

Shortened School Day:

Considerations for School Leaders and IEP Teams

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Agenda

- Basics
- Shortened School Day Defined
- Shortened School Day Decisions
- IEP Team Considerations & Inquiries
- Recent Complaint Decisions



Basics



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- **Educational Placement**
- **Least Restrictive Environment**
- **Supplementary Aids and Services**
- **Document in IEP**



Shortened School Day Defined



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- **Students with disabilities must attend school for the same number of hours and minutes as their non-disabled peers.**
- **School day has the same meaning for all children in school, including children with and without disabilities. 34 CFR § 300.11(c)**
- **Any amount of time less than this means the student has a shortened school day.**

Shortened School Day Decisions



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Before Making the Decision

Consider and Implement Changes to:

- **Adult approach, behavior, instructional strategies**
- **Curricular Demands**
- **Environmental Factors**
- **Relationship Building Activities**
- **Evidence-based Practices**
- **Schedules, Choice**

Consider: Reevaluation or FBA



- **The only time it is appropriate to shorten the school day for a student with a disability is when the student's IEP team determines a shortened day is required to address the student's unique disability-related needs**
- **Last Resort**
- **An example**

Other IEP Considerations



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- **Must be an IEP team decision**
- **Limited Time**
- **IEP team meet more frequently**
- **IEP must document why this is the best decision**



Cautions

- Parent does not decide
- Transportation not a determining factor
- Student behavior may not be a reason
- Staffing shortages are not a factor



IEP Team Inquiries



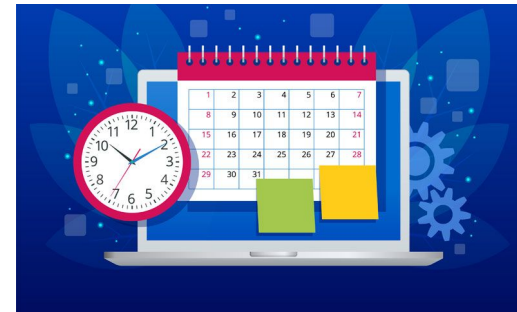
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Questions to Think About

- **What skill or knowledge is the student lacking to successfully attend the full school day? How is the IEP team going to address this given the Shortened School Day?**
- **How will removal from school meet the student's educational needs? How will removal from school help close the skill gap? How will removal from school result in educational progress?**
- **What services can the team provide to help close the skill gap and educate the student in the least restrictive environment, assist the student to be successful in school the entire day, and make progress in the general education curriculum?**
- **What is the plan, including a timeline, to return the student to a full day of school?**

Supporting Needs

- Time with preferred activity or people
- Relational Supports
- Flexible Schedule
- Social Narratives
- Visual Supports
- Direct instruction
 - social skills, self-management skills, self-monitoring skills, others
- More



Finding Support

How to Pick an EBIS	Available EBIS	WI Supports for Implementation
Iris Center Modules Evidence-Based Practice	NCII - Levels of Intervention and Evidence	Wisconsin Regional Special Education Network
AFIRM Selecting an EBP	Evidence for ESSA: Social Emotional Learning	Technical Assistance Network for Improvement
Early Identification System (EIS) Intervention Hub	What Works Clearinghouse	Supporting Neurodiverse Students Professional Learning System
	AFIRM - The implementation step involves selecting and using the practice	

Lessons Learned From Recent Complaints



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- **Behavior**
- **Discussion**
- **Return to full day**



Recent Complaint Decisions

- **IDEA Complaint 24-017 - No plan for return. Medical reasons discussed but not reason for SD.**
- **IDEA Complaint 24-082 - Other options not considered. Did not discuss student meeting goals and impact on shortened day.**

A blue 3D stick figure is holding a large, rounded rectangular sign with a silver border. The sign contains the text "QUESTIONS?" and "COMMENTS?" in bold, black, sans-serif font. The background is white with a blue and green wavy border at the bottom.

QUESTIONS?
COMMENTS?

The logo features the words "The End" in a white, elegant cursive font. The text is centered over a dark blue circular background. This central circle is surrounded by several concentric circles in shades of orange and red, creating a tunnel-like or target-like effect. The overall background of the left side of the slide is a gradient of these warm colors.

The End

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