



Abbreviated School Day Program (ASDP) Essentials

Part 1

August 2025

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.

AGENDA



Definitions

Application to ASDPs

Required Meeting Procedures and Cadences

Case Study

Required Accountability Measures

Scenario

Preview of Part 2

Q&A Session

Before we Start: Who is Here Today?

- **Special Education Director**
- **504 Coordinator/Case Manager**
- **District/Building Administrator**
- **Teaching Personnel**
- **Other Role**



Abbreviated School Day Programs

Ensuring Equitable Access to Instruction for Students with Disabilities



Definitions



Definition of Student with a Disability

A student who is eligible for special education and related services, as provided by ORS chapter 343;



A student who has a disability under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, and is eligible for a 504 Plan including students eligible without a plan; or



A student who has not been determined to be eligible for special education and related services, as provided by ORS chapter 343, or to be eligible for a 504 Plan, but for whom a request or referral for evaluation for eligibility determination has been made but not yet completed.

Definition of Abbreviated School Day Program

An Abbreviated School Day Program (ASDP)

Is an education program:

- In which a school district **restricts a student's access** to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the **same grade** within the student's **resident school district**.
- That results in a student having an abbreviated school day **for more than 10 cumulative school days per school year**.

How Do We Determine if a Student is on an ASDP?

To identify if a student with a disability is receiving fewer hours of instruction or educational services compare the student's "bell-to-bell" schedule **by day** to their same grade level peers in their resident school district*.

If the student is receiving fewer minutes on any day of the week than their comparison group, after 10 such days in a school year, the student is on an ASDP.



***Please review differing comparison groups**

Instruction + Educational Services = Bell-to-Bell Services



Application to Schools and Programs

How Does ASDP Apply to Schools and Programs

Schools and Programs Subject to Full Requirements

Public Elementary, Middle, & High Schools
Charter Schools (within specific parameters of SB 735, 2025)*
Career & Technical Education (CTE) Programs
Schools/Programs Combining Traditional and Asynchronous Instruction
Special Schools
Homebound or Home Instruction Placements
18 to 21-Year-Old Transition Program

How Does ASDP Apply to Schools and Programs

Schools and Programs Subject to Partial Requirements

Pediatric Nursing Facilities
Virtual Public Charter Schools
Expanded Options
Credit Recovery
Accelerated College Credit
Alternative School (High School only)

How Does ASDP Apply to Schools and Programs

Comparison Group is Students in the Same Program

Long-Term Care & Treatment (LTCT)
Youth Correctional Education Program (YCEP)
Juvenile Detention Education Program (JDEP)
County Jails
Hospital Programs
Oregon School for the Deaf

How Does ASDP Apply to Schools and Programs

Schools and Programs Excluded From Requirements

Students who have Fulfilled Graduation Requirements

Home School (NOT Homebound Placement)

Private School

Court Order

Disciplinary Removals (ORS 339.250 or 339.252)

Exposure to Disease (ORS 433.235 to 433.284)

Public Health Emergency (ORS 433.441 to 433.452)

