

### **Abbreviated School Day Schedules**

Teachers, school officials, and district administrators may impose discipline in accordance with school district policy and state law; however, no individual teacher, school official, district administrator, or administrative unit employee may unilaterally assign a child with a disability to an abbreviated school day schedule. The educational placement of a child with a disability shall be determined by a team of individuals through procedures set forth in applicable federal law. The administrative unit shall impose no abbreviated school day schedule on a child with a disability unless such schedule is connected to and a component of the administrative unit's offer of a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Colorado state law, the State Board of Education, and the Colorado Department of Education disfavor the administration of abbreviated school day schedules for children with disabilities. This state-level disfavor extends to such schedules utilized for students whose parents or providers seek abbreviated school day schedules because of the child's severe medical conditions or because of the child's violent or threatening behaviors.

To promote the elimination of frequent and long-term use of abbreviated school day schedules in Colorado, in 2025 the Colorado Department of Education, at the direction of the Colorado State Legislature and State Board of Education, imposed new procedural documentation requirements on administrative units related to abbreviated school day schedules for children with disabilities.

Accordingly, the administrative unit adopts this policy to comply with both longstanding federal law and new state requirements. Within its jurisdiction, the assignment and provision of an abbreviated school day schedule for children with disabilities shall be accomplished only in accordance with this policy and pursuant to applicable federal and state law concerning the educational placement of students with disabilities.

#### **Definitions:**

1. "Abbreviated school day" means any school day during which a child with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade and school as the child with a disability, whether the abbreviated school day was planned or unplanned.
2. "Abbreviated school day schedule" means a schedule designed and approved by the IEP team or Section 504 team that plans for a child with a disability to regularly receive instruction or educational services for fewer hours than the majority of other students who are in the same grade and school as the child with a disability.

3. “Child with a disability” means a child who is eligible for services and/or disciplinary protections under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), or for whom a request or referral for evaluation under either the IDEA or Section 504 has been made.
4. “Conduct-related removal” means an event during which a school official prevents a child with a disability from attending, or removes a child with a disability from, the child’s regularly-scheduled educational services<sup>1</sup> due to the child’s violation of the code of conduct. A “conduct-related removal” includes formal removals (suspensions and expulsions) and informal removals (school-initiated early pick-ups or preventing the student from attending class) due to behavior violating the code of conduct. The child’s regulation breaks, standing passes, or other emotional- or physical-health related accommodations and supports that are written into the administrative unit’s offer of a FAPE for the child shall not be considered conduct-related removals.

### **Team Determination Requirement**

For an IDEA-eligible child, initial assignment of an abbreviated school day schedule shall not be determined through the IEP written amendment process described in 34 C.F.R. § 300.324(a)(4). The IEP team or Section 504 team shall convene to determine whether, for the child with a disability, an abbreviated school day schedule is an appropriate component of the administrative unit’s offer of a FAPE in the LRE. It is impermissible to assign a student to an abbreviated school day schedule if the IEP determines such a schedule would be inappropriate as a component of the administrative unit’s offer of a FAPE in the LRE, even if the child’s parent initiates the request.

In making this determination, the IEP team shall complete the form titled Prior Written Notice and Abbreviated School Day Schedule Worksheet form (“PWN & Worksheet”). The PWN & Worksheet shall be delivered to Parent along with the resulting IEP. An IEP team shall incorporate by reference the completed PWN & Worksheet in the resulting IEP’s accommodations section, service delivery statement, least restrictive environment grid, and the embedded prior written notice relating to the IEP team meeting, inserting the phrase, See attached form titled “Prior Written Notice and Abbreviated School Day Schedule Worksheet,” in each such section of the IEP.

---

<sup>1</sup> School officials are prohibited from unilaterally placing a child with a disability on an Abbreviated School Day Schedule for any reason. All abbreviated school day schedules must be connected to a student’s offer of a FAPE. Parent-requested early pick-ups are not considered “conduct-related removals” because they are not requested or directed by school officials.

