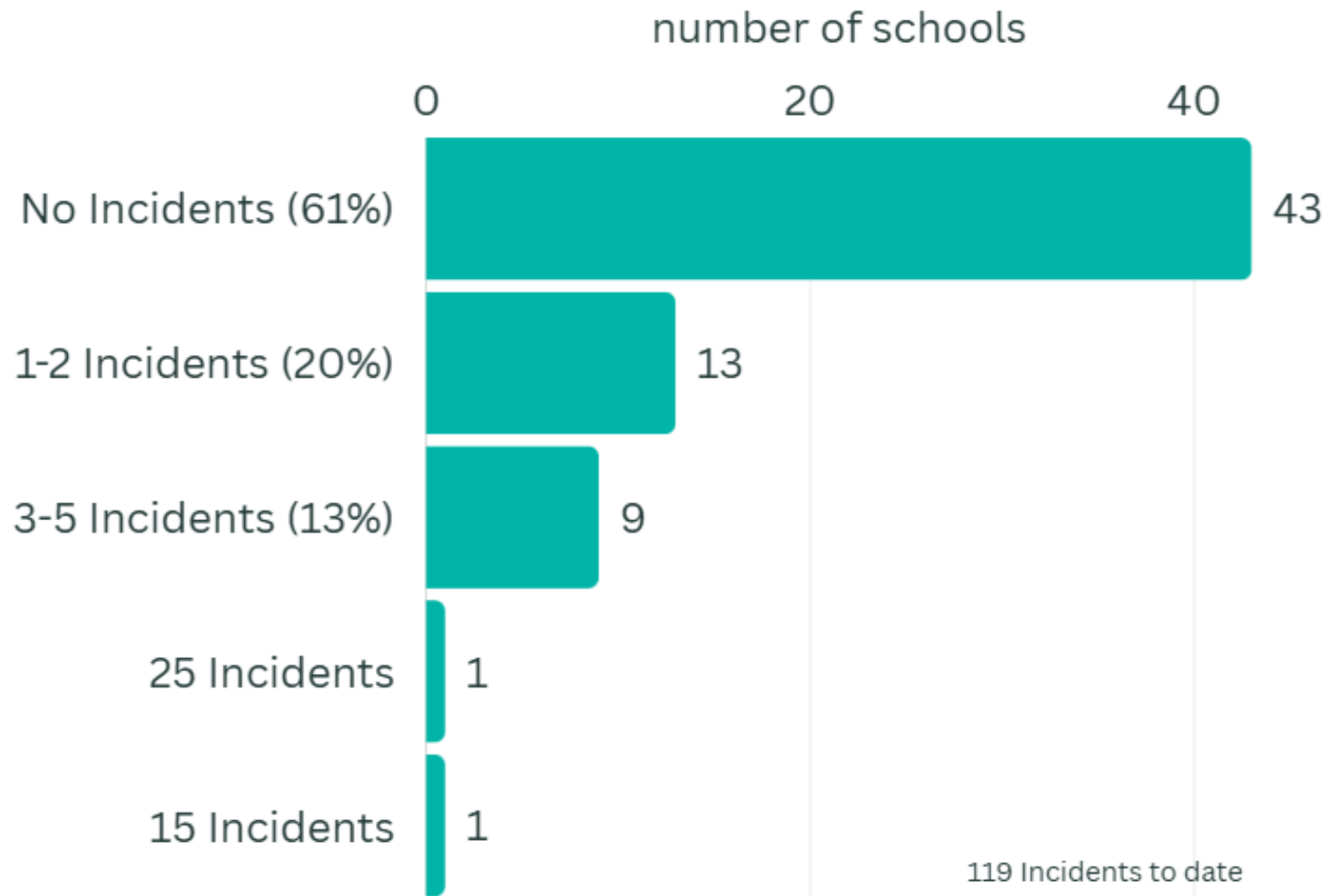


More specifically, **physical restraint** involves direct physical contact by one or more persons to prevent or significantly restrict another person's freedom of movement, physical activity, or normal access to their body.



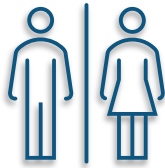
Physical restraint is not an instructional tool for teaching appropriate behaviour in the classroom or school. Rather, it is a method to prevent students from harming themselves or others. It should only be used in emergency situations when an **imminent (likely to happen within a matter of seconds)** and significant threat to the physical safety of the student and/or others exists.