Charter Schools (within specific parameters of SB 735, 2025)*



Required Meeting Procedures and Cadences

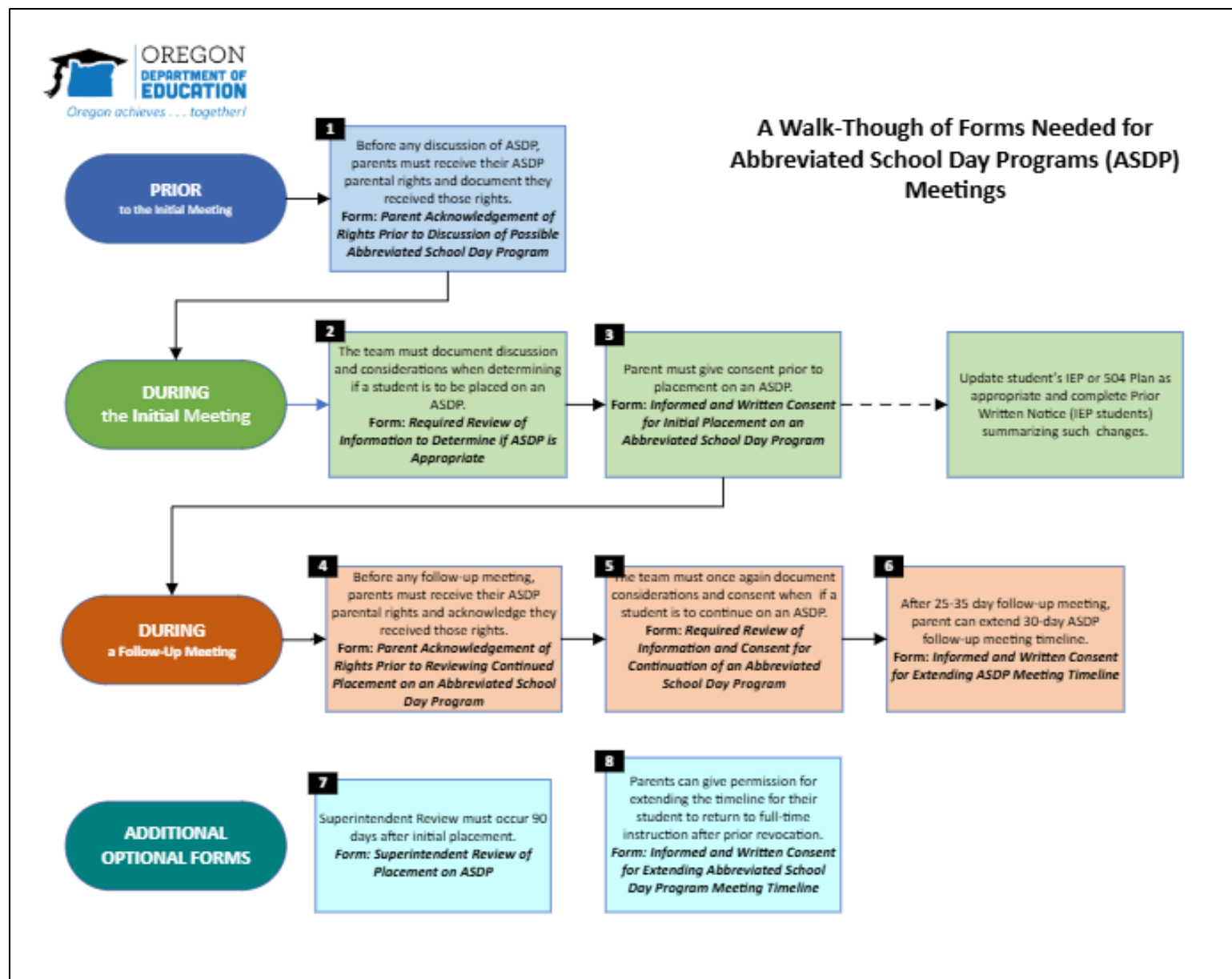
Requirements for ASDP Meetings



ORS 343.321 to 343.331 designates specific steps that must be taken **before**, **during**, and **after** the following meeting types:

- [Initial placement](#) on an ASDP;
- The [first review meeting](#) held between 25-35 calendar days after initial placement;
- [Subsequent review meetings](#) at specified intervals.

Walk-Through of ASDP Forms Flowchart



Before the Initial Placement Meeting

A school district must document reasonable efforts to provide 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.



This can be met by documented, reasonable, evidence-based efforts to provide meaningful access. Efforts should include adjustments to better meet the students' needs and student specific progress monitoring data that guides the adjustments.



School districts should keep parents/foster parents informed of these ongoing efforts and must include them in educational decision making as required by law.

Signed Acknowledgment Notice: Initial and Subsequent Meetings

Prior to a discussion of an ASDP placement, the school district must provide a [written statement](#) to the student's parent or foster parent in a language and format accessible to them informing the parent or foster parent of the following information:

