



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.***

MAINE DEPARTMENT
OF EDUCATION

Abbreviated Day

Presented by: The OSSIE Supervision, Monitoring and Support Team





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

Meet the Supervision, Monitoring and Support Team



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An emergency bill, [LD 1098](#), addressing abbreviated school days has been referred to the Education and Cultural Affairs Committee. Public Hearing has not yet been scheduled.

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>



Questions



Quiz Time!



Who can place a student on an Abbreviated Day?

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

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



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



Let's look at the
process and
documentation.



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

- 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.

Abb
Day
> 45
days

IEP Team Meeting every 20 school days

Document in WN

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

Questions?



A young man with short brown hair, wearing a light green hoodie, is sitting at a white desk. He has a confused expression, with his right hand raised and his left index finger pointing to his forehead. On the desk in front of him are several books, a green calculator, and some pens. Behind him is a brown leather couch.

Quiz Time!

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

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

Quiz Time!

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

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



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)



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)



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 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.



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.

Questions?



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.

Document discussions of compensatory services in the Written Notice.



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?

$$\begin{array}{l} \text{Time spent with general education peers} \\ \text{Full school day} \end{array} \frac{1}{6} = 17\%$$



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





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.



**ME: THIS SHOW
IS BORING.**

**BOSS: AGAIN, THIS IS
A ZOOM MEETING.**

Questions?

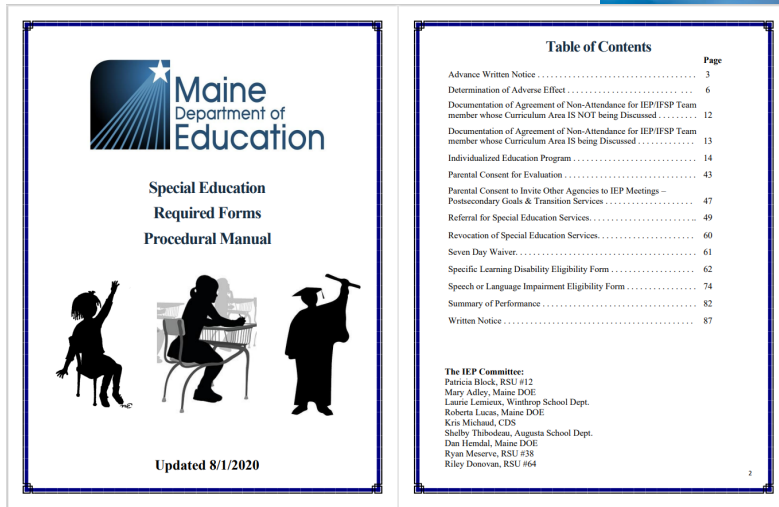


Resources



Resources

Procedural Manual



Resources

Annual

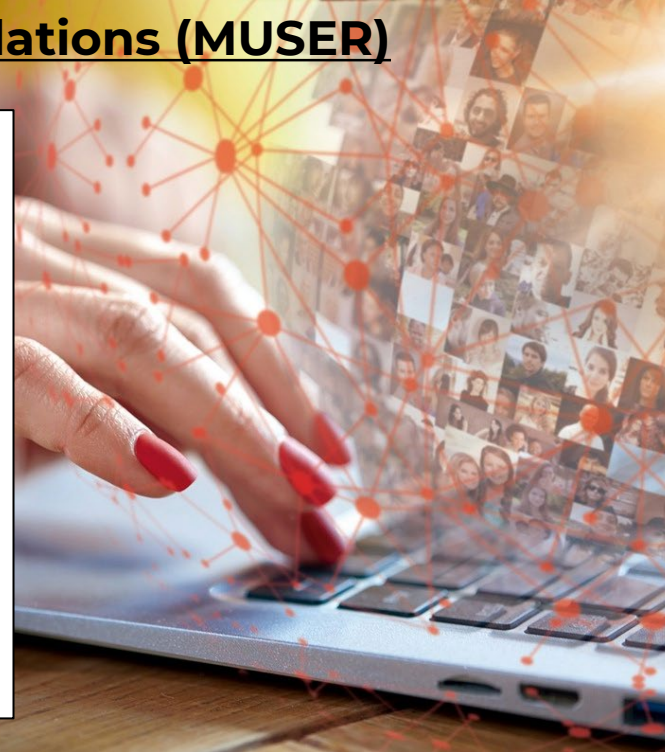
Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

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

Effective Date: July 26, 2024



Resources

(MUSER)

2024-25 Cohort IEP Quick Reference Document

*Compliance
*Best Practice



Maine Unified Special Education Regulations (MUSER IX.3.G.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SAU or CDS Site:

Date IEP Sent to Parent:

FOT7- Compliance:

☐ Date sent to parent is \leq 21 school days from Annual Date of IEP Meeting

1. CHILD INFORMATION

Child's Name:	Annual Date of IEP Meeting:
Date of Birth:	Duration of the IEP:
Age:	Grade:
	Date of Next Annual IEP Meeting:
	FOT8- Compliance:
	<input type="checkbox"/> Date of next annual is within 364 days of annual meeting date
School/Program:	Date of Re-Evaluation:
Parent/Guardian Name:	Date(s) of Amended IEP:
Child's Address:	Case Manager:
City, State, ZIP:	
State Agency Client? <input type="checkbox"/> YES <input type="checkbox"/> NO	

