



ADMINISTRATIVE PROCEDURES

SUBJECT: Reduced Day – Elementary School-Aged Students

Introduction:

The following administrative procedures have been developed to provide a framework to plan and deliver a reduced school day option for students in elementary school.

Background:

- 1.1** The compulsory age for school attendance and the authority to modify a student's length of day are referenced in the Ontario Education Act.

Education Act: Compulsory attendance

21 (1) Unless excused under this section,

- (a) every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and
- (b) every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years. 2006, c. 28, s. 5 (1)

Education Act: Daily Session

Regulation 298: (3) Despite subsection (1), a board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program. R.R.O. 1990, Reg. 298, s. 3 (3).

Note: There are situations where a student who is not deemed exceptional by the IPRC process may be considered to be placed on a reduced instructional day; these students are included in Section 3.

2.1 Definition of a Reduced Day

A reduced day is defined as a time-limited alteration of a student's (Grade 1-8) instructional day which varies from the traditional school day of 300 instructional minutes. Modification to a student's day is determined at a School-based Team Meeting (SBTM) by the Principal, in collaboration with the School-based Team,

the parent/guardian, the Special Education Coordinator for the school and, where appropriate, representatives from community-based agencies/resources.

Note: Students involved in the Ontario Autism Program (OAP), or that are Kindergarten-aged, on a reduced day plan are addressed in Section 5.0.

A Reduced Day Plan of Action is to be a temporary plan for students who require a gradual transition plan to support full-time attendance. The best interests of the student should always be considered when drafting a plan for success. The goal is to ultimately achieve a full day school experience for the student as soon as possible.

A Reduced Day Plan of Action should be in place to incrementally increase the student's time at school. For elementary-aged students, consider a reduced day to be the shortening of the instructional day by more than one period (30 minutes) at any point in the day (a.m. or p.m.).

The reduced Plan of Action will be developed in the eLite program within the SBTM Notes section. Please see Appendix A for instructions of how to create the Reduced Plan of Action.

A reduced day is **not**:

- a substitute for suspension;
- punitive;
- solely based on parent/guardian requests.

3.1 Rationale for a reduced Day

Consideration of a reduced day for a student is always with the understanding it is a **temporary** plan. A reduced 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 reduced 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

4.1 Examples of a reduced Day

A student's reduced day is as individual as the student. The Plan is carefully constructed with the student's best interests at the centre. School staff must complete a Reduced Day Program Plan (Appendix A - instructions) for each student on a reduced day. The Reduced Day Program Plan will be recorded in the SBTM Notes section of eLite.

Below are some suggestions for a Reduced Day Plan of Action:

- The student has a shortened school day (i.e. mornings, afternoon, certain number of periods per day, etc.); or
- The 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 works forward toward end of the day)

5.0 a) Students participating in Ontario Autism Program (OAP)

Students who are participating in OAP **are not to be recorded** on the Reduced Day software program.

b) Students age-appropriate for Kindergarten

Students 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 same process for determining a reduced day. School attendance prior to age 6 is not mandatory, however, it is important to have established a Reduced Day Plan of Action to support students and families to move towards full time attendance.

Administrative Procedures:

6.1 Process for Determining a Reduced Day

- a) The Principal will review the Administrative Procedure: Reduced Day and conduct a School-based Team Meeting.
- b) **The parent/guardian and Principal must be present.** The school Special Education Coordinator **must** be invited. The Superintendent of Education – Special Education and the Superintendent responsible for the school **must** be cc'd on the meeting invitation. The parent/guardian may invite community agency representation, where applicable. Parents/guardians should be notified of who will be in attendance at the SBTM.
- c) At the School-based Team Meeting (SBTM):
 - Obtain parental/guardian input;
 - Verify the student's current status at school;
 - Check the OSR for history and professional reports;
 - Check the attendance record and academic performance;
 - Evaluate the current in-school supports and their effectiveness (e.g., functional behaviour assessments, reports, behaviour plans, safety plans, threat/risk assessments, etc.);
 - Analyze the range and outcomes of interventions attempted;
 - Involve any outside agency representation/involvement; and
 - Review other pertinent information necessary to understand student's current situation.

7.1 Creation and Communication of the Reduced Day Program Plan

a) **During** the SBTM:

Create a Reduced Day Program Plan including a timeline for review and target date for return to full-time attendance, and considers:

- In-school and at home supports;
- Community agency involvement; and
- Curriculum delivery.

Please note: the timeline for review can be no more than 24 school days.

b) Following the SBTM:

- Complete the Reduced Day Plan of Action;
- Print the Reduced Day Plan of Action, attach it to the SBTM notes, file in the student's OSR;
- The Superintendent of Special Education and the Superintendent responsible for the school will receive a copy of the Reduced Day Program Plan via email once the Planning form is completed in e-Lite.

8.1 Monitoring the Reduced Day Plan

a) The Principal will monitor the plan that was created at the SBTM;

b) Ongoing communication with parents/guardians and staff is expected throughout the Reduced day schedule;

c) If required, ensure that the IEP is created and/or adjusted accordingly, on an ongoing basis, as the student's needs change;

d) Initiate regular meetings and review dates until the student has returned to a full day schedule.

9.1 Recording Student Attendance

a) Make a notation of the Reduced Day Plan schedule in the student attendance record. The Reduced timetable day is an instructional day;

b) Use the "Non-Instructional Day "Reduced" (N Day) code for the period that the student has been approved under the reduced day plan to not be in attendance as the result of the timetable modification;

c) 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;

d) If the student has a reduced 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.

- e) A copy of the reduced day plan must be retained with attendance records for audit purposes.
- f) If you have additional questions, or require direction on the recording of attendance, please contact the board's Planning Officer.