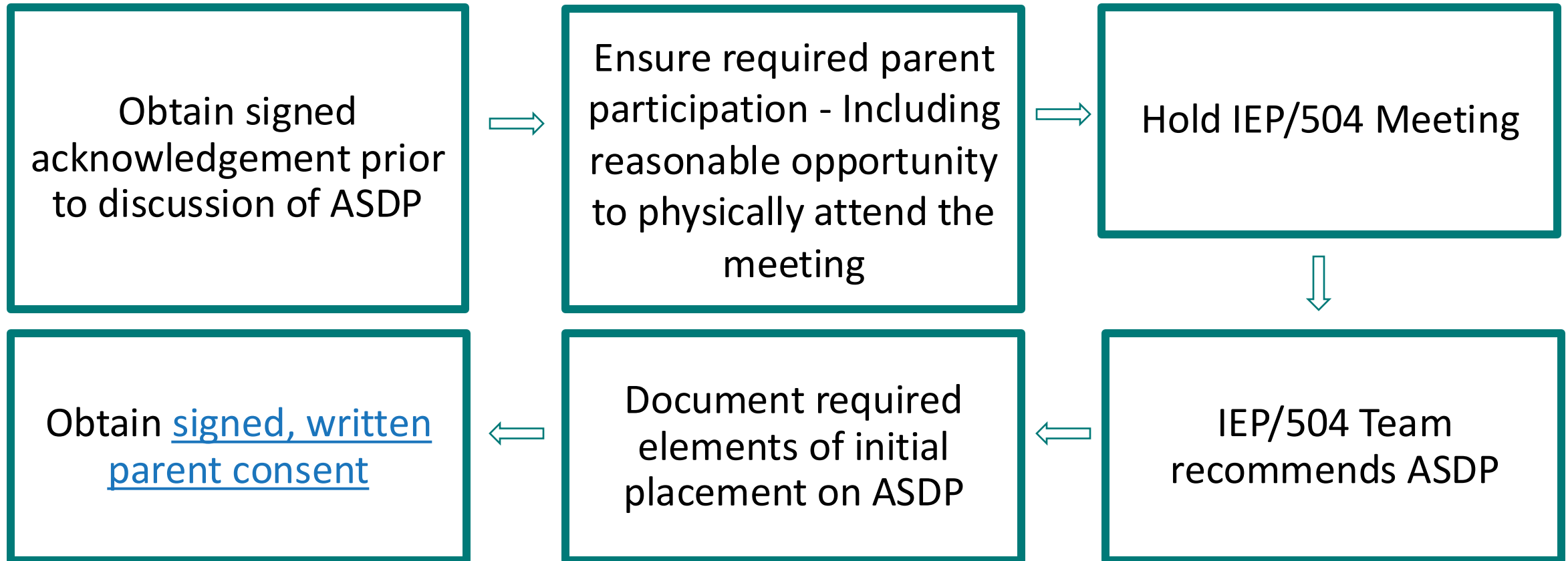
- **The student's right to have meaningful access to the same number of hours of instruction and educational services as the majority of other students who are in the same grade within the student's resident school district;**
- **The prohibition on the school district's unilateral placement of a student with a disability on an abbreviated school day program; and,**
- **The parent or foster parent's right, at any time, to withdraw consent for an abbreviated school day program placement or to request a meeting of the student's IEP or 504 team to discuss whether the student should no longer be placed on an abbreviated school day program.**

The school district **must receive a signed acknowledgment from the parent** or foster parent that the parent is in receipt of this written statement.

Required Documentation Prior to Seeking Consent

1. How the ASDP will be designed to support the student's return to a school day program that is not an ASDP;
2. How the ASDP will be designed to make progress toward the student's individualized learning goals ([if appropriate for students on 504 plans](#)) and progress in the general curriculum;
3. The number of hours of instruction and educational services to be provided to the student while placed on an ASDP;
4. How the student's progress toward the individualized learning goals and progress in the general curriculum will be measured; and
5. The date by which the student is expected to return to a school day program that is not an ASDP.

Initial Placement Meeting Requirements



Requirements for Subsequent Meetings After Initial Placement on an ASDP

During each meeting of the student's IEP or 504 team while the student is on an ASDP:

- Review the student's progress on the ASDP;
- Consider at least one reasonable alternative placement that includes appropriate supports for the student that could enable the student to have meaningful access; and,
- If the IEP or 504 team recommends continuation of the ASDP, consider whether the number of hours of instruction and educational services should be increased.



First Review Meeting

Held between 25 and 35 calendar days after initial placement

1. Before the meeting send written notice of student rights along with the meeting notice
2. Obtain signed acknowledgment
3. Ensure required parent participation
4. Review the placement including required ASDP elements
5. Obtain parent consent
6. [Document required elements for the ASDP review meeting](#)
7. With [parent consent determine the ASDP meeting cadence](#) in alignment with ASDP requirements

Subsequent Review Meetings

- Held no less frequently than 30 calendar days with the following exceptions:
 - With parent consent, meeting cadence can be modified at the first review meeting as follows:
 - For students on IEPs, meetings must be held no less frequently than **90 calendar days** after the initial placement meeting.
 - For students on 504 plans, meetings must be held no less frequently than **annually** after the initial placement meeting.

Subsequent Review Meetings

1. Document required elements before the review meeting.
2. Before the meeting, send written notice of student rights along with meeting notice.
3. Obtain signed acknowledgement.
4. Ensure required parent participation.
5. Review placement including required elements.
6. Obtain parent consent.
7. With parent consent, determine ASDP meeting cadence in alignment with ASDP requirements.



