



COLORADO
Department of Education

Abbreviated School Day Requirements House Bill 24 - 1063

Collaborative Webinar

Data Services Unit & Exceptional Student Services Unit

October 2025

Agenda

- Program Overview
 - Why do Administrative Units (School Districts) have to collect/report new data for Abbreviated School Day Schedules?
 - What is the difference between an Abbreviated School **Day** and an Abbreviated School Day **Schedule**?
- Data Reporting Overview
 - Reporting requirements for Abbreviated School Day Schedules
- Scenarios to Consider

Program Overview





House Bill 24 – 1063 Overview

What is House Bill 24-1063?

- **Name:** Addressing Abbreviated School Days
- **Bill Summary:** The act clarifies what constitutes an Abbreviated School Day and describes the effects of placing children with disabilities on Abbreviated School Day Schedules (Abbreviated Schedule).
- **Approved:** June 5, 2024
- **In Effect:**
 - By the beginning of the 2025-2026 school year, the department shall collect from schools of a school district, district charter schools, and charter schools for the Charter School Institute, the following data,
 - Instructional hours for elementary and secondary schools,
 - The estimated non-instructional hours, and
 - The number of days and percentage of the school year students were placed on Abbreviated School Day Schedules.

What does HB 24 – 1063 aim to solve?

When **school personnel** shorten a school day for a student, they miss valuable instruction. Implementing policies and procedures to track these situations empowers local school personnel to understand the long-term impact the lack of instruction may cause and make real-time adjustments, as needed, to ensure positive school outcomes.

- The bill reinforces current legal requirements that require school personnel to,
 - conduct IEP or 504 meetings prior to placing children with disabilities on an Abbreviated School Day Schedule.

What Does the Bill Require?

Abbreviated School Day **Schedules**...

- can only be determined by an IEP or 504 Team.
- cannot be used for disciplinary convenience.
- requires documentation and regular review.
- requires administrative units to track and report students placed on an Abbreviated School Day Schedule.

HB24-1063 Data Reporting Overview

- HB24-1063 includes components impacting more than one data collection
 - [Instructional Days and Hours](#) (new collection 2025-2026)
 - [Discipline Reporting](#) (existing data collection)
 - Discipline actions (unplanned removals) should be handled as they are currently handled and reported in the discipline data collections
 - Abbreviated School Day Schedule Status (new required data fields for 2025-2026)

HB24-1063 Data Reporting Overview cont.

- Today's focus is the **Abbreviated School Day Schedule** element of reporting
 - Two new data fields on the [Student Interchange: Student School Association File](#)
 - Abbreviated School Day Schedule Status
 - Total Days on Abbreviated School Day Schedule
 - These new fields will be utilized in the [Student Attendance Collection \(Snapshot\)](#) beginning in 2025-2026



Abbreviated School Day vs Abbreviated School Day Schedule

Abbreviated School Day Schedule

Definition: A formal schedule approved by an **IEP or 504 Team** in which a student with a disability is **intentionally scheduled** to receive fewer instructional hours than peers.

- Must be developed by an IEP or 504 Team.
 - It cannot be determined by school personnel outside of an IEP or 504 team.
 - It cannot be determined unilaterally by parents.
- Requires documentation, parent input, and review timelines.
- An Abbreviated School Day Schedule must **not** be used as a disciplinary removal and must be proactively determined by the IEP or 504 team.
- Students placed on an Abbreviated School Day Schedule,
 - May **not** be classified as truant or chronically absent
 - Are exempt from compulsory attendance requirements under [C.R.S. § 22-33-104](#)

Permissible Uses for Abbreviated School Day Schedules

- Approved by IEP or 504 Team *as necessary* to provide a Free Appropriate Public Education (FAPE)
- Must be based on individualized student needs.
- May be appropriate for,
 - emotional/behavioral support after reasonable efforts to ensure FAPE through a full-day schedule.
 - meeting the significant health care needs of a child.
- Team decisions must be clearly documented and aligned with the AU adopted and CDE-approved policy for Abbreviated School Day Schedules.

What is **not** considered an abbreviated school day schedule?

- District/BOCES planned calendar early release or late start days
- Snow delays, early release, school closures
- Parent-initiated pick up or drop off outside of the set school schedule.
 - This includes students picked up for acute illness.
 - This includes parents picking children up early to attend outside therapies.
- Children with disabilities sent home early for an **unplanned** abbreviated school day. This is a disciplinary removal and must be reported as a discipline action (existing data collection).
- High School reduced class loads chosen by the student/parent or part-time enrollment by a parent.
 - If consistent with non-disabled peers and graduation trajectory, this is not an “abbreviated school day schedule” under HB 24 -1063.

Abbreviated School Day

Definition: A school day in which a child with a disability under (IDEA/504) receives fewer instructional hours than their grade-level peers in the same school.

- Applies to **planned** or **unplanned** shortened days.
- Applies to all grades and ages (3-21), and locations (i.e., brick and mortar, center programs, charter schools, etc.)
- An abbreviated school day (planned or unplanned) based on behavior and initiated by school personnel outside an IEP or 504 team meeting is a **disciplinary removal** and must be documented as such.
 - This is **not** reported as a child on an abbreviated school day schedule.

