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This Training is being Recorded.

*Please feel free to ask questions
as they come up,
but we will have several Chat
Box Check-Ins
throughout the training.*



Housekeeping

- ▶ Please take a moment and make sure your name is correctly displayed.
- ▶ Let other participants know who is here by dropping your name, position and district in the chat box.



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Abbreviated Day

10/11/2023

1. Introductions
2. Abbreviated Day - MUSER definition
3. WN - Individual Educational Reasons
4. WN - Individual Medical Reasons
5. IEP Requirements
6. Resources
7. Questions



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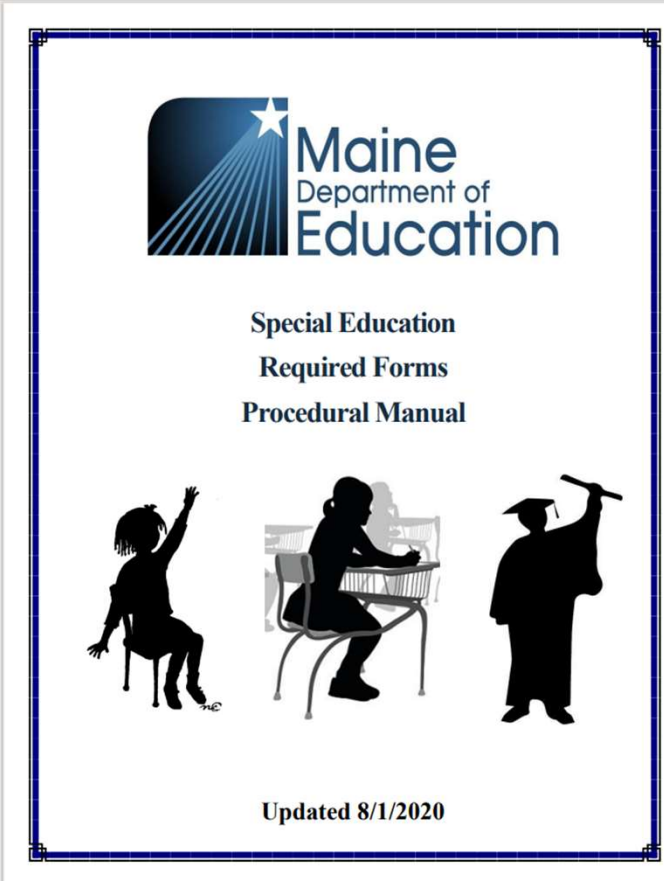
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Procedural Manual



Maine Department of Education

**Special Education
Required Forms
Procedural Manual**

Updated 8/1/2020

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<https://www.maine.gov/doe/learning/specialed/manual>



Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation
Birth to Age Twenty**

Effective Date:

August 25, 2017

<https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/State%20Regulation%20Chapter%20101MUSER.pdf>



Abbreviated school day means any day that a child eligible under this chapter attends school or receives educational services for less time than age/grade peers without disabilities within the same school and/or school program.

MUSER II.1



Abbreviated school day does not apply to change in placement under Section XVII, Discipline of Children with Disabilities.

MUSER VI.2.L



It is the full expectation that children eligible under this Chapter will attend school the equivalent amount of time per day as children without disabilities in the same school and/or school program. An abbreviated school day for more than 10 days is considered to be a “change in placement” and can be made only by the IEP Team.

MUSER VI.2.L



Abbreviated school day is initiated only by the IEP team.

MUSER VI.2.L



IEP teams shall make every effort to maintain children in full-day programs utilizing, supplementary aids and services, before determining that an abbreviated school day is appropriate and necessary.

MUSER VI.2.L



Abbreviated school day is initiated by the IEP Team for one of two reasons:

- *The child's **individual** educational needs*
- *The child's **individual** medical needs*

MUSER VI.2.L



Justice Department Settles with Maine School District to Protect Educational Rights of Students with Disabilities and English Learners

May 27, 2021

The department's investigation found that the district routinely shortened the school day for students with disabilities without considering their individual needs or exploring supports to keep them in school for the full day. The district's lack of training for staff on how to properly respond to students' disability-related behavior contributed to the over-reliance on "abbreviated" school days.