Let's Meet Andrew

Andrew



- Andrew is a fourth-grade student who qualifies for an IEP for both Other Health Impairment (OHI) and Speech & Language Impairment (SLI). Andrew currently attends Main Street Elementary School.
- Since the beginning of this school year, Andrew has been demonstrating significant disruptive behavioral challenges both in school and at home.
- On September 15, 2025, Andrew's mother requested an IEP meeting to discuss her concerns with the team. The team has a meeting scheduled for October 1, 2025.
- In the meantime, Andrew's teacher and speech language pathologist have been collecting data on Andrew's behavior.

Main Street Elementary School's Daily Schedule



Day	Schedule	Daily Minutes	Weekly Minutes
Monday to Thursday	8:20 a.m. to 3:00 p.m.	400	1600
Friday (Early Release)	8:20 a.m. to 12:30 p.m.	250	250
Total Weekly Minutes			1850
*Please note, programs must determine an ASDP based on a day-by-day comparison but must report total weekly minutes to ODE so calculating both is necessary.			

Addressing Andrew's Behavioral Concerns

- At school, Andrew is demonstrating the following behavioral challenges:
 - Defiance defined as refusal to complete classwork and yelling "no" when the teacher directs him to complete a task.
 - Verbal aggression towards adults and peers defined as name calling and threats of physical harm.
 - Physical aggression defined as hitting, punching, kicking, and tripping peers and staff.
- His teacher has consulted with the speech language pathologist, the school counselor, and the school psychologist to request assistance in decreasing these behaviors.
- This team developed a behavior improvement plan including a daily check-in, check-out system with the school counselor, an accommodation of a "cool down" area in the classroom, and practice with social skills lessons in language therapy, which were added to his IEP via amendment.

Prior to Placing the Student on an ASDP



- The team thoroughly reviews all available information and works to ensure all possible options are exhausted before placing the student on an ASDP.
- For Andrew, this includes:
 - The SLP increased Andrew's language therapy to twice a week and adds social stories to his IEP.
 - Data collected by the teacher and SLP indicates that inappropriate behaviors worsen after lunch, so additional after lunch interventions are attempted, including a rest period, a break request protocol, and check-in/check-out.
 - The team considers providing home instruction, but the team does not believe it would meet the student's needs.

Andrew's ASDP Timeline

Andrew's mother requests an IEP team meeting to discuss concerns regarding his behavioral challenges.

September 15, 2025

The IEP team reconvenes to review the data collected as part of the FBA/BIP and adjusts interventions.

November 17, 2025

Informed and written consent is provided for an ASDP by Andrew's mother.

February 6, 2026

The IEP team holds the required 25–35-day follow-up meeting and reviews the updated results of the FBA/BIP.

March 2, 2026

October 1, 2025

IEP team meeting held to discuss concerns and review data with and consent for an FBA is provided.

January 26, 2026

Along with the FBA/BIP, the IEP team discusses the possibility of an ASDP for Andrew.

February 9, 2026

Andrew begins the abbreviated school day program schedule with an updated FBA/BIP based on the new schedule.

At the IEP Team Meeting on January 26, 2026

- Andrew's teacher suggests that an abbreviated school day may help in the short term.
- Now that a staff member has mentioned the possibility of an ASDP, the meeting facilitator must provide the mother with her parent rights before the discussion continues.
 - *Parent Acknowledgement of Rights Prior to Discussion of Possible Abbreviated School Day Program*
- Next, the meeting facilitator asks the team to complete the
 - *Required Review of Information to Determine if an Initial ASDP is Appropriate.*

Key Requirement!



- Along with the specifics of what the ASDP conditions will include, the team must describe **at least** one other option that could allow the student to attend a full school day.
 - Examples include but are not limited to:
 - Mental or behavioral health supports including scheduled or sensory breaks, rest periods, etc.;
 - Synchronous home instruction in addition to in person instruction at school.

Obtaining Parent Consent for an ASDP

- After completion of the *Required Review*, the team recommends that Andrew be placed on an ASDP.
- Next, the meeting facilitator requests parent consent **in writing**:
 - *Informed and Written Consent for Initial Placement on an Abbreviated School Day Program*

IMPORTANT THINGS TO REMEMBER:

- School districts cannot **unilaterally** place a student with a disability on an abbreviated school day program.
- A parent or foster parent has the right, at any time, to **withdraw consent** in writing for an ASDP placement or ask for a meeting to discuss placement.
- Parents do not need to attend a meeting in person to withdraw their consent.

