



# HURON-PERTH CATHOLIC

District School Board

## Modified School Day

<b>Adopted:</b>	<b>May 25, 2020</b>	<b>Policy #:</b>	<b>P 2.2.4.</b>
<b>Revised:</b>	<b>April 27, 2026</b>	<b>Policy Category:</b>	<b>2.2. School Program</b>

### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board (the Board) affirms the inherent right of all students to a caring, effective, and inclusive education within a Christ-centred environment. Any modified school day plans and administrative procedures must be consistent with Catholic teachings and designed to develop appropriate, individualized support. The Board requires that all such plans prioritize a gradual transition to support full-time attendance, with the express goal of maximizing the student's time at school and achieving a return to a regular, full school day.

### **POLICY STATEMENT:**

Guided by our responsibility to oversee equitable and safe education in Ontario, it is the policy of the Huron-Perth Catholic District School Board to provide individualized accommodations and support to students. A modified day may be considered for a student who is unable to successfully manage the demands of a full instructional day despite the implementation of appropriate school and system-based interventions and supports, such as universal supports, differentiated instruction, individualized programming, Positive Behaviour Support Plans, or Safe Intervention Plans where appropriate.

In circumstances where a medical issue has been documented by a medical practitioner, or when the principal determines that a student's behaviour or presence in the school may be a safety concern for themselves or others, the principal may implement a modified school day on a temporary basis to allow for the development of appropriate programming. A modified school day is defined as a reduction in the length of the school day, up to and including a temporary withdrawal from school.

The process of accommodating a student with a modified day shall be reviewed individually by a School-Based Team (SBT), which will consider parent/guardian input, the student's academic achievement, and the disability-related and/or medical needs of the student. The accommodation process must balance the student's integration and independence with the health and safety of all individuals who are or might be in the school, ensuring a clear plan is developed to eventually return the student to full-time attendance.

Furthermore, to uphold the Board's mandate for provincial accountability and transparency, the Board shall retain data regarding Modified Day Plans, including specific attendance code records and schedules, which must be kept on file for audit purposes as outlined in the Modified School Day Administrative Procedure.

## **DEFINITIONS:**

**Modified Day** - Is a reduction in the length of the school day up to and including a full exclusion from school.

**Temporary Reduced Day** - A reduction in the regular (300 minute) instructional day determined at a School-Based Team meeting.

**Modified Day Plan** - A plan for students who require a gradual transition to support full-time attendance. The goal is to return the student to a regular day as soon as possible.

**Temporary Full Exclusion from School on an Emergency Basis** - A full exclusion from school. A temporary full exclusion from school.

**Exceptional Pupil** - A pupil who is identified within the scope of the IPRC process.

**School-Based Team (SBT)** - the principal (Chair), parent/guardian, SERT, classroom teacher, Special Education Coordinator, school superintendent, appropriate representatives from community-based agencies/service and anyone the principal deems necessary.

**OSR** - Ontario Student Record

## **REFERENCES:**

- Education Act s. 265 (1) (m) – student exclusions for safety
- Education Act Reg. 298 (3) (1) – reduced length of instructional program for exceptional pupils

## **RESOURCES, APPENDICES AND FORMS:**

- Board Administrative Procedure 2.2.17 Modified School Day