



Oregon Department of Education

Train-the-Trainer Series

Conducting Compliant Abbreviated School Day Program Meetings



Disclaimer

These materials constitute the Oregon Department of Education's interpretation of various state laws and are provided to support public education programs' understanding of their obligations under these laws. The information in these materials is subject to change based on future legal and policy changes. These materials are intended for informational purposes only and do not constitute legal advice.

Requirements for Abbreviated School Day IEP and 504 Meetings

Three Meeting Types

- ✓ Initial placement on an Abbreviated School Day Program
 - ✓ First review meeting held between 25-35 days after initial placement
 - ✓ Subsequent review meetings at specified intervals
- We need to make sure that everyone is trained in the specific requirements of ASDP meetings and how they apply to the different contexts of IDEA, 504 and ADA.

Abbreviated School Day Program (ASDP) Meeting Requirements

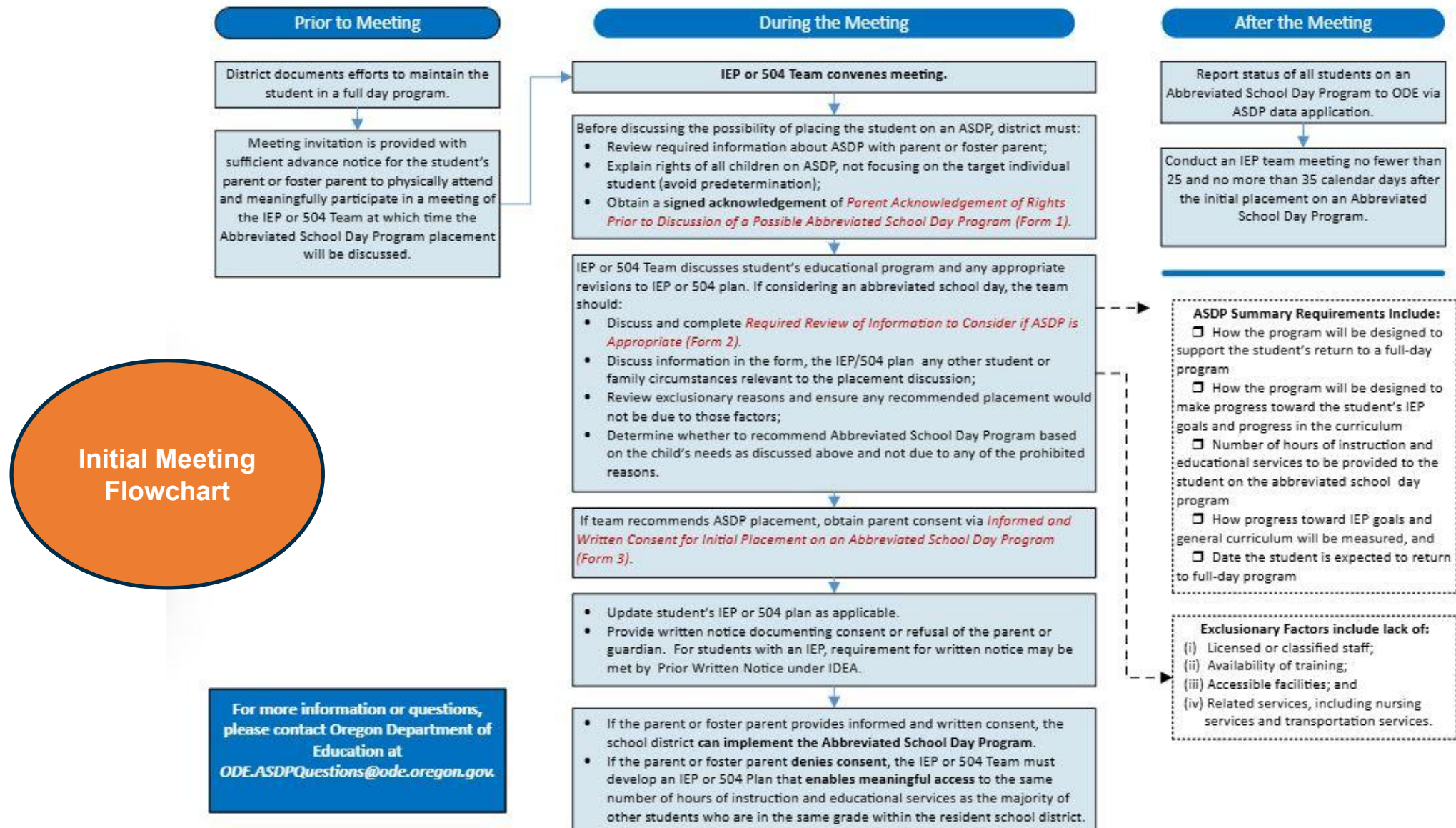
ASDP Program Meeting Highlights

Initial placement on abbreviated school day program	First review meeting held between 25-35 calendar days after initial placement	Subsequent review meetings no less frequently than 30 calendar days
<ol style="list-style-type: none">1. Document reasonable efforts to provide meaningful access to the same number of hours of instruction and educational services.2. Obtain signed acknowledgement of parent rights prior to discussion of ASDP.3. Ensure required parent participation.4. Hold IEP/504 Meeting.5. IEP/504 Team recommends ASDP.6. Document required elements for initial placement on ASDP.7. Obtain parent consent.	<ol style="list-style-type: none">1. Before the meeting send written notice of student rights alongside the meeting notice.2. Obtain signed acknowledgement .3. Ensure required parent participation.4. Review the placement including required elements of ASDP.5. Obtain parent consent (if continuing).6. With parent consent determine the ASDP meeting cadence in alignment with ASDP requirements	<ol style="list-style-type: none">1. Schedule the next review meeting no later than the timeframe of which the parent consented.2. Before the meeting send written notice of student rights alongside the meeting notice.3. Obtain signed acknowledgement.4. Ensure required parent participation.5. Review the placement including required elements of ASDP.6. Obtain parent consent (if continuing).7. Schedule next meeting.