<https://www.justice.gov/opa/pr/justice-department-settles-maine-school-district-protect-educational-rights-students>



Chat Box Check In



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Quiz Time!

Who can place a student on an Abbreviated Day?

- a. Principal
- b. Parent
- c. IEP Team
- d. Special Education Director

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Quiz Time!

Who can place a student on an Abbreviated Day?

- a. Principal
- b. Parent
- c. **IEP Team**
- d. Special Education Director

Quiz Time!

How should I document efforts to keep a child on a full day of school prior to placing them on an abbreviated day?

- a. Written Notice
- b. Meeting participants' notes
- c. IEP Amendments
- d. a & b
- e. a & c

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Quiz Time!

How should I document efforts to keep a child on a full day of school prior to placing them on an abbreviated day?

- a. Written Notice
- b. Participants' meeting notes
- c. IEP Amendments
- d. a & b
- e. a & c

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Let's look at the process and documentation.



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Abbreviated Day
based on the
child's individual
educational needs



Document in Written Notice:

Document in the Written Notice the educational basis for the determination of an abbreviated school day and how the determination is based on the individual needs of the child.

MUSER VI.2.L(1)(e)



When placing a student on Abbreviated Day based on the child's individual educational needs, the IEP Team must:

1. Address how the student will receive full access to general curriculum and IEP services.
2. Address how the student will participate in assessments.
3. Develop a re-entry plan no longer than 45 calendar days.
4. Identify the actions the SAU will take to assist the child to participate in a full day of school.

MUSER VI.2.L(1)



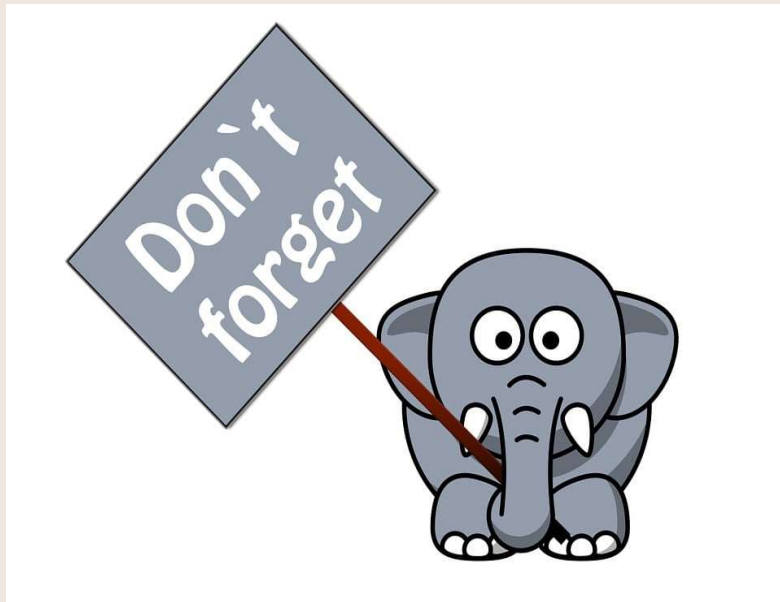
If the child does not return to a full-time school day within 45 calendar days, the IEP Team must convene every 20 school days thereafter to:

- review progress toward returning to full-time school day;*
- review progress in the educational setting; and,*
- if the child is not progressing, determine what setting will allow the child to progress.*

MUSER VI.2.L(1)



If it's not in the
Written Notice, it
didn't happen.



Abbreviated Day based on the child's individual educational needs:

IEP Team Meeting

Document in WN

Abb Day
> 45
days

IEP Team Meeting every 20 school days

Document in WN

- Basis for determination and how the determination is based on the individual needs of the child.
- How the child will receive full access to the general curriculum and IEP services.
- How the child will access assessments.
- Re-entry plan - not more than 45 calendar days.
- Actions the SAU will take to assist the child to participate in a full day of school.
- Any necessary IEP amendments.

- Progress toward return.
- Progress in education setting.
- If no progress: determine what setting will allow the student to progress.
- Any necessary IEP amendments.

