



IHBA – ABBREVIATED SCHOOL DAY

The Poudre School District is committed to supporting the educational needs of all students, including students with disabilities. An abbreviated school day schedule for a student with a disability must be in accordance with this policy and applicable state and federal law.

Definitions

For purposes of this policy, these terms or phrases have the following meanings:

- **“Abbreviated School Day”** means any school day during which a student 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 student with a disability, whether the abbreviated school day was planned or unplanned.
- **“Abbreviated School Day Schedule”** means a schedule designed and approved by the Individualized Education Program (IEP) or 504 team that plans for a student 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 student with a disability.
- **“Student with a disability”** means a student who has been determined eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504), or for whom the District has received a request or referral for an evaluation pursuant to the IDEA or Section 504.

When a Student with a Disability can be Placed on an Abbreviated School Day

A student with a disability can be placed on an abbreviated school day in the following circumstances:

1. When the student’s IEP or Section 504 team determines that an Abbreviated School Day Schedule is necessary to provide the student with a disability a free appropriate public education (FAPE) in the least restrictive environment (LRE) based on the student’s unique, individualized needs, in accordance with this policy; or
2. When the student with a disability has met the District’s graduation requirements and is receiving services to address the student’s post-secondary transition needs (e.g. student is participating in the District’s transition programs).

A student with a disability cannot be placed on an Abbreviated School Day Schedule based on administrative convenience or a lack of resources, such as: the availability of licensed and appropriately trained staff, the student's assignment to a waiting list for an alternative placement, accessible facilities, or the availability of related services (e.g. nursing and transportation services).

Initial Placement on an Abbreviated School Day Schedule

The Role of the IEP or 504 Team in Determining an Abbreviated School Day Schedule

Prior to any IEP or 504 meeting to discuss an Abbreviated School Day Schedule, the student's parent/guardian must be provided with a copy of the applicable procedural safeguards notice. The IEP or 504 team must determine whether an Abbreviated School Day Schedule is appropriate based on the student's unique disability-related needs, in accordance with the IDEA and Section 504. In making this determination, the team must consider and document in the IEP or 504 plan how FAPE will be achieved with the Abbreviated School Day Schedule and whether the Abbreviated School Day Schedule will impact the ability to educate the student with a disability in the least restrictive environment.

The IEP or 504 team must consider and document the following components of the Abbreviated School Day Schedule in the IEP or 504 plan:

1. How the Abbreviated School Day Schedule is designed to support the student's return to a full day schedule, including a description of the stages for gradual reintroduction to return the student to a full day schedule, unless the team determines that gradual reintroduction is not appropriate based on the student's unique circumstances (e.g. static or degenerative medical condition), in which case the rationale must be documented;
2. How the Abbreviated School Day Schedule will ensure progress toward the student's IEP or learning goals and progress in the general education curriculum;
3. The number of hours of instruction and related services to be provided to the student on an Abbreviated School Day Schedule and the percentage of the school year that the student will be on an Abbreviated School Day Schedule;
4. How the student's progress toward IEP goals, including any short-term objectives or benchmarks, will be measured; and
5. The date by which the student is expected to return to a full day schedule, as appropriate, based on the student's unique needs.

The IEP or 504 plan must also contain documentation of the following information:

1. The student's daily school schedule;
2. The team's justification for the Abbreviated School Day Schedule;
3. The timeline for the student's IEP or 504 team to review the Abbreviated School Day Schedule;
4. The appropriate point of contact if there is a concern that a law, regulation, or policy has been violated;
5. Documentation that the parent/guardian has been provided with procedural safeguard information as required by law; and
6. If the Abbreviated School Day Schedule is not connected to the offer of FAPE determined by the student's IEP or 504 team, the parent/guardian's informed and written consent.

For a student with a disability with an IEP, initial placement on an Abbreviated School Day schedule may not be determined through the IEP amendment process. Prior written notice (PWN) must include the following information, in addition to the federal requirements:

1. Supports, services, and alternatives that have been provided or considered prior to placing the student on an abbreviated schedule; and
2. Outcomes for placing the child on an abbreviated school day schedule, including the justification for the abbreviated school day schedule.

This information must be included whether the PWN is a standalone document or embedded in an IEP.