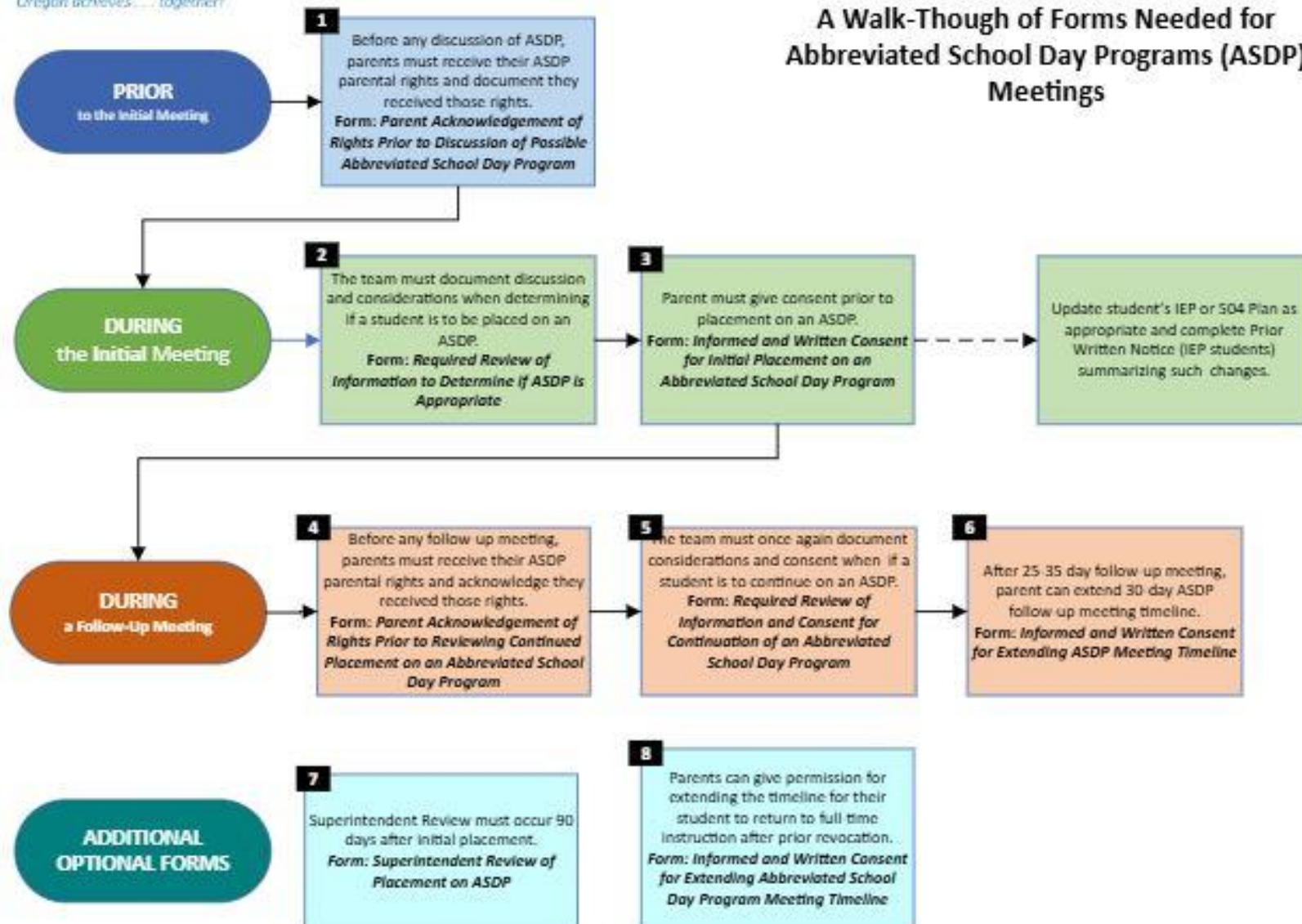


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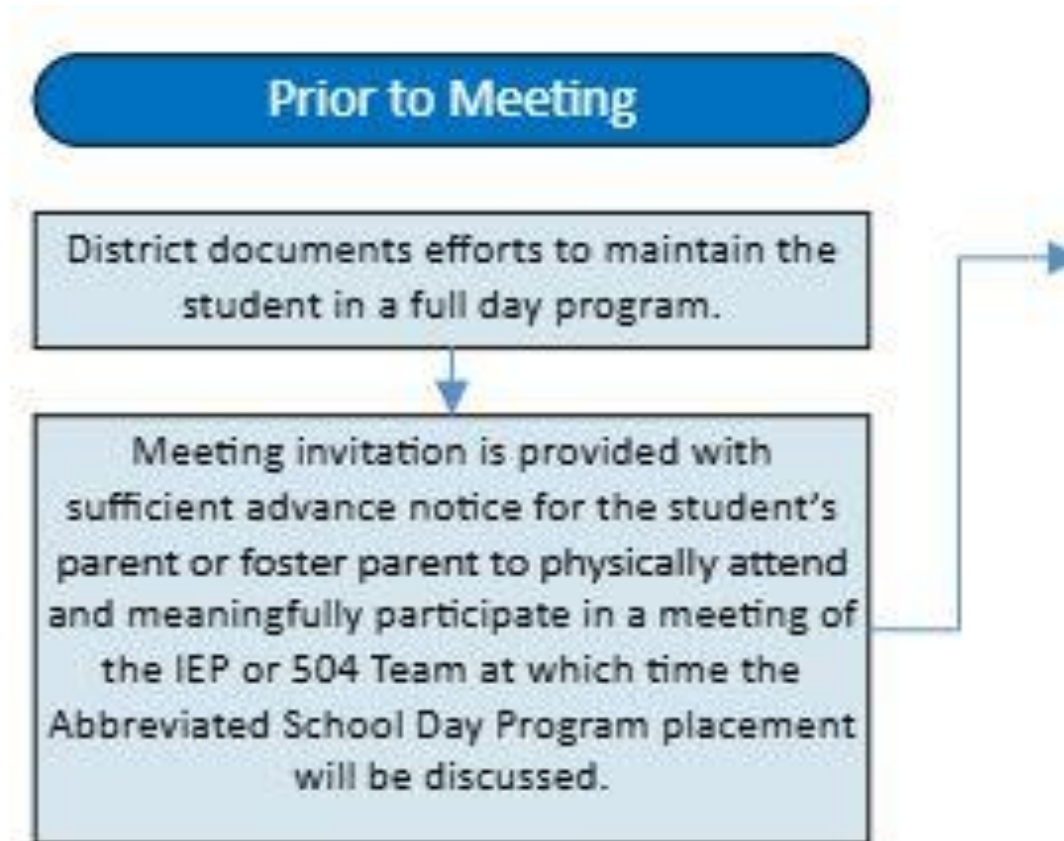
At-a-Glance Suggested Meeting Procedures for Initial Meeting to Consider Placement on an Abbreviated School Day Program (ASDP)



A Walk-Through of Forms Needed for Abbreviated School Day Programs (ASDP) Meetings



Abbreviated School Day Program (ASDP) Meeting Requirements Before the Initial Placement Meeting Requirements



Evidence can be:

- Progress monitoring data (a key component of this process)
- Careful and thoughtful adjustments to enable the student to remain in a full day program
- Communications informing the parents of ongoing efforts

Abbreviated School Day Program (ASDP) Meeting Requirements

During the Initial Placement Meeting Requirements

During the Meeting

IEP or 504 Team convenes meeting.

Before discussing the possibility of placing the student on an ASDP, district must:

- Review required information about ASDP with parent or foster parent;
- Explain rights of all children on ASDP, not focusing on the target individual student (avoid predetermination);
- Obtain a **signed acknowledgement** of *Parent Acknowledgement of Rights Prior to Discussion of a Possible Abbreviated School Day Program (Form 1)*.

Acknowledgement Components:

- The student's right to have meaningful access within the student's resident school district;
- The prohibition on the school district to unilaterally place a student with a disability on an abbreviated school day program; and,
- The parent or foster parent's right, any time, to withdraw consent for an abbreviated school day program placement or to request a meeting of the student's IEP team.

Abbreviated School Day Program (ASDP) Meeting Requirements

During the Initial Placement Meeting Requirements

During the Meeting

IEP or 504 Team discusses student's educational program and any appropriate revisions to IEP or 504 plan. If considering an abbreviated school day, the team should:

- Discuss and complete *Required Review of Information to Consider if ASDP is Appropriate (Form 2)*.
- Discuss information in the form, the IEP/504 plan any other student or family circumstances relevant to the placement discussion;
- Review exclusionary reasons and ensure any recommended placement would not be due to those factors;
- Determine whether to recommend Abbreviated School Day Program based on the child's needs as discussed above and not due to any of the prohibited reasons.

Abbreviated School Day Program (ASDP) Meeting Requirements

During the Initial Placement Meeting Requirements

- How the abbreviated school day program will be designed to support the student's return to a school day program that is not an abbreviated school day program; and
- **How the abbreviated school day program will be designed to make progress toward the student's individualized learning goals and progress in the general curriculum;**
- The number of hours of instruction and educational services to be provided to the student while the student is placed on the abbreviated school day program;
- **How the student's progress toward the student's individualized learning goals and progress in the general curriculum will be measured; and**
- The date by which the student is expected to return to a school day program that is not an abbreviated school day program.