Impermissible Uses for Abbreviated School Day Schedules

- Cannot be used for:
 - Staffing shortages or turnover issues
 - Lack of facilities or related services
 - Administrative convenience
 - Placement waitlists
 - Discipline for code of conduct violations.
 - Safety plans outside of an IEP or 504 team

Parent Requests for an Abbreviated School Day Schedule

- When a parent makes a request:
 - The IEP or 504 Team must evaluate if FAPE is possible under the requested abbreviated schedule.
 - The AU must reject requests that don't meet FAPE requirements for the student.
 - For IDEA-eligible students (students on an IEP), refusal must be documented in a Prior Written Notice (PWN) per [34 C.F.R. § 300.503](#).

Abbreviated School Day vs Abbreviated School Day Schedule

Abbreviated School Day

- If based on behavior disciplinary removal and must be reported as such by school personnel.
- Is usually an unplanned event to address significant behavioral concerns and code of conduct infractions.
- Is **not** determined by an IEP or 504 team.

Abbreviated School Day Schedule

- Is determined by an IEP or 504 team to ensure FAPE for children with disabilities.
- Must be determined by school personnel, IEP or 504 team, and not unilaterally determined by a parent, or non-school personnel.
- Must be reported based on requirements set forth in HB 24-1063.

Does the student have an IEP or 504 Plan?

No

Not reported in these new
SSA data fields

Yes

Did the IEP/504 Team designate an
Abbreviated School Day Schedule?

Yes

Count in total abbreviated
schedule status days

No

Do not count in total
abbreviated schedule status
days

Internal Data Collection for Abbreviated School Day Schedules

- Districts will need to develop their own internal data collection systems for children placed on Abbreviated School Day Schedules.
- Recommendation:
 - Districts/BOCES will work in coordination with Directors of Special Education and Administrators responsible for Section 504 plans to,
 - Implement procedures outlined in the AU's abbreviated school day model policy for IEP/504 meetings for placing children with disabilities on an abbreviated school day schedule.
 - Develop a reporting system to report students placed on abbreviated school day schedule.
 - Determine one person who is responsible for tracking and collecting the information for students placed on an abbreviated school day schedule.
 - Which students were placed on an abbreviated school day schedule, and
 - The total number of days each of those students were on an abbreviated school day schedule.
 - The person responsible will provide the required information to the data respondent to enter in the Student Attendance collection.

Data Reporting Overview



Abbreviated School Day Schedule Fields – Required by Statute [HB24-1063](#)

- Requires the collection of,
 - The number of students on an IEP or 504 placed on an abbreviated school day **schedule** by an IEP or 504 team, and
 - The number of days a student on an IEP or 504 was placed on an abbreviated school day **schedule**.
- New data fields on SSA for 2025-2026 for use in the [Student Attendance](#) collection.
 - Abbreviated School Day Schedule Status
 - Total Days on an Abbreviated School Day Schedule

New Data Field: Abbreviated School Day Schedule Status

- **Field Length** = 1

- **Short Definition:**

Indicate whether the student was placed on an abbreviated school day schedule at any point during the school year.

- **0—No, Not Applicable**

- Includes students that are Special Education or Section 504 and were never placed on an abbreviated school day schedule during the school year.

- **1—Yes, the student is 504 or Special Education and was placed on an abbreviated school day schedule at any time during the school year**

- Does not include:
 - Any discipline action (unplanned): suspensions, expulsions, etc.
 - Parents unilaterally removing the child from school outside of the determination from an IEP or 504 team meeting.

New Field: Total Days on an Abbreviated School Day Schedule

- **Field length = 5**
 - Must be formatted as a decimal (000.0)
- **Short Definition:**
 - The aggregate number of days the student was placed on an abbreviated school day schedule.
- **Data Expectations/Checks:**
 - If a student was on an abbreviated school day intermittently during an approved schedule, all days would be counted and included in this field.
 - A value greater than 0.0 must be indicated if the Abbreviated School Day Schedule Status is '1'. Examples: 2.0, 12.5
 - Total Days on an Abbreviated School Day Schedule should be \leq Total Days possible for a student's record
 - The days students were on abbreviated school day schedules should be a part of the normal attendance fields under the assumption that the LEA has developed an attendance policy as part of the students IEP or 504.

Abbreviated School Day Schedules - Field FAQs

- Should we report a student who becomes no longer eligible for an IEP or 504 at some point during the school year? (i.e., was not IDEA or 504 eligible for the entire year)?
 - Yes – this student would still be a “1” for abbreviated school day status and their total abbreviated days should be reported for the portion of the year the abbreviated school day schedule applied.
- Does this need to include unplanned days?
 - No – disciplinary, sick, parent removals should not be included. This only applies to a formal schedule determined by an **IEP or 504 Team** in which a student with a disability is **intentionally scheduled** to receive fewer instructional hours than peers

Scenarios



Scenario 1: Archer

- Archer is a 10th grade student on a 504 plan for diagnosed anxiety and depression.
- Due to some recent events, Archer is having a severe spike in her anxiety and depression and has had a difficult time attending school all day. She is usually late to school in the morning and has only been able to attend four hours per day for the past two weeks. Archer missed 40% of her school days for the school year thus far.
- Archer's 504 team meets to develop a plan to support Archer and determined that she requires an abbreviated school day schedule.

