POLICY:	MODIFIED SCHOOL DAY			#	718
SECTION:	700 : School Administration			Page 1	of 2
APPROVAL/REVISION DATE:	June 10, 2024	EFFECTIVE DATE:	June 10, 2024	REVIEW DATE:	June 10, 2029
CROSS REFERENCE:	Policy 710: Student Relations Policy 724: Behaviour Support and Student Safety				

POLICY

1. The Operation of Schools, Regulation 298 to the Education Act at 298 s. 3(1) states that all pupils of compulsory school age and all pupils in full day kindergarten must attend school each day for a minimum of five instructional hours. Further to subsection (3), a board may reduce the length of an instructional program on each school day to less than five hours for an exceptional pupil in a special education program (Operation of Schools, Regulation 298 s. 3 (3)).

2. Students who are age-appropriate for Kindergarten may require a reduced day in order to successfully transition to elementary school. School-based teams are expected to follow the process set out herein for determining a reduced day. Although school attendance prior to age 6 is not mandatory, it is important to have established a modified day plan of action to support students and families to move towards full time attendance.

3. If a student is not exceptional, a modified school day may be determined to be in a student's best interest to transition gradually into a new classroom/school environment or as a result of a specific situation. In addition, a parent/guardian may request that a child be excused from school for a temporary period of time (Regulation 298, s. 23 (3)).

4. Consideration of a modified day for a student always includes the understanding that it is a temporary or transitional plan. A modified day may be considered for a student who is unable to successfully manage the demands of a full instructional day despite universal supports and differentiated instruction to support their learning. If the student has not responded to interventions, a school-based team could consider a modified day based on the following:

   a) A medical issue that has been documented by a medical practitioner:
   - Medical health related conditions and/or;
   - Mental health related conditions.

   b) Behaviour that impacts:
   - Learning and safety of self;
   - Learning and safety of others

5. The decision to modify a student's school day requires the approval of the Family of Schools Superintendent and includes consultation with parent(s)/guardian(s).

6. A modified day is not a method of student discipline and is not punitive.

7. This guideline provides a principal-led plan that involves collaboration, consultation and planning with the parent(s)/guardian(s), Superintendent of Education, and school staff.

GUIDELINES

1. When a modified day is being considered for a student the principal will arrange a case conference meeting involving the parent(s)/guardian(s), school principal and other school and/or Board staff, as

appropriate. Community-based agencies may also be invited to participate in the meeting. All existing student plans will be reviewed and/or updated at the case conference meeting, as appropriate, including for example, the Individual Education Plan, Safety Plan and Success Plan, etc.. Reasons for a modified school day may include, but are not limited to: student safety (self and others), transition planning, documented medical or other accommodation needs, including students who are medically fragile.

2. Once it is determined that a modified school day is an appropriate accommodation, the school principal or designate will contact the Superintendent for approval.

3. The principal shall develop a transition plan for the student detailing the arrangements for the modified day and the plan for the student to return to full day instruction. The goal of the transition plan is to increase the time that the student is in school incrementally over a period of time.

   The transition plan will include:
   - timeline for review
   - target date for return to full-time attendance
   - in-school supports
   - at home supports, if appropriate
   - community agency involvement, if appropriate
   - curriculum delivery
   - strategies and a timeline for the student's return to full day instruction

   The Transition Plan must be completed prior to the Superintendent granting approval of the modified school day. The transition plan should also reference any other plans that are in place, such as the Individual Education Plan, Safety Plan and Success Plan, etc.

4. The principal will maintain ongoing communication with parents/guardians and staff, ensure development or revision of the IEP, if required, on an ongoing basis and as the student's needs change while the modified day is in effect. The principal will set up regular meetings and review dates until the student has returned to a full day schedule.

5. Effort will be made to work in partnership with the parent(s)/guardian(s) to arrive at a mutually agreeable decision regarding the modified school day and transition plan. If the parent(s)/guardian(s) disagree with the school's decision and/or the transition plan, the principal or designate will direct them to the Superintendent who will attempt to resolve the disagreement.

6. Situations may arise that result in a modified school day being implemented in an expedited timeline including in circumstances in which there is a compromised learning environment and/or safety and well-being of the student or others. In these cases, the steps outlined above may take place either at the same time the modification to the school day is put into effect or after a modification to the school day has been put in effect for that student. The decision regarding the student's programming in these instances will be made through communications with the school principal and/or designate, parent(s)/guardian(s) and the Superintendent.