Abbreviated School Day Program (ASDP) Meeting Requirements During the Initial Placement Meeting Requirements

Exclusionary Factors include lack of:

- (i) Licensed or classified staff;
- (ii) Availability of training;
- (iii) Accessible facilities; and
- (iv) Related services, including nursing services and transportation services.



Abbreviated School Day Program (ASDP) Meeting Requirements During the Initial Placement Meeting Requirements

Obtaining Consent

If team recommends ASDP placement, obtain parent consent via *Informed and Written Consent for Initial Placement on an Abbreviated School Day Program (Form 3)*.

- Senate Bill 742 (2025) allows a parent or foster parent to agree to have a meeting by phone or online to discuss placing a student on an abbreviated school day program. It allows a student's parent to consent to attending an initial meeting regarding an abbreviated school day program placement by telephone or other electronic means.

Abbreviated School Day Program (ASDP) Meeting Requirements

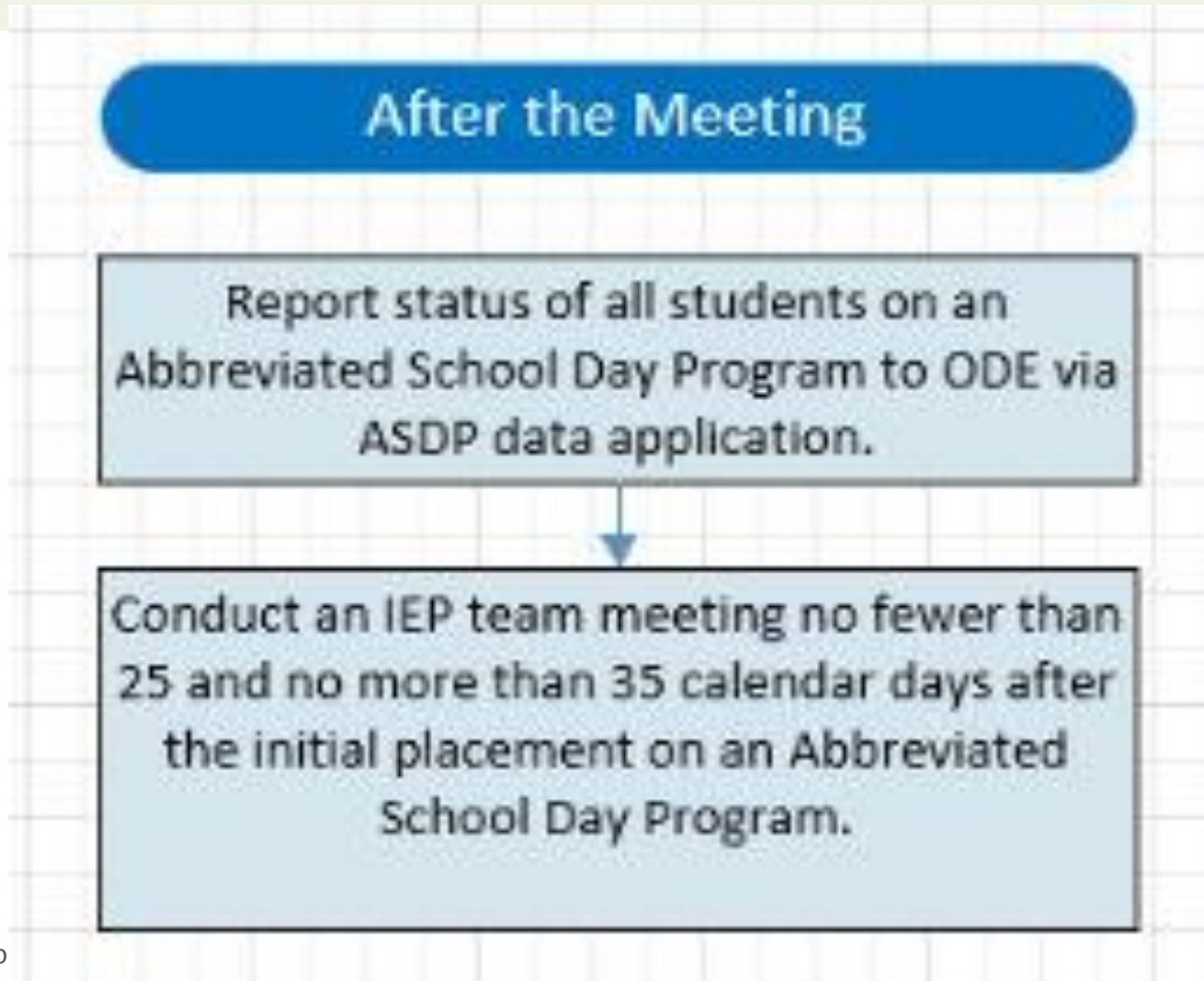
During the Initial Placement Meeting Requirements

During the Meeting

- Update student's IEP or 504 plan as applicable.
- Provide written notice documenting consent or refusal of the parent or guardian. For students with an IEP, requirement for written notice may be met by Prior Written Notice under IDEA.