Scenario 1: Archer (part 2)

- This **is** an example of a student placed on an abbreviated school day schedule.
 - The 504 team must collect and report how many days Archer was on the abbreviated school day schedule.
 - The data will then be reported through the **Student Attendance Collection.**

Scenario 2: Suzie

- Suzie is a student identified with a Specific Learning Disability under the IDEA. One day, during Spanish class, Suzie gets really upset and starts throwing pencils and books around the classroom.
 - An administrator is called in for support and Suzie is escorted to the office.
 - Suzie escalates again when she gets to the office, pushes over tables and throws chairs.
 - The Principal then calls Suzie's mom and states,
 - "Hello Mrs. Sample. I'm calling because Suzie is having a rough day today and is showing some unsafe behaviors. I think it would be best if you came and picked Suzie up and she can start fresh tomorrow."
 - Mrs. Sample comes to the school and picks up Suzie three hours before school ends.

Scenario 2: Suzie (part 2)

- This is **not** an example of an abbreviated school day schedule.
 - This is an unplanned abbreviated school day, but this is only for a day, and the student was not placed on an abbreviated school day schedule.
 - This is a unilateral staff decision made outside of an IEP or 504 team.
 - This is a discipline removal and needs to be documented as a removal (existing data collection).
 - This is **not** collected or reported in the abbreviated school day schedule collection.

Scenario 3: Robert

- Robert is in second-grade and is IDEA-eligible under the category of Autism. He has been receiving supports and services through his IEP for the past two years.
- Robert's mother contacts the school and informs them that she will start taking Robert out of school every day at 12 pm to attend behavior therapy.
- The special education teacher sets up an IEP meeting to discuss the parent's request. The team determines that Robert requires a full day schedule to ensure FAPE.
 - Robert's mother does not agree with the IEP-team decision and informs the team she will be picking up Robert anyway.
 - The team completes a Prior Written Notice and describes why Robert requires a full day to ensure FAPE and why the half day schedule was rejected.

Scenario 3: Robert (part 2)

- This is **not** considered an abbreviated school day schedule because this was a choice made unilaterally by the parent/s.
 - Abbreviated school day schedules are determined by school/district personnel, specifically an IEP or 504 team.
 - The IEP or 504 team needs to accurately document the decision. The IEP team must document the refusal through a PWN.

Note: This data collection is not connected to funding (full time/part time funding status). Consult the [audit resource guide](#) and/or [auditing team](#) for any questions related to Student October funding codes.

Scenario 4: Johnny

- Johnny is a third-grade student identified with a Serious Emotional Disability under the IDEA.
- Johnny has attended four different schools in the past two years and his mother reports that he struggles with transitions.
- Johnny transferred to his most recent school with a behavior plan but has struggled significantly since arriving at the school two months ago and has demonstrated some unsafe behaviors.
- The IEP team has met several times over the past couple of months to discuss a variety of different interventions to adjust his behavior plan and help Johnny be successful at school.
- Unfortunately, the unsafe behaviors continue, so the team decides to conduct an additional IEP meeting to discuss possible supports and solutions.

Example 4: Johnny (part 2)

- The IEP team agrees that at this time, due to his significant issues with transition, Johnny needs an abbreviated school day schedule to make progress and receive FAPE. The team develops the plan as required under IDEA and HB 24-1063, and Johnny starts the abbreviated school schedule.
- This **is** an example of a student placed on an Abbreviated School Day Schedule. The team will document how many days Johnny was on the Abbreviated School Day schedule AFTER the IEP team made the decision.

Note: The days that Johnny did not attend school full time PRIOR to the IEP Team decision must be counted toward his discipline removal.



Questions



Resources and Contacts



Resources/Helpful Webpages

Site Name/Link	Information/Uses
Data Pipeline Home	Main landing page for the data pipeline information/resources. From here you can navigate to all the various data collection sites
Student Interchange	Contains file layouts, templates, business rules, training materials, and resources
Student Attendance	File layouts, business rules, training materials, and resources for Student Attendance snapshot
CDE SPED Homepage	Office of Special Education Homepage

CDE Contacts

Name	Contact	Notes
Peter Hoffman	Attendance@cde.state.co.us 720-925-8611	<ul style="list-style-type: none">• Student Attendance data fields• Abbreviated School Day Reporting
Reagan Ward	720-484-9057 ward_r@cde.state.co.us	<ul style="list-style-type: none">• Student Interchange questions unrelated to a specific collection
Amber Pryor	720 – 921 – 1281 pryor_a@cde.state.co.us	<ul style="list-style-type: none">• Programmatic questions
Nick Smosna	303 – 548 – 5597 smosna_n@cde.state.co.us	<ul style="list-style-type: none">• Programmatic questions