

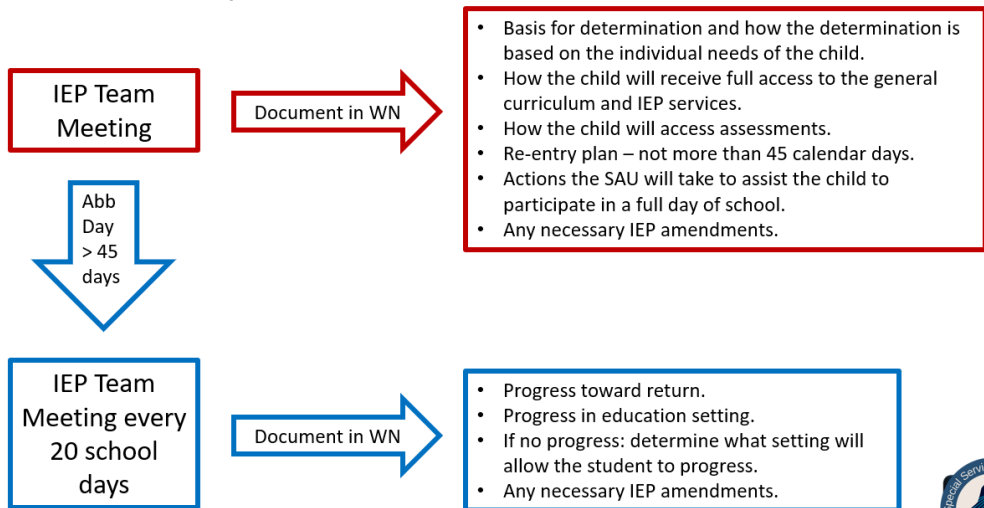
MUSER – Abbreviated Day

- **Abbreviated school day (page 3)** – 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 X.2.A(4) – Tutorial Instruction (page 114)**
 - Tutorial instruction is to be used in conjunction with abbreviated school day (Section VI.2.L) or Discipline of Children with Disabilities (Section XVII), but in no other circumstances.
- **MUSER VI.2.L - Abbreviated School Day (page 69-71)**
 - **Does not apply to change in placement under Section XVII, Discipline of Children with Disabilities**
 - Initiated only by the IEP team for one of two reasons:
 - The child’s individual educational needs
 - The child’s individual medical needs
 - Abbreviated school day for more than 10 days is considered change of placement and can be made only by the IEP team.
 - Based on educational needs, IEP team must:
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Develop revised IEP
 - re-entry plan – no longer than 45 calendar days
 - actions the SAU will take to assist the child participate in a full day of school
 - Document basis for abbreviated day in WN
 - If student does not return to full day within 45 calendar days
 - IEP team must reconvene every 20 school days
 - Review progress toward return
 - Review progress in education setting
 - Determine what setting will allow the student to progress
 - Based on medical needs, IEP team must:
 - Consider medical needs identified by qualified medical professional(s)
 - Address how the student will access general curriculum and IEP services
 - Address how student will participate in assessments
 - Document basis for abbreviated day in WN
 - IEP team must meet at least every 90 calendar days
 - Review progress and amend IEP as necessary
 - IEP team reconvenes when student is medically able to increase school day

Abbreviated Day – Educational

Finding	What	Where
ADWN	Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
ADE1	How the student will access curriculum and IEP services MUSER VI.2.L(1)(a)	IEP 6&7, WN
ADE2	How the student will access assessments MUSER VI.2.L(1)(b)	IEP 6, WN
ADE3	Revised IEP & WN documentation including: - Re-entry plan – no longer than 45 calendar days - Actions the SAU will take to assist the child to participate in full day MUSER VI.2.L(1)(c) MUSER VI.2.L(1)(d)	IEP, WN
ADE4	If more than 45 calendar days, IEP team must convene every 20 school days MUSER VI.2.L(1)(e)	AWN, WN
ADE5	Documentation that 20-day meeting addresses the following: - Review progress toward return - Review progress in education setting - Determine what setting will allow the student to progress MUSER VI.2.L(1)(e)	AWN, WN
ADE6	Revised IEP addresses reason for abbreviated day (i.e. FBA, behavior plan, counseling, gaps/goals/services/accommodations)	IEP, WN

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



Abbreviated Day – Medical

<u>Finding</u>	<u>What</u>	<u>Where</u>
ADWN	Basis of Abbreviated Day – Educational or Medical Only MUSER VI.2.L(1)(e) MUSER VI.2.L(2)(a)	WN
ADLR	LRE Percentage is based on full school day MUSER X.2.C(2)(c)	IEP 8
ADM1	How the student will access curriculum and IEP services MUSER VI.2.L(2)(b)	IEP 6&7, WN
ADM2	How the student will access assessments MUSER VI.2.L(2)(c)	IEP 6, WN
ADM3	Team must meet every 90 calendar days to review progress and amend IEP as necessary MUSER VI.2.L(2)(d)	AWN, IEP, WN
ADM4	IEP Team reconvenes when student is medically able to increase school day MUSER VI.2.L(2)(d)	AWN, WN

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