- If the parent or foster parent provides informed and written consent, the school district **can implement the Abbreviated School Day Program.**
- If the parent or foster parent **denies consent**, the IEP or 504 Team must develop an IEP or 504 Plan that **enables meaningful access** to the same number of hours of instruction and educational services as the majority of other students who are in the same grade within the resident school district.

Abbreviated School Day Program (ASDP) Meeting Requirements After the Initial Placement Meeting Requirements



Abbreviated School Day Program (ASDP) Meeting Requirements After the Initial Placement Meeting Requirements

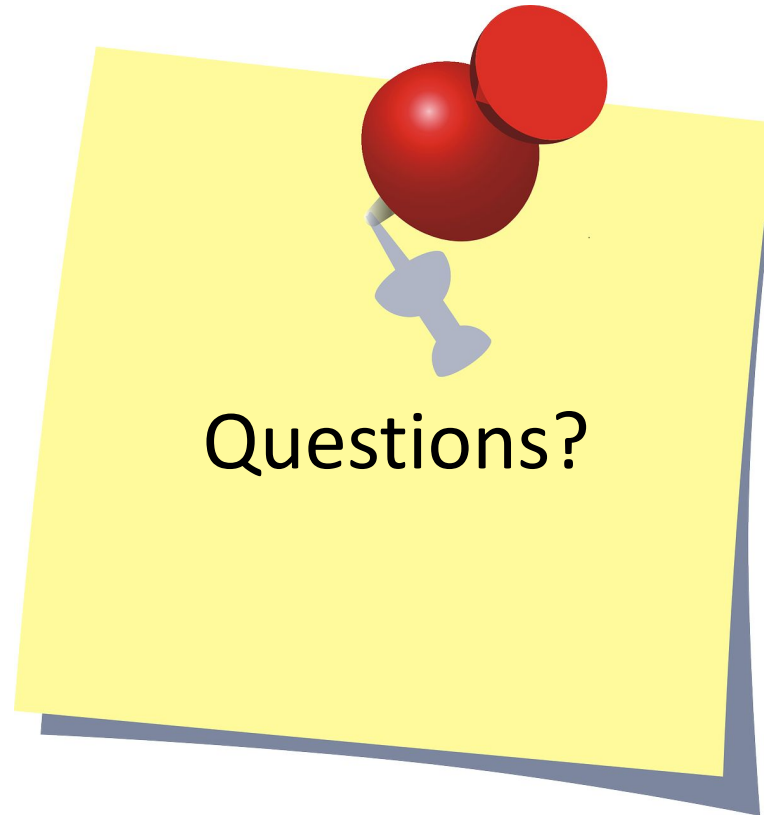
After the Meeting

Report status of all students on abbreviated school program to the Oregon Department of Education's Abbreviated Day Data Collection

Question: What is our district's process to ensure accurate submission this information to ODE?

Abbreviated School Day Program (ASDP) Meeting Requirements

Initial Placement Meeting Requirements





Oregon Department of Education

At-a-Glance Suggested Procedures for 25-35 Calendar Day Follow-Up Meeting to Abbreviated School Day Placement

Prior to Meeting

District Sends *Parent Acknowledgement of Their Rights Prior to Reviewing Placement on an Abbreviated School Day Program (Form 4)*

Informing the Parent of:

- The student's right to the same number of hours of instruction/educational services as the students in the same grade in their resident district.
- Prohibition of the district to unilaterally place the student on abbreviated day program.
- Right to withdraw consent for an Abbreviated School Day Program placement and request IEP meeting.

It is recommended this statement/form be sent home alongside a meeting invitation that is sent early enough to ensure the parent or foster parent is afforded the opportunity to meaningfully participate in the meeting.

During the Meeting

IEP or 504 Team convenes meeting.

District documents parent receipt of rights under Abbreviated School Day Programs, reviews these rights and reminds parent or foster parent that these rights all apply to their child who is currently placed on an Abbreviated School Day Program.

IEP or 504 Team reviews student's current progress on the *Required Review of Information and Consent for Continuation of an Abbreviated School Day Program (Form 5)*.

Does the IEP or 504 Team recommend continuing Abbreviated School Day Program placement?

If NO, or parent consent is not obtained, IEP or 504 Team develops IEP or 504 Plan that enables meaningful access and returns the student to full-time placement within five school days after making decision.

District completes Prior Written Notice (IEP students only) summarizing decisions and changes to be made to student's program.

If YES, District obtains parent or foster parent's informed and written consent with Abbreviated School Day Program using Required Review of Information and Consent for Continuation of an Abbreviated School Day Program (bottom of Form 5).

IEP or 504 team fully discusses any changes needed to the student's Abbreviated School Day Program with parent or foster parent and ensures summary of related documentation is included in *Information to Consider About Possible Continued Placement on an Abbreviated School Day Program* form.

After the Meeting

Ensure that a follow-up meeting to review the placement is held within 30 calendar days or held consistent with another schedule for which the district has obtained written consent from the parent or foster parent and documented with the *Informed and Written Consent for Extending An Abbreviated School Day Program Meeting Timeline*.