2. DISABILITY

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Deafness
<input type="checkbox"/> Developmental Delay (3-5)	<input type="checkbox"/> Developmental Delay (Kindergarten)	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Multiple Disability
(check all applicable concomitant disabilities)		

Compliance:

- ☐ Only one disability checked, unless Multiple Disability is checked
- ☐ If Multiple Disability is checked, all disabilities making up the multiple are checked



Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



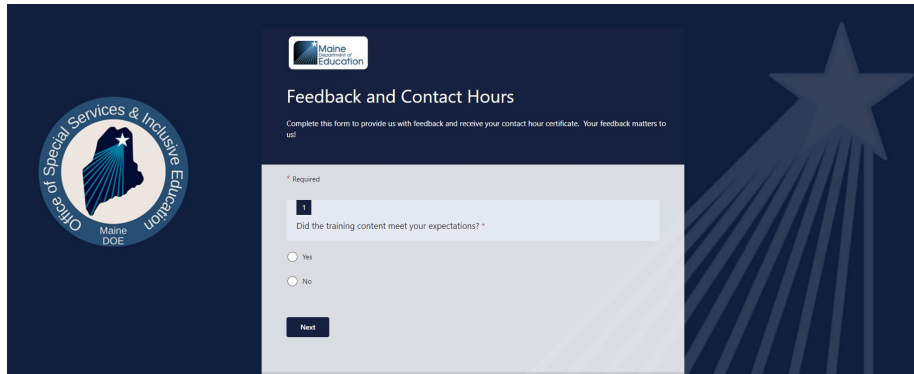
2024-25 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/11/24	Resources	YouTube Slides
Wednesday 9/25/24	IEP Essentials for New Teachers	YouTube Slides
Wednesday 10/9/24	Alignment	YouTube Slides
Tuesday 10/15/24	All District IEP Training	YouTube Slides
Wednesday 10/23/24	Advanced Written Notice and Written Notice	YouTube Slides
Thursday 10/31/24	All District B13 Training	YouTube Slides
Wednesday 11/13/24	Inclusion Presented by: Tracy Whitlock	Recording coming soon
Wednesday 12/11/24	How Community Case Managers Can Help IEP Teams Presented by: KVBH	Recording coming soon

2024-25 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/8/25	Alternate Assessments Guest Speaker: Jodi Bossio-Smith	Recording coming soon
Wednesday 1/22/25	Compliant versus Good IEPs Developing a Strong IEP Part 1	Recording coming soon
Wednesday 2/12/25	Compliant versus Good IEPs Developing a Strong IEP Part 2	Recording coming soon
Wednesday 2/26/25	Accommodations and Services	Accommodations & Services Registration Link
Wednesday 3/12/25	Transition from CDS to Public School Guest Speaker: Lori Whittemore	Transition from CDS to Public School Registration Link
Wednesday 3/26/25	Abbreviated Day	Abbreviated Day Registration Link
Wednesday 4/9/25	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	Special Education Law for General Education Teachers Registration Link
Monday 5/12/25	All District B13 Transition Training	All District B13 Transition Training Registration Link (5/12/24)
Wednesday 5/14/25	Forms	Forms Registration Link
	Discipline & Manifestation	Discipline & Manifestation

Professional Learning Feedback and Contact Hour Form.



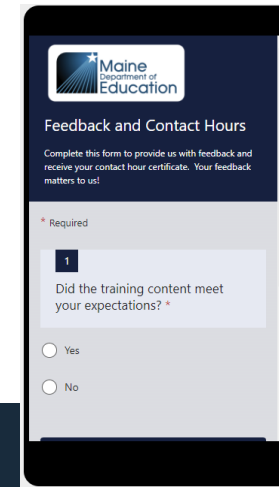
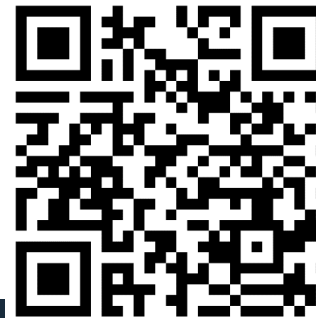
The screenshot shows the 'Feedback and Contact Hours' form on a desktop. On the left is the 'Office of Special Services & Inclusive Education' logo. The form header includes the 'Maine Department of Education' logo and the title 'Feedback and Contact Hours'. Below the title is the instruction: 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. The first question, marked as required, is 'Did the training content meet your expectations? *'. It has two radio button options: 'Yes' and 'No'. A 'Next' button is at the bottom of the form.

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 screenshot shows the same 'Feedback and Contact Hours' form as the desktop version, but displayed on a mobile phone screen. The layout is adapted for a smaller screen, with the logo and text clearly visible.

THANK YOU!

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

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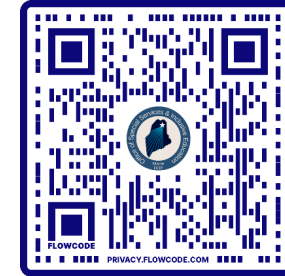
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