WE HAVE A "SHORT" PROBLEM

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SESSION RULES OF ETIQUETTE

Please turn off your cell phone

If you must leave the session early, please do so as discreetly as possible

Please avoid side conversation during the session

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OBJECTIVES

At the end of this session, participants will understand how to increase the amount of time for students on a shortened day

At the end of this session, participants will increase their skills and knowledge on the requirement of both state and federal laws for keeping students in school full-time

At the end of this session, participants will gain knowledge of the expectations of equity for all children including those with autism

PRESENTATION SUMMARY

The purpose of this session is to discuss problems with shortened days made by IEP teams or at the request of a parent and the concern for a Free Appropriate Public Education (FAPE). This practice has increased lots with children with ASD because of behavior challenges, transportation issues, lack of staff, and scheduling of outside therapies. Learn some evidence based practices that can assist teams in keeping all children in school the full day.

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HISTORY OF WHY THIS IS A TOPIC

Large number of students on IEP having shorten day

Occurring with very young preschool children even more

We hear from parents and IEP team members about this issue

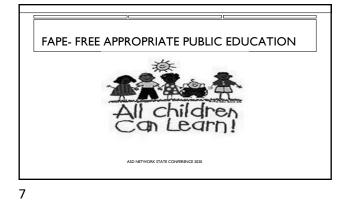
Many teams selecting this as the first and only option

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WHY IS IT IMPORTANT

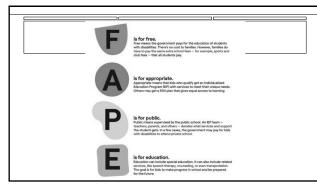
FAPE LRE State law on attendance

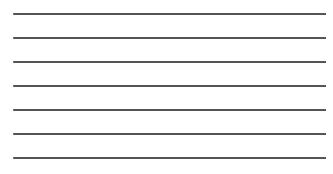


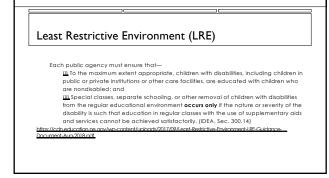
FAPE

As stated in the law FAPE orders school districts to provide access to general education and specialized educational services. This means that children who have disabilities are able to get support free of charge. It does not mean that the disabled students will be given a better education that those that are not disabled; it just means that they will be given a chance to learn.

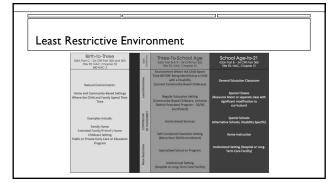
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STATE LAW ON ATTENDANCE

-A child is of mandatory attendance age if the child (a) will reach six year of age prior to January 1 of the then-current school year and (b) has not reached eighteen years of age (79-201, NE Revised Statute)

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APPROPRIATE USES OF A SHORTENED DAY

Only Time- when student's IEP team determines a shortened day is required to address the student's unique disability-related needs Examples (student's extreme medical needs; student cannot tolerate a full day because of medical reasons)

HOWEVER. Before deciding to shortened the day

IEP must include an explanation of why the student's disability-related needs require a shortened day, and a plan for the student's return to school for a full day

In addition, the student should return to full school day as soon as he or she is able, and under MOST CIRCUMSTANCES, a shortened school day should be in place for only a limited amount of time.

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INAPPROPRIATE USES OF A SHORTENED DAY

Managing student behavior and as a means of discipline

Accommodating Transportation schedules

Administrative convenience/shortage of staff

Accommodating Regularly scheduled outside therapies

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MANAGING STUDENT BEHAVIOR AND AS A MEANS OF DISCIPLINE

-School district may not reduce a student's instructional time as a form of punishment

-School district may not be solely conditioned upon the student's taking medication or receiving treatment, therapies or other outside services

-IEP team <u>MUST_develop</u> an IEP that addresses the student's behavioral needs-School removals are NOT positive behavioral supports or interventions

ACCOMMODATING TRANSPORTATION SCHEDULES

-School district may NOT reduce a student's instructional time by starting the student's school day later or releasing the student earlier than nondisabled peers in order to accommodate a transportation schedule- this is denial of access and equal opportunity

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ACCOMMODATING REGULARLY SCHEDULED OUTSIDE THERAPIES

-IEP teams may NOT shorten a student's school day based solely on a parent's request to accommodate regularly scheduled non-school medical or therapeutic appointments

-When absences are frequent, the IEP team should meet to determine how to ensure the continued provision of FAPE in order for the child to continue to progress and meet the annual goals of the IEP

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ADMINISTRATIVE CONVENIENCE

- A student's school day may NOT be shortened for administrative convenience including staffing shortage
- -A student's school day may NOT be shortened in order to give the "staff" a break
- -A student's school day can NOT be shortened because a staff member is not in school that day, --the school calls and tells them to "keep the child home"

UPON PARENT REQUEST

-If a parent requests a change in the length of the student's school day, the school district must respond. Schools must refer to their local attendance and excusal policies to determine whether absences are excused--HOWEVER, any changes to the regular school schedule must be made by the student's IEP team, which does include the parent

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AS A STANDARD FOR ALL STUDENTS WITH DISABILITIES OR FOR A GROUP OF STUDENTS

-Any decision to shorten a student's school day must be made on an individual, case-by-case basis by the student's IEP team (not by parent, not by administrators, and not as an entire group)

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PROCEDURAL QUESTIONS-

Question 1: Must an IEP team meeting be held before the school district shortens the length of a student's school day?

Yes, Shortening a student's school day is a decision that must be made through the IEP team process.

PROCEDURAL QUESTIONS

Question 2: How should a shortened school day be documented in the student's IEP?

Answer: The IEP must include a clear description of the special education services, related services, and supplementary aids and services to be provided including the amount, frequency, location, and duration of services. The team would explain the total length of the school day and describe the extent that the team would meet to discuss the student's plan to returned to an increased school day.

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EVIDENCE BASED STRATEGIES TO KEEP FROM SHORTENED A SCHOOL DAY

Positive Behavior supports and strategies/interventions

Revisit and modify a behavior plan to support the student (positive reinforcements)

Engagement in Learning (active) Use the IEP team for ideas (brainstorm other strategies)

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EVIDENCE BASED STRATEGIES TO KEEP FROM SHORTENED A SCHOOL DAY

Train all staff on the use of evidence based practices https://www.unl.edu/asdnetwork/docs/NACEdManual_2ndEd_FINA_ L.pdf

Identify all supplementary aids and services to support the student in school, and utilize LRE

Contact other outside resources for support (ESUs, other school districts, the ASD Network, etc.)