District updates the IEP or 504 Plan. Updates must include:

- Reasons the student was placed on Abbreviated School Day Program;
- A detailed description of other reasonable options that were considered; and
- Documentation of why each option considered was not implemented.

District discusses and documents steps school or program will provide to help return student to a full school day program.

District provides Prior Written Notice to parent or foster parent documenting action(s) to be taken.

For more information or questions, please contact Oregon Department of Education at ODE.ASDPQuestions@ode.oregon.gov.

25-35
Day Meeting
Flowchart

Abbreviated School Day Program (ASDP) Meeting Requirements Before the 25-35 Day Follow-Up Meeting Requirements

Prior to Meeting

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graph TD; A[Prior to Meeting] --> B[District Sends Parent Acknowledgement of Their Rights Prior to Reviewing Placement on an Abbreviated School Day Program (Form 4).];
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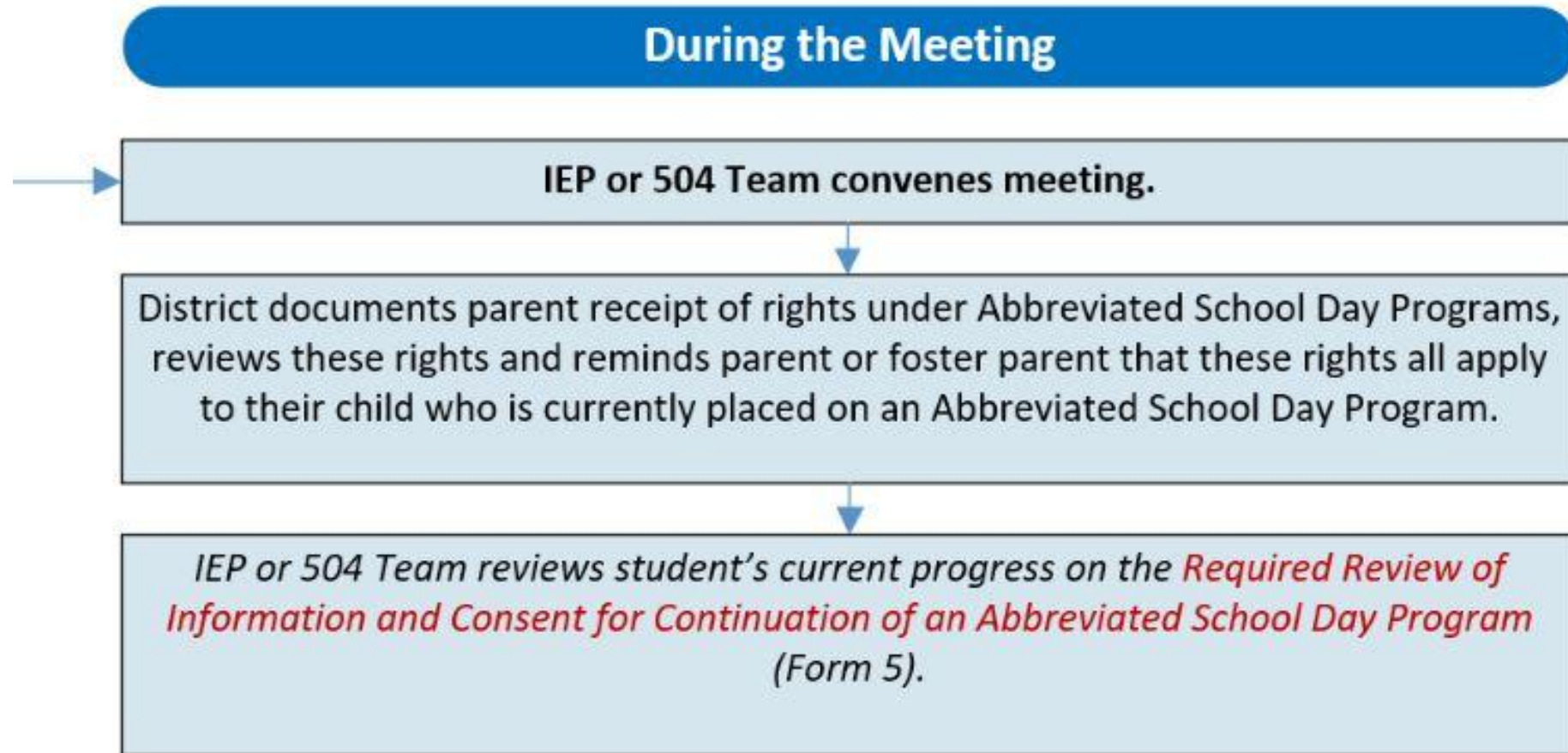
District Sends Parent Acknowledgement of Their Rights Prior to Reviewing Placement on an Abbreviated School Day Program (Form 4).

Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting Requirements

Key Required Steps at the 25-35 Day Follow-Up Meeting:

- a. Obtain from the parent or foster parent a signed acknowledgement that the parent or foster parent received the information described above.
- b. Review the student's progress on the abbreviated school day program;
- c. Consider at least one reasonable alternative placement that includes appropriate supports for the student and that could enable the student to have meaningful access to the same number of hours of instruction and educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
- d. If the IEP or 504 plan team recommends continuing the abbreviated school day placement, consider whether the number of hours of instruction and educational services should be increased.

Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting Requirements



Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting Requirements

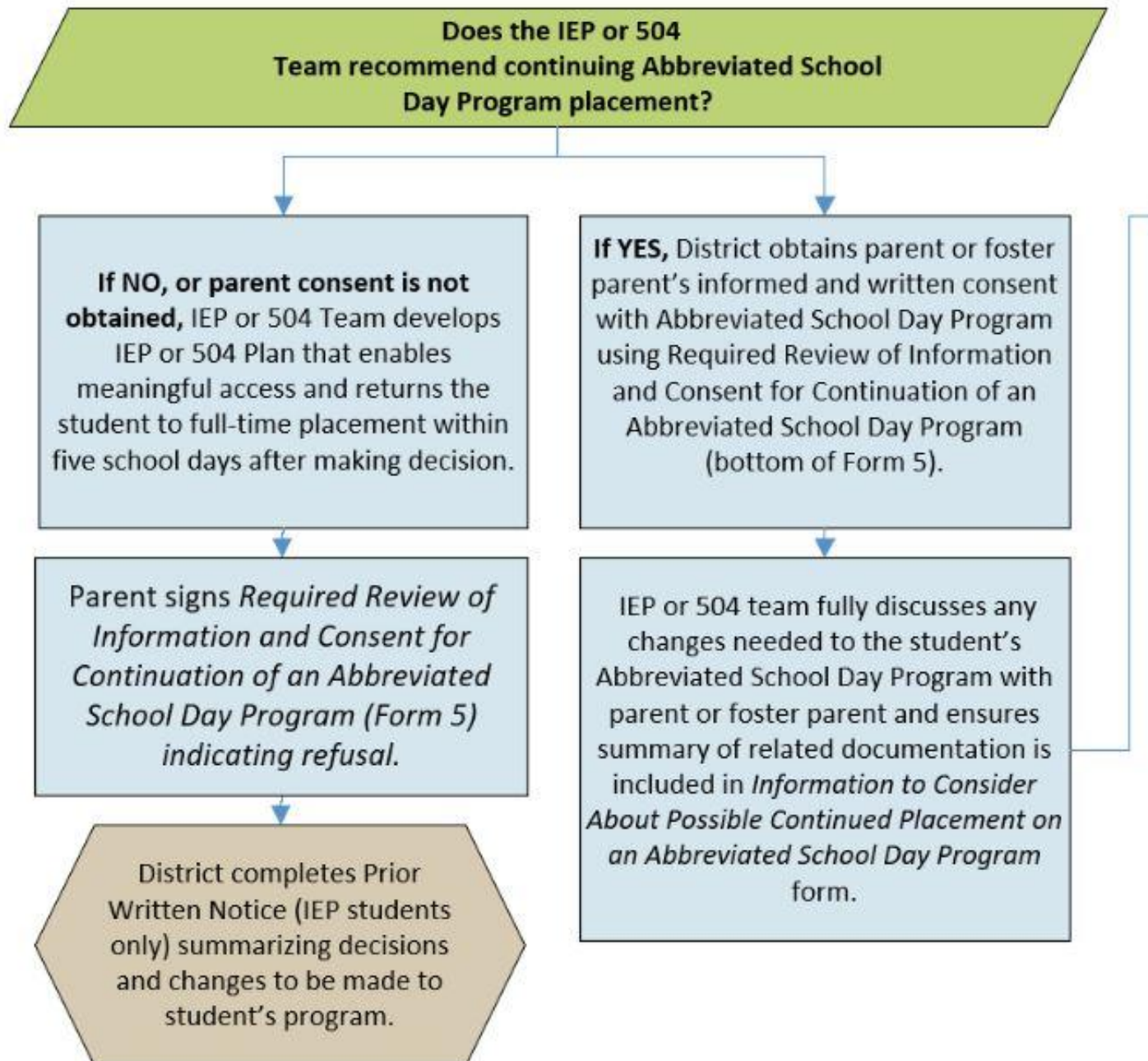
IEP team reviews student's current progress on abbreviated school day program.

- Review **progress monitoring data** on the student's IEP goals (for students on an IEP) and progress in the general education curriculum is necessary.
- Follow evidence-based practices for progress monitoring using **quantitative data** as well as qualitative information to aid in decision making.

Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting Requirements

IEP Team considers at least one reasonable alternative placement that includes appropriate supports for the student that could enable the student to have meaningful access to the same number of hours of instruction and educational services that are provided to the majority of other students who are in the same grade within the student's resident school district.

Bottom Line: At least one reasonable alternative placement needs to be considered.



Does the IEP or 504 team recommend continuing abbreviated school day placement?

If NO, or parent consent is not obtained, IEP or 504 team develops IEP or 504 Plan that enables meaningful access and returns the student to full-time placement within five school days after making decision.