Andrew's New Schedule

- Andrew's mother consents to the ASDP placement on February 6, 2026.
- Starting on Monday, February 9, 2026, Andrew will attend in-person school as follows:

Day	Schedule	Daily Minutes	Weekly Minutes
Monday through Friday	8:20 a.m. to 12:30 p.m.	250	1250

- Comparison students in the same grade in Andrew's resident school district attend school for **1850** minutes per week.
- When the team meets on March 2, 2026, they will discuss the possibility of increasing his time in school.

At the First Review Meeting on March 2, 2026

First, the meeting facilitator provides Andrew's mother the form:

- *Parent Acknowledgement of their Rights Prior to Reviewing Placement on an Abbreviated School Day Program.*

Next, the facilitator asks the team to complete the form:

- *Review of Information and Consent for Continued Placement on an Abbreviated School Day Program*

Further Discussion at the IEP Meeting

Day	Andrew's Previous Schedule	Previous Daily Minutes	Previous Weekly Minutes	Andrew's New Schedule	New Daily Minutes	New Weekly Minutes
Monday to Thursday	8:20 a.m. to 12:30 p.m.	250	1000	8:20 a.m. – 1:30 p.m.	310	1240
Friday (Early Release)	8:20 a.m. to 12:30 p.m.	250*	250	8:20 a.m. to 12:30 p.m.	250*	250
Comparison Weekly Minutes = 1850		Previous Weekly Minutes = 1250		New Weekly Minutes = 1590		

First Follow-Up Meeting on April 3, 2026

The team reviews the data collected and analyzed with Andrew's mother.



The meeting facilitator follows the same steps as the initial review meeting held on March 2, 2026.



The team, including Andrew's mother, agrees that Andrew is ready to return to a full school day at Main Street Elementary School.

The team will implement the updated BIP upon Andrew's return on April 6, 2026.



Required Data Application

ASDP Data Application System

- **Districts are required to report students on an ASDP to ODE at least once every 30 days.**
- **ODE has a [data application system](#) to meet this requirement.**
 - Please attend a separate training on requirements related to ODE's ASDP data application if you are responsible for data submissions for your district.
 - 9/16/25 - 9:00 am
 - 9/18/25 - 1:00 pm



Scenario

Bella



Bella is a tenth-grade student with a Section 504 plan for a seizure disorder that requires ongoing treatment and regular medical appointments. Bella experiences significant fatigue and other side effects that impacts her ability to attend school for a full day.

Following input from Bella's medical providers and a meeting with the 504 team, it was determined that an abbreviated school day would best support her educational progress while accommodating her medical needs. Under this plan, Bella attends three core academic classes in the morning and leaves school after third period.

The team also scheduled a follow-up meeting to monitor her progress and make any necessary adjustments to the plan.

Questions to Ponder about Bella

What procedures must the school follow before offering an ASDP placement?

How can the team ensure that they follow correct procedures?

What must the team discuss at the first review meeting?

What other questions come to mind in this scenario?

Preview of Part 2 Overview



Update on new 2025-26 legislation



Using ASDP flow charts as tools for decision-making



Exemptions and Exceptions



Parent Choice in ASDP

Questions?



Upcoming ASDP Trainings

Find all of ODE's ASDP trainings on the NEW ASDP Training Website



2025-2026 ABBREVIATED SCHOOL DAY (ASDP) TRAININGS

ASDP Update for Charter School Staff	<u>August 20 - 7:30 am</u>
ASDP Essentials, Part 1	<u>August 21 - 12:00 pm</u> <u>August 22 - 7:30 am</u>
ASDP Refresher: What's new for 2025-2026	<u>August 26 - 4:00 pm</u> <u>August 27 - 12:00 pm</u>
ASDP Essentials, Part 2	<u>September 9 - 12:00 pm</u> <u>September 11 - 3:30 pm</u>
ASDP Data Collection Training	<u>September 16 - 9:00 am</u> <u>September 18 - 1:00 pm</u>
Conducting Compliant ASDP Meetings	<u>September 23 - 12:00 pm</u> <u>September 25 - 7:30 am</u>
ASDP Updates and Overview for Section 504 Coordinators and Case Managers	<u>September 24 - 12:00 pm</u> <u>September 25 - 3:00 pm</u>
Exemptions and Exceptions Microlearning	<u>September 24 - 3:00 pm</u>
Data Collection Reminders & Tips	<u>September 30 - 12:00 pm</u>

Please use this QR
code or the link in
chat to provide
feedback on this
session.

ASDP Essentials Part 1



**Questions, concerns, technical assistance
requests or other needs?**

Please reach out to our team at:

ODE.ASDPQuestions@ode.oregon.gov

**Thank you for being here today!
We hope to see you at Part 2 on
September 9 or 11.**