**Periodic Review**

Following the initiation of an abbreviated school day schedule, the IEP team or Section 504 team shall reconvene periodically to determine whether the schedule continues to be an appropriate component of the administrative unit's offer of a FAPE in the LRE.

The review period shall be set within 30 calendar days unless the parent or legal guardian agrees to a different review schedule and such agreement is documented in the PWN & Worksheet incorporated by reference into the child's IEP. The review period, even with parental agreement, cannot exceed one calendar year.

**Conduct-Related Removals**

Nothing in this policy prohibits school officials from disciplining a child with disabilities for conduct that violates the student code of conduct as long as school officials do so in a manner consistent with the protections afforded to children with disabilities under the IDEA and Section 504.

In addition to any disciplinary procedures and documentation practices utilized with all students, when school officials impose a conduct-related removal upon a child with a disability, the school shall:

1. Document the interruption in the student's attendance for regularly-scheduled services as a "discipline action" in a manner aligned to CDE's Discipline Action Type codes for the then-current reporting period.
  - a. This reporting requirement applies whether or not the conduct-related removal resulted in formal discipline of any kind.
  - b. All early-pick-ups shall be reported unless no school official requested or directed the early-pick-up and instead the child's parent requested the early-pick-up.
2. Document, in a manner easily accessible to the child's case manager and to school administrators, the fraction of the day interrupted by school officials' efforts to address the child's violation of the code of conduct.

The fractions and days of the child's conduct-related removals shall accumulate throughout the school year. The administrative unit shall count such periods of removal toward its calculations related to disciplinary changes of placement, including the dates upon which the administrative unit shall convene a manifestation determination review and the dates upon which the administrative unit shall deliver educational services during a child with a disability's conduct-related removal.

## Attendance

A child with a disability in high school who voluntarily enrolls in a reduced class load or as a part-time student, consistent with other non-disabled students in the school, and who is on track to graduate is not considered to be on an abbreviated school day schedule.

A child with a disability who is appropriately placed on an abbreviated school day schedule by an IEP or Section 504 Team may not be considered truant or chronically absent based solely on the abbreviated schedule.

A child who has been placed on an abbreviated school day schedule by their IEP team or Section 504 team should not be determined ineligible to participate in field trips, school functions, and extracurriculars based solely on the abbreviated schedule. The child's IEP team or Section 504 team shall address whether and to what extent a child with a disability needs supplementary aids and services to meaningfully participate in field trips, school functions, and extracurricular activities.

## Reporting

Each conduct-related removal shall be submitted as a record in the Colorado Department of Education's discipline data collection report.

## Complaints

Parents who disagree that an Abbreviated School Day Schedule is required for the student to receive a FAPE may pursue remedies under state and federal law. For IDEA-eligible children, parents/guardians can file a complaint with or request mediation from the Colorado Department of Education. For IDEA-eligible and Section 504 eligible students, parents/guardians can file a complaint with the U.S. Department of Education Office for Civil Rights.

# EAST CENTRAL BOCES BOARD POLICY

Adopted: August 20, 2025

LEGAL REFS: 20 U.S.C. § 1414(d)-(e) (IDEA's educational placement procedures)  
20 U.S.C. § 1415(k) (IDEA's disciplinary removal procedures)  
C.R.S. § 22-20-123 (Abbreviated school day statute)  
1 CCR 301-8, Rules 2.01 & 8.01(j)

29 U.S.C. § 705 et seq. (Section 504 of the Rehabilitation Act of 1973)

CROSS REFS: AC, Nondiscrimination/Equal Opportunity

JKB, Truancy

JICDA, Code of Conduct

JK, Student Discipline

JK-R, Student Discipline

JK\*-2, Discipline of Students with Disabilities

JKBA\*, Disciplinary Removal from Classroom

JKBA\*-R, Disciplinary Removal from Classroom

JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

JKD/JKE-R, Suspension/Expulsion of Students (Hearing Procedures)

JKD/JKE-E, Grounds for Suspension/Expulsion