



ADMINISTRATIVE PROCEDURE 333	
SECTION: STUDENTS	
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2029	
Contact	Superintendent of Specialized Services

MODIFIED DAY

BACKGROUND: MANDATORY ATTENDANCE

The *Education Act* states that every person who attains the age of six (6) years on or before the first school day in September in any year must attend school on every school day from the first school day in September in that year, until they turn eighteen (18) years old.¹ The Act and its Regulations allow for a limited number of exceptions to the mandatory attendance requirements, which are summarized at Section 8 of this Procedure.

The instructional day for students who are required to attend school is five (5) hours, or 300 minutes, per day, excluding recesses and scheduled intervals between classes.² A school board may only reduce the length of the instructional day to less than five (5) hours for an exceptional pupil in a special education program.³

BACKGROUND: DUTY TO ACCOMMODATE DISABILITIES

The *Ontario Human Rights Code (Code)* guarantees the right to equal treatment with respect to educational services, without discrimination on the basis of protected grounds, including disability. The Renfrew County District School Board’s (RCDSB) duty under the Code is to accommodate a student’s disability-related learning needs, to the point of undue hardship, and in a manner that creates a climate of understanding and mutual respect for the dignity and worth of the student. In some limited circumstances, as further described in this Procedure, it may be appropriate to consider a modified day as an accommodation.

PURPOSE

This Administrative Procedure (AP) has been developed to provide direction to Principals who are considering modifying the length of an exceptional student’s school day as an accommodation of a student’s disability-related learning needs.

An exceptional student must attend for a full instructional day unless a Modified Day Plan is approved in accordance with this AP.

¹ s.21.1

² Reg. 298, s.3(1)

³ s.3(3)

A Modified Day Plan is a plan outlining intentional and specific strategies and goals to gradually increase an exceptional student's capacity to access a program, supports, or services for the full length of an instructional day and/or week.

1. GUIDING PRINCIPLES WHEN CONSIDERING A MODIFIED DAY

- 1.1. Prior to considering a modified day, all efforts must be made to accommodate an exceptional student's successful participation in a full instructional day, including universal supports and differentiated instruction. It is expected that there will be on-going communication between the school and the parent(s)/guardian(s), school team, and the Student Services Central Staff regarding the student's needs, and how they can be accommodated throughout the school day.
- 1.2. A Modified Day Plan is intended to be a temporary response, and will be developed using the form attached at Appendix A to this AP. The goal is for the student to resume full day attendance as soon as possible.
- 1.3. A Modified Day Plan will be for a specific timeframe, and must be approved by the Family of Schools Superintendent. The Plan will include the pursuit of intentional, specific goals/skills and/or resources with a view to increasing student success and improving conditions for learning at school. These goals/skills will be reviewed no less than every two to four (2-4) weeks as determined by the Family of Schools Superintendent.

2. WHEN MAY A MODIFIED DAY BE CONSIDERED

- 2.1. A modified day may be considered for an exceptional student who has demonstrated an inability to successfully manage the demands of a full instructional day despite special education programming, universal supports and accommodations, and differentiated instruction to support their learning.
- 2.2. A modified day may also be considered if it would allow an exceptional student to access outside agency treatment connected to a documented disability or health condition that is only available during the school day and outside of the school setting.
- 2.3. The Ministry expects students in kindergarten to attend school five (5) days per week, with 300 minutes of instruction per day. As such, exceptional students in kindergarten who are registered but who have not yet reached compulsory school age are nevertheless subject to this AP, and require a Modified Day Plan as described herein if they are to attend for less than a full instructional day.
- 2.4. Note that if a student is not permitted to attend their class or school for part or all of the day in a manner that does not comply with the requirements of this AP, their de facto exclusion could entitle a parent(s)/guardian(s) to appeal to the Board of Trustees.

3. EXAMPLES OF A MODIFIED DAY

3.1. A student's Modified Day Plan will be individualized to the unique needs of the student. The Modified Day Plan must therefore be carefully constructed with the student's best interests at the centre. Below are some suggestions for a Modified Day Plan:

- The student requires a shortened school day (i.e. mornings, afternoon, certain number of periods per day, etc.); or
- The Modified Day Plan requires a "backward chain" (start at the end of the day and work backwards toward beginning of the day) or "forward chain" (day begins at the regular time and work forward toward the end of the day); or
- The student requires a modified week (certain day or part of the day) in order to access external support.

4. PROCESS TO DEVELOP AND IMPLEMENT A MODIFIED DAY PLAN

4.1. The Process for developing and approving a Modified Day Plan shall be as follows:

- The Principal will review this Procedure and consult with the Supervising Principal of Student Services and the Family of Schools Superintendent for initial approval to consider a Modified Day Plan.
- The Principal will arrange for a case conference. Parent(s)/guardian(s) must be invited, and all efforts should be made to facilitate their participation. In addition to the Principal and parent(s)/guardian(s), the meeting should include the classroom teacher, School Support Counsellor, the Special Education Resource Teacher and the Special Education Consultant and/or Principal/Vice Principal of Student Services. Additional community agency/school board staff involvement may be also invited depending on the circumstances.