Chat Box Check In



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Quiz Time!

The re-entry plan can be up to _____ calendar days?

- a. 60
- b. 45
- c. 30
- d. 20



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Quiz Time!

The re-entry plan can be up to _____ calendar days?

- a. 60
- b. 45
- c. 30
- d. 20



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Abbreviated Day
based on the
child's
individual
medical needs



Document in Written Notice:

Document in the Written Notice the medical basis for the determination of an abbreviated school day.

MUSER VI.2.L(2)(d)



When placing a student on Abbreviated Day based on the child's individual medical needs, the IEP Team must:

1. Consider the individual medical needs as identified by the qualified medical professional(s).
2. Address how the student will receive full access to general curriculum and IEP services.
3. Address how the student will participate in assessments.

MUSER VI.2.L(2)



Until such time as the child is medically able to transition to a full school day, the IEP Team shall meet no less frequently than every 90 calendar days.

MUSER VI.2.L(2)



At such time as the child is medically able to increase his/her school day, the IEP Team will reconvene to revise the IEP.

MUSER VI.2.L(2)



At these meetings, the IEP Team shall review the child's progress and modify the IEP as appropriate.

MUSER VI.2.L(2)



If it's not in the
Written Notice, it
didn't happen.



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Abbreviated Day based on the child's individual medical needs:

IEP Team Meeting

Document in WN

- Medical basis for the determination.
- Individual medical needs as identified by the qualified medical professional(s).
- How the child will receive full access to the general curriculum and IEP services.
- How the child will access assessments.
- Any necessary IEP amendments.

IEP Team Meeting when student is able to increase school day. Team must meet at least every 90 calendar days.

Document in WN

- Student progress.
- Any necessary IEP amendments.

Chat Box Check In



How do I
document
Abbreviated Day
on the student's
IEP?



Include Goals, Services, Accommodations, and/or Supports that address the reason for Abbreviated Day and will assist the child to participate in a full day of school.

These may include Individual Health Plan, Behavior Intervention Plan, Goals and Services, Accommodations, Modifications, etc.



Special Education and Related Services

Service times reflect the actual services the student is receiving.



Least Restrictive Environment

Percentage of time with non-disabled peers is documented based on the full school day, not the student's abbreviated school day.



Least Restrictive Environment

- Full School Day is 6 hours.
- Sam attends school 2 hours per day, 5 days per week.
- 1 hour per day is spent with peers.
- What is Sam's LRE percentage?

Time spent with general education peers $\frac{1}{6}$ = 17%

Full school day



Expect to amend the IEP frequently as the child moves through the re-entry plan.

- Adjust service times and LRE percentage
- Modify goals, supports, and services to address the reason for Abbreviated Day and assist the child to return to a full day of school



Questions?