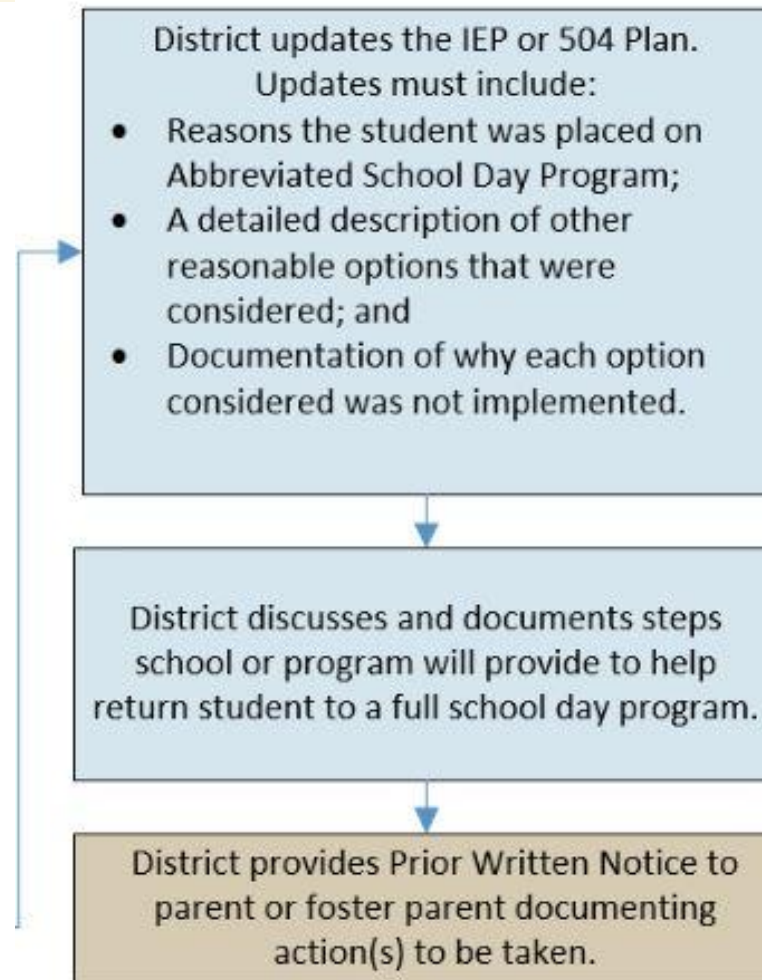
District completes Prior Written Notice summarizing decisions and changes to be made to student's program.

If YES, consider whether number of hours of instruction and educational services should be increased.

IEP or 504 team fully discusses provisions of abbreviated school day program with parent or foster parent and ensures summary of related documentation is included in *Information to Consider About Possible Continued Placement on an Abbreviated School Day Program* form and in student's IEP/504 plan as applicable.

Abbreviated School Day Program (ASDP) Meeting Requirements

During the 25-35 Day Follow-Up Meeting Requirements



Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting Requirements

Ensure that a follow-up meeting to review the placement is held within 30 calendar days or held consistent with another schedule for which the district has obtained written consent from the parent or foster parent and documented with the *Informed and Written Consent for Extending An Abbreviated School Day Program Meeting Timeline*.

Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting

Determine Future Meeting Schedule:

- “No less frequently than once every 30 calendar days, starting after the meeting described in subparagraph (A) of this paragraph. . . , unless the parent or foster parent provides written consent to meet less frequently than once every 30 calendar days.”
- Even with written consent, an ASDP meeting must be held at least every 90 calendar days.
- Additionally, when a parent requests a meeting, it must be held within 14 calendar days of a parent or foster parent request.

Abbreviated School Day Program (ASDP) Meeting Requirements During the 25-35 Day Follow-Up Meeting

- To document the meeting schedule as well as document the parent's consent to extended the Abbreviated School Day Program meeting timeline, use:
 - [Informed and Written Consent for Extending Abbreviated School Day Program Meeting Timeline](#)
- If you have students on an ASDP, how will you organize your calendar to keep track of ongoing meetings and ensure meetings are held by the required dates?

Abbreviated School Day Program (ASDP) Meeting Requirements

30-Day Follow-Up Meeting for Regular Review of ASDP

- There is a flow chart available for 30-day follow-up meetings for regular review of a student's abbreviated day school program.
- **Follows the same basic procedures as 25- to 35-day follow-up meeting.**
- IEP or 504 team is required once again to:
 - a. Obtain from the parent or foster parent a signed acknowledgement that the parent or foster parent received the information describing their rights;
 - b. Review the student's progress on the abbreviated school day program;
 - c. Consider at least one reasonable alternative placement that includes appropriate supports for the student and that could enable the student to have meaningful access to the same number of hours of instruction and educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
 - d. If the IEP or 504 team recommends continuing the abbreviated school day placement, consider whether the number of hours of instruction and educational services should be increased.
 - e. Obtain new Parent Consent.
- **Document all procedures as in the 25- to 35-day follow-up meeting.**

Abbreviated School Day Program (ASDP) Meeting Requirements



Questions?
Comments . . .
Concerns!