At the case conference, the Principal will:

- Verify the student's current status at school, including their attendance record, academic performance and behaviours.
- Ensure all assessment reports (school-based and third party professionals) have been reviewed and considered, including any medical information that has been shared by the family.
- Review any other information and/or data that has been gathered or documented by the school team as part of their ongoing support and intervention (Ecomap, Assessment of Lagging Skills and Unsolved Problems, Safety Plans, Threat/Risk Assessments, Psychoeducational Assessments, etc.).
- Evaluate the current in-school supports and their effectiveness.
- Analyze the range and outcomes of interventions attempted.

- Seek input and feedback from the parent(s)/guardian(s).
 - Review any other pertinent information necessary for understanding the student's current circumstances and barriers to full participation and success.
- 4.2 If at the case conference it is determined that a Modified Day Plan is an appropriate accommodation, the Modified Day Plan must focus on working towards the goal of full attendance and the specific skills/strategies that will be developed to achieve this goal.
- 4.3 A copy of the Modified Day Plan form will be filed in the student's OSR, and a copy shall be sent to the Family of Schools Superintendent as well as the System Principal of Student Services.

5. MONITORING THE MODIFIED DAY PLAN

- 5.1. Meetings will be held every two to four (2-4) weeks for the duration of the modified day period, to discuss progress in achieving the goal(s) as outlined in the Modified Day Plan, and to update strategies and supports. The decision on the timeframe within the two to four (2-4) week period will be made with the Family of Schools Superintendent, taking into account the rationale for the Modified Day Plan as well as the appropriate timeline for planned interventions.
- 5.2. A summary of the review meetings must be stored along with a working copy of the Modified Day Plan Form.
- 5.3. At the end of the modified day period, when the student has resumed full time attendance, a copy of the most recent and final form, which includes the modified day completion date, will be placed in the student's OSR by the school team and an updated copy sent to the Family of Schools Superintendent and the Supervising Principal of Student Services.
- 5.4. The school team will work in partnership with the parent(s)/guardian(s) throughout the modified day period and ensure ongoing communication regarding the modified school day, Plan and transportation arrangements.
- 5.5. The Principal will ensure that any updates to a student's IEP or safety plan are completed on an ongoing basis in response to the changing strengths and needs of the student.

6. REPORTING STUDENT ATTENDANCE FOR A MODIFIED DAY PLAN

- 6.1. A student's absence pursuant to a Modified Day Plan shall be recorded as follows:
- Make a notation of the Modified Day Plan schedule in the student attendance record.
 - The modified timetable day is an instructional day.

- Use the “Non-Instructional Day “Reduced” (N Day) code for the full day or half day or the period (secondary) that the student has been approved under the modified day plan to not be in attendance as the result of the timetable modification.
- If the student is absent for the period of the day for which they are expected to attend, mark them as absent. Regular attendance follow-up is required.
- If the student has a modified day for medical reasons with supporting medical documentation on file, use the attendance code entry of “G” - pupil is absent for medical reasons and has provided supporting medical documentation for the period in the timetable that the student is not expected to attend.
- If the modified day plan schedule does not include 210 minutes or more of instruction, the student must be on the part-time register. The student’s enrollment minutes of instruction will be updated in the Student Information System to indicate the minutes of instruction the student is expected to attend.

7. NOT A MODIFIED DAY

7.1. A Principal is not required to follow this AP where a student is absent for any of the following reasons, which do not constitute a modified day:

- Temporary Excusal/Staggered Admission
 - A pupil, regardless of whether or not they are exceptional or in a special program, may be temporarily excused by the Principal from full time attendance at school, upon the written request of a parent(s)/guardian(s), or the pupil where the pupil is an adult.⁴
 - Requests for temporary excusal from school must be made in writing to the school using the Request for Temporary Excusal of Attendance form. This request must be submitted to and approved by the Principal prior to the dates of the excusal with the program of study certified on the form by the Principal.
 - A temporary excusal may be appropriate during a period when a child is transitioning to a new school or class, or is returning from an absence for one of the reasons outlined in section 8(f).
- Disciplinary Measure
 - A Modified Day may not be used as a substitute for suspension, employed as a punitive measure, or be based solely based on parent(s)/guardian(s) requests.
- Non Compulsory School Age

⁴ Reg. 298, s. 23(3)

- Any student who is eighteen (18) years or older may attend part time, and would not require a modified day to do so.
- Other Exceptions to Compulsory Attendance
 - The *Education Act* does allow for other exceptions (Supervised Alternative Learning, Compassionate Grounds for 16/17 Year Olds,) and other specific reasons for Excused Absences. Please see AP 330 Compulsory School Attendance for further guidance.

LEGAL REFERENCES

- *Education Act* and Regulations, Part II – School Attendance
- *Education Act*, Regulation 298
- Bill 52 Chapter 28 Statutes of Ontario, 2006
- Ontario Regulation 374/10
- [Ontario Human Rights Code: Policy on accessible education for students with disabilities](#)

RCDSB REFERENCES

AP 306 Supervised Alternative Learning
 AP 330 Compulsory School Attendance

APPENDICES

Appendix A: [Modified Day Plan Form](#)

Procedure History

Approved:	June 2024
Reviewed:	November 2023; December 2023; February 2024
Revised:	