



Tip Sheet: Modified Day Placement and Documentation in ECATS

Guidelines for Determining Modified Day Placements

When evaluating the appropriateness of a modified day placement, the IEP team should consider:

- Factors regarding the nature and type of the services to be provided
 - Current classes, schedule, course of study, and method of instruction/delivery (with consideration of both general curriculum and special education curriculum)
 - Need for related services
 - Need for revisions to BIP for implementation in the home setting
 - Requirements for standardized testing
 - Impact of any ongoing medical conditions or treatment
 - Need for social or emotional instruction to address behavior that triggered the homebound/modified day placement, when applicable
 - Coordination with community resources and supports
- Factors affecting the amount of services provided.
 - Current classes, schedule, course of study, and method of instruction/delivery (with consideration of both general curriculum and special education curriculum)
 - Credit needed for graduation or to progress to the next grade
 - Impact of any ongoing medical conditions or treatment
- Factors affecting the scheduling of services.
 - The need to schedule instructional time around medical or mental health services or appointments
 - The need for special transportation if modified day is appropriate
 - Coordination of multiple service providers (with consideration of both general and special education)
 - Coordination with family (supervision, work schedules, etc.)

Guidelines for Reviewing Modified Day Placements on a Consistent/Regular Basis

The IEP team should reconvene on a regular basis to discuss the modified day placement.

During these reviews, the following essential questions should be considered:

- How appropriate is it to continue the current placement with the current services?
- Is a transition plan needed for placement in a less restrictive setting and a gradual re-entry into the school setting?
- Is progress being made toward meeting IEP goals?
- What input is needed from community sources (mental health, juvenile court, etc.)?
- Is progress being made toward meeting behavior goals?
- What external factors (family situation, location of services, etc.) are impacting placement?
- Is there a need for a different educational setting (public or private), additional staffing, or other services and supports?



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Documenting in ECATS

Once a decision concerning Modified Day is made by the IEP Team and has been clearly documented on the Prior Written Notice, the length of the school day should be adjusted in ECATS prior to finalizing the IEP at the student level. Edits to the page are limited by User Type – check with your EC Leadership for your local processes.

There are five(5) steps to follow in ECATS for changing the length of the school day for students on a Modified Day Schedule:

Step 1 – Select the student in ECATS:

EDPlan Student Profile Sophia Test - 112250 | 05/18/2009
DPI Test School | TST

Personal Information | Performance Data | Grades | Attendance | Academic | Special Education

Personal Information			
Name	Sophia Test	ELL Level	
School	DPI Test School	Grade	Fifth Grade
Student ID	112250	Status	SpecialEd
Date of Birth	05/18/2009	Reading Level	
Home Language		Guardians	Tahtiona Morton Sunshine Myers
Phone			
Group(s)	5th Grade fifth grade example group Test 8 29 watch group - math	Teacher(s)	Ec User22 U22 Dpi Test School Mollye Test Mtsstrn947 2021 Support Psych1 Test

Step 2 – Go to “EC Process” and Select “Data Collection”:

EDPlan Student Profile Sophia Test - 112250 | 05/18/2009
DPI Test School | TST

Personal Information | Performance Data | Grades | Attendance

Personal Information			
Name	Sophia Test	ELL Level	
School	DPI Test School	Grade	Fifth Grade
Student ID	112250	Status	SpecialEd
Date of Birth	05/18/2009	Reading Level	
Home Language		Guardians	Tahtiona Morton Sunshine Myers
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- INVITATION DOCUMENTS
- REFERRAL
- CONSENT
- ELIGIBILITY
- IEP
- PRIOR WRITTEN NOTICE
- PSSP
- REEVALUATION
- DISCIPLINARY CHANGE IN PLACEMENT
- MANIFESTATION DETERMINATION
- DATA COLLECTION**
- FUNDING SOURCES
- SUMMARY OF PERFORMANCE



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Step 3 – In “Data Collection”, “General Data” – adjust the length of the school day.

Timeliness and Special Situations Sophia Test - 112250 | 05/18/2009
DPI Test School | TST

i If appropriate, please review the general information, pre-k transition information, and part B referral information.
**Note: Pre-K transition is the only area we are testing in pilot.

General Data | Part C Referral: C to B Transition | Part B Referral

Personal Information

Enrollment Type: ▼

Length of School Day: ▼ (< Std)

Step 4 – Once the school day is adjusted to reflect the amount of time the student is attending, click “save”.

i If appropriate, please review the general information, pre-k transition information, and part B referral information.
**Note: Pre-K transition is the only area we are testing in pilot.

General Data | Part C Referral: C to B Transition | Part B Referral

Personal Information

Enrollment Type: ▼

Length of School Day: ▼ (< Std)

Step 5 – The length of the student’s school day must be readjusted as the student transitions or returns to full day by following steps 1-4.

REMEMBER: The student’s time spent in the least restrictive environment is calculated by the amount of special education and related services documented on the IEP and the length of the school day. **Do not try to account for the modified day on the services page of the IEP.** Follow the preceding steps to accurately account for modified day.