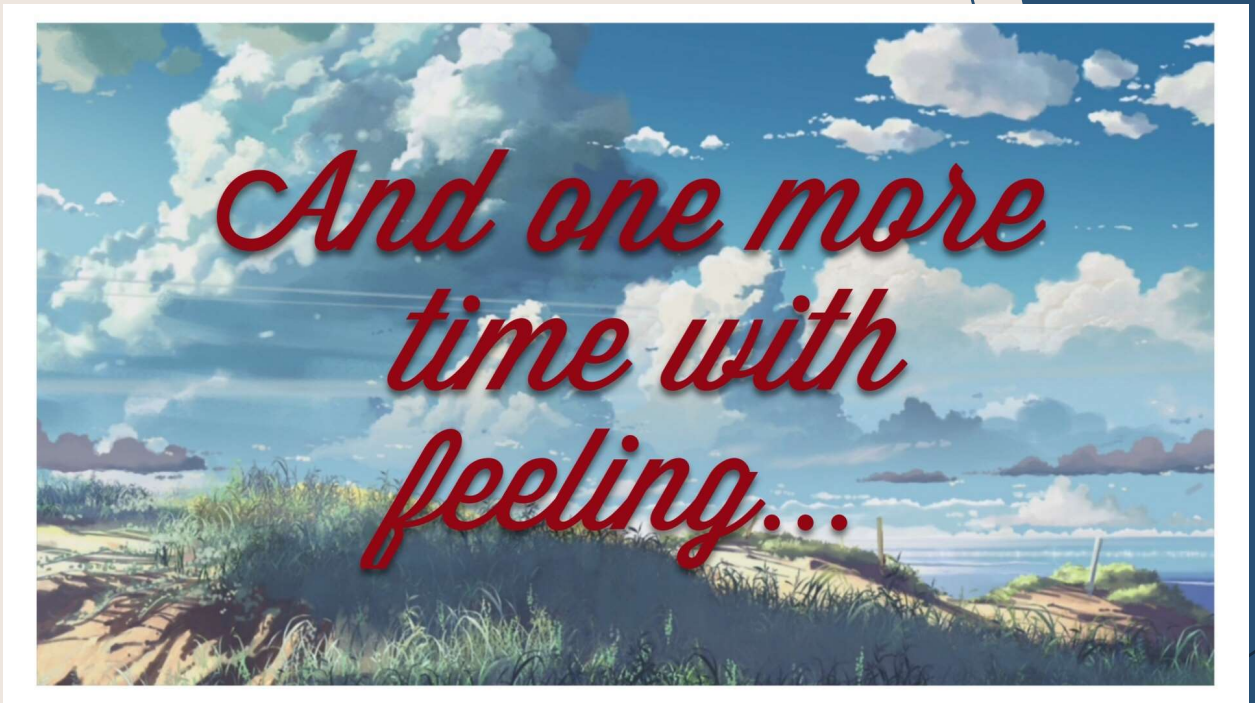
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Quiz Time!

Must I put everything in the Written Notice?

- a. Yes
- b. Of Course
- c. Absolutely
- d. All of the above





If it's not in the
Written Notice, it
didn't happen.

Resources

Professional Development Calendar -

<https://www.maine.gov/doe/calendar>

Link for Recordings and Power Points -

<https://www.maine.gov/doe/learning/specialed/pl>

Special Education Resources -

<https://www.maine.gov/doe/learning/specialed/supervision>

Special Education Laws and Regulations -

<https://www.maine.gov/doe/learning/specialed/law>

Special Education Forms and Reporting -

<https://www.maine.gov/doe/learning/specialed/forms>



2023-24 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/13/23	Resources	Resources Registration Link
Wednesday 9/27/23	Transition from CDS to Public School	Transition from CDS to Public School Registration Link
Friday 9/29/23	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 10/11/23	Abbreviated Day	Abbreviated Day Registration Link
Tuesday 10/24/23	Fall All District IEP Training	IEP Training Registration Link (10/24/23)
Tuesday 10/24/23	Fall All District B-13 Training	B-13 Training Registration Link (10/24/23)
Wednesday 10/25/23	Discipline & Manifestation Determination	Discipline & Manifestation Determination Registration Link
Friday 10/27/23	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 11/8/23	Least Restrictive Environment	Least Restrictive Environment Registration Link
Wednesday 12/13/23	Orientation and Mobility	Orientation and Mobility Registration Link
Wednesday 12/20/23	Compliant Transition Plans	Compliant Transition Plans Registration Link
Tuesday 1/9/24	Winter All District B-13 Training	B-13 Training Registration Link (1/9/24)
Tuesday 1/9/24	Winter All District IEP Training	IEP Training Registration Link (1/9/24)
Wednesday 1/10/24	Advanced Written Notice & Written Notice	Advanced WN and WN Registration Link



2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	Present Level of Performance Registration Link
Friday 1/26/24	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	Writing Measurable Functional Goals Registration Link
Wednesday 2/28/24	Transition from CDS to Public School	Transition from CDS to Public School Registration Link
Wednesday 3/13/24	Alignment and DIB1 (Disability Alignment)	Alignment and DIB1 Registration Link
Wednesday 3/27/24	Forms – (AE attached to WN)	Forms (AE attached to WN) Registration Link
Friday 3/29/24	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 4/10/24	Special Education Law for General Education Teachers	Special Education Law for General Education Teachers Registration Link
Wednesday 4/24/24	IEP Essentials	IEP Essentials Registration Link
Friday 4/26/24	<u>Q&A Session</u>	Q & A Registration Link
Thursday 5/2/24	Spring All District IEP Training	IEP Training Registration Link (5/2/24)
Thursday 5/2/24	Spring All District B-13 Training	B-13 Training Registration Link (5/2/24)
Wednesday 5/8/24	Consultation/Related Service Goals	Consultation/Related Service Goals Registration Link
Wednesday 5/22/24	Data Collection	Data Collection Registration Link
Friday 5/24/24	<u>Q&A Session</u>	Q & A Registration Link



Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - Discipline & Manifestation Determination

Wednesday 4/10/24 - Special Education Law for General Education Teachers

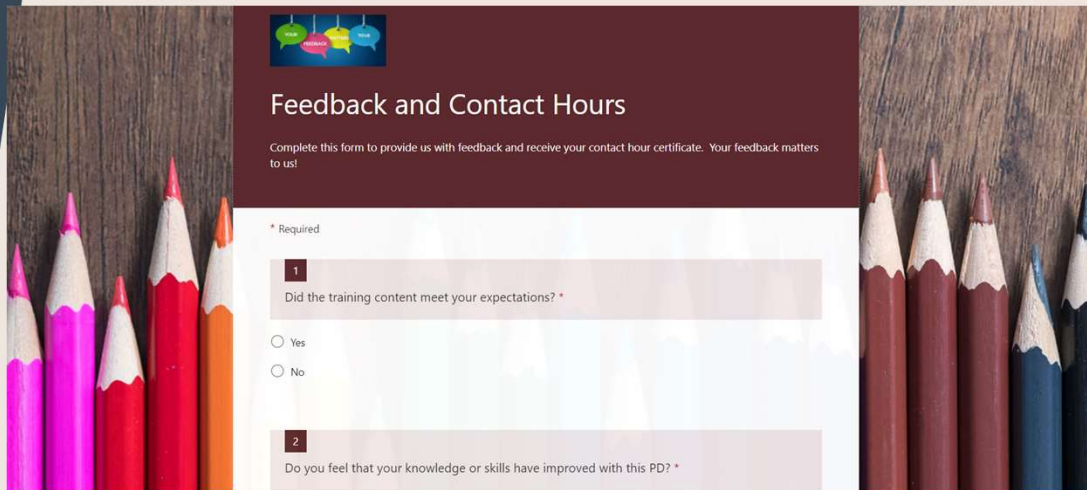
Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes

Wednesday 5/8/24 - Consultation/Related Service Goals



Professional Learning Feedback and Contact Hour Form



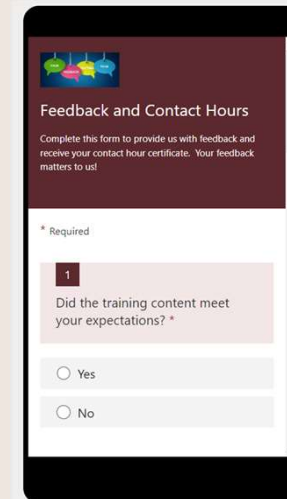
The image shows a computer monitor displaying a feedback form. The form has a dark red header with the title "Feedback and Contact Hours" and a sub-header "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". Below the header, there are two questions, each with a red box containing a number. Question 1 asks "Did the training content meet your expectations?*" and has radio buttons for "Yes" and "No". Question 2 asks "Do you feel that your knowledge or skills have improved with this PD?*" and also has radio buttons for "Yes" and "No". The background of the form is a light blue and white pattern. The monitor is placed on a wooden surface with several colored pencils (pink, red, orange, blue) in the foreground.

Use the link to complete
the form on your
computer

OR

Use the QR code to
complete the form on
your mobile device

<https://forms.office.com/g/by472QQLDJ>



The image shows a smartphone displaying the same feedback form as the computer monitor. The form is scaled to fit the mobile screen. The header and sub-header are visible at the top. The first question is "Did the training content meet your expectations?*" with radio buttons for "Yes" and "No". The second question is partially visible at the bottom of the screen.



THANK YOU!

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