



Parents – We want to hear from you.

The Issue: Partial Day School Attendance

Can You Share Your Experience?

- Has your child's school attendance been restricted?
- Is your child allowed to be in class for only part of the school day?
- Are you expected to take your child home when the school considers it necessary and calls you?
- Are these incidents causing stress and harm to ... Your child? Your family?



If so, we would like to hear from you. Please share your experience with us through a short survey [[Survey Link Click Here](#)] so we can raise awareness and advocate for change. In doing so, be assured - we will not identify you or your school/district.

Let us hear from you by July 15, 2024.

A handwritten signature in black ink that reads "Gordon L. Porter".

- Dr. Gordon L. Porter, CM, ONB
Director, Inclusive Education Canada

Survey Link: [[Click Here](#)]

If you would like to get involved to help address the issue of partial day school attendance, we would love to have you. Please send us an email: inclusiveeducation@inclusioncanada.ca

For more information on the partial-day attendance issue, please see the commentary on the next page.



Some Reflections on Partial Day School Attendance

- **Gordon L. Porter, C.M., O.N.B.**
Director, Inclusive Education Canada
www.inclusiveeducation.ca

Being forced to attend school for only part of the day can negatively affect a child's educational, social, and emotional development. Firstly, limited school hours can disrupt the continuity of learning, making it challenging for the child to grasp complex concepts and keep up with their peers. Missing crucial lessons and educational activities may hinder their academic progress and future opportunities.

Moreover, the fragmented school day can contribute to feelings of isolation and exclusion for the child. They may struggle to form meaningful connections with classmates and teachers, creating a sense of alienation and loneliness. Social interactions and friendships play a vital role in a child's emotional well-being and self-esteem, and the inability to participate fully in school activities may result in feelings of inadequacy or rejection.

Additionally, partial school attendance can exacerbate behavioural issues and mental health concerns in some children. The inconsistency in routine and structure may trigger anxiety, frustration, or defiance, manifesting in disruptive behaviour or emotional outbursts. These challenges not only affect the child's learning experience but also disrupt the classroom environment and impede the progress of their peers.

Furthermore, the stigma of being singled out for partial attendance can affect the child's self-image and confidence. They may internalize shame or inadequacy, believing something is inherently wrong with them. This negative self-perception can impact their motivation, resilience, and overall mental health, creating barriers to personal growth and fulfillment.

The adverse effects of being forced to attend school for only part of the day are multifaceted and far-reaching. From academic setbacks to social isolation and emotional distress, this restrictive arrangement can hinder a child's development and undermine their potential for success and well-being. Schools and communities must provide adequate support and resources to address these challenges and ensure every child has equal opportunity to thrive academically, socially, and emotionally.