When an offer of FAPE is made that includes an Abbreviated School Day Schedule, and the parent/guardian disagrees that the abbreviated school day schedule is necessary for FAPE, the parent can pursue existing remedies under state and federal law. For a student with an IEP, the parent/guardian can request mediation, file a state complaint, or file a due process complaint. For a child with a 504 plan, the parent can file a complaint with the Office for Civil Rights.

Abbreviated School Day Schedule Not Connected to FAPE

If the Abbreviated School Day or Abbreviated School Day Schedule is not connected to the offer of FAPE determined by the student's IEP or 504 team and is not a permissible disciplinary removal under the IDEA or Section 504, the school must obtain informed and written consent from the student's parent/guardian prior to implementing the

Abbreviated School Day or Abbreviated School Day Schedule. The student's parent/guardian may revoke this consent in writing at any time. The request for written consent for an Abbreviated School Day Schedule must be provided in a language and format that is accessible to the parent/guardian, which complies with the requirements in the law and Colorado Department of Education's model policy.

Review of the Abbreviated School Day Schedule by the IEP or 504 Team

The IEP or 504 team must review the Abbreviated School Day Schedule within 30 calendar days of placement on an Abbreviated School Day Schedule, unless the District and the student's parent/guardian agree to a different schedule at the initial meeting.

The IEP or 504 team must determine the frequency of any subsequent review meetings and document the schedule in the IEP or 504 plan. A review schedule of more than 30 calendar days must be agreed to by the student's parent/guardian.

During the review meeting, the IEP or 504 team must discuss the student's progress toward IEP goals and the stages described by the team for gradual reintroduction as provided given the student's unique needs and circumstances. Based on this specific data, the team must determine the need for continuing the Abbreviated School Day Schedule. If the student is not making the expected progress toward the outcomes, goals and stages for reintroduction, the team must consider adjusting the supports and services provided to ensure progress.

Regardless of the parent's/guardian's agreement, the Abbreviated School Day Schedule must be reviewed annually.

Enrollment, Schedule, Attendance, Field Trips and other School Activities

A student with a disability in high school who voluntarily enrolls in a reduced class load or as a part-time student, consistent with other nondisabled students in the school, is not considered to be on an Abbreviated School Day Schedule.

A student with a disability for whom the parent/guardian has chosen to enroll the student on a part-time basis is not considered to be on an Abbreviated School Day Schedule. This includes, but is not limited to, a student with a disability who is dually enrolled.

A student with a disability who is placed on an Abbreviated School Day Schedule by the student's IEP or 504 Team may not be considered truant or chronically absent based solely on the Abbreviated School Day Schedule.

A student with a disability who has been placed on an Abbreviated School Day Schedule by the student's IEP or 504 team should not be determined ineligible to participate in field trips, school functions, and extracurricular activities based solely on the Abbreviated School Day Schedule.

Abbreviated School Day and School Discipline

When a school shortens the day of a student with a disability to address behavioral concerns, the school must count this as a disciplinary removal, regardless of whether the student is formally suspended. This includes, but is not limited to, the following circumstances:

1. When the school requests that the student's parent/guardian pick up the student from school before the end of the school day due to behavior;
2. When a teacher does not allow the student to attend class due to behavior; and
3. When a school administrator unilaterally determines that the student must attend an Abbreviated School Day due to behavior.

These requirements apply even if the parent/guardian of the student with a disability agreed to or consented to pick up the student before the end of the school day due to the student's behavioral concerns, but shall not apply if the parent/guardian requested to pick up the student from school before the end of the school day.

Partial disciplinary removals as described above must be accurately recorded and tracked to ensure the student with a disability receives the disciplinary protections to which the student is entitled under the IDEA or Section 504. Nothing in this policy prohibits a school from disciplining a student with a disability for conduct that violates the District's student code of conduct, so long as such discipline is in accordance with District policy and the disciplinary protections of the IDEA or Section 504.

Adopted by Superintendent: August 5, 2025

LEGAL REFERENCES:

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)

C.R.S. 22-20-123 (Abbreviated School Days)

1 CCR 301-8 (Rules for the Administration of the Exceptional Children's Educational Act)