### ASDW Restraint Data





# What is Seclusion?



Seclusion involves placing an individual alone in a room or area from which the individual is physically prevented from leaving.

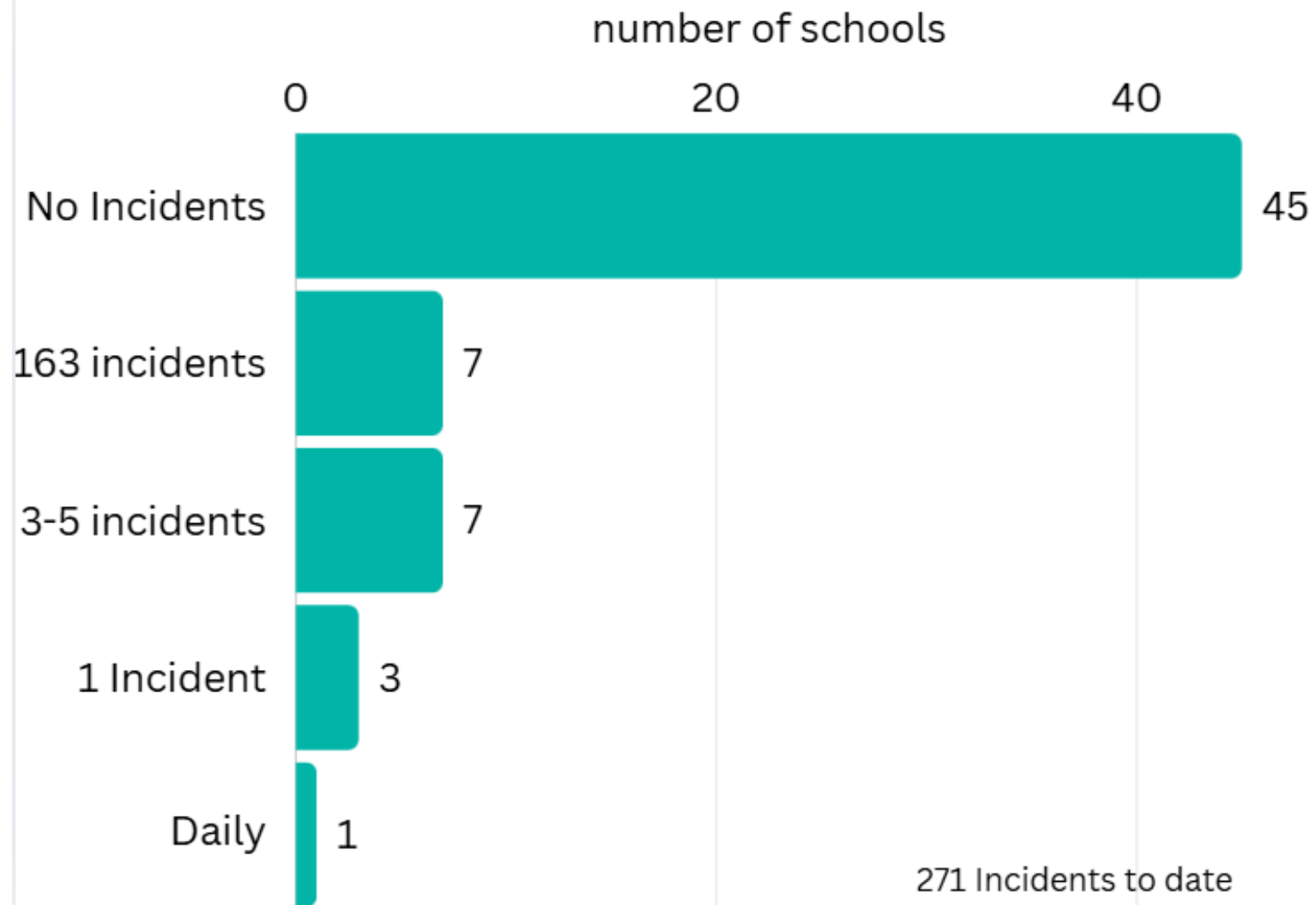


Seclusion may involve the use of a Time-out Room (or other name), which is a room specifically designed for exclusionary time-out or seclusion or primarily used for those purposes.



Seclusion should only be used if a student is engaging in intense violent behaviour that presents substantial risk to the student or others and the risk can be diminished by placing the student in a safe environment away from others.

### ASDW Seclusion Data





Thank You