



Understanding Abbreviated School Day Programs for Charter School Staff

What's New for 2025-2026?

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Disclaimer

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AGENDA



Does ASDP Apply to My Charter School

Review of ASDP Requirements

Required Meeting Procedures

Scenario

Parent Choice & ASDPs

New Support Resources

Q & A



Does ASDP Apply to My Charter School?

Charter Schools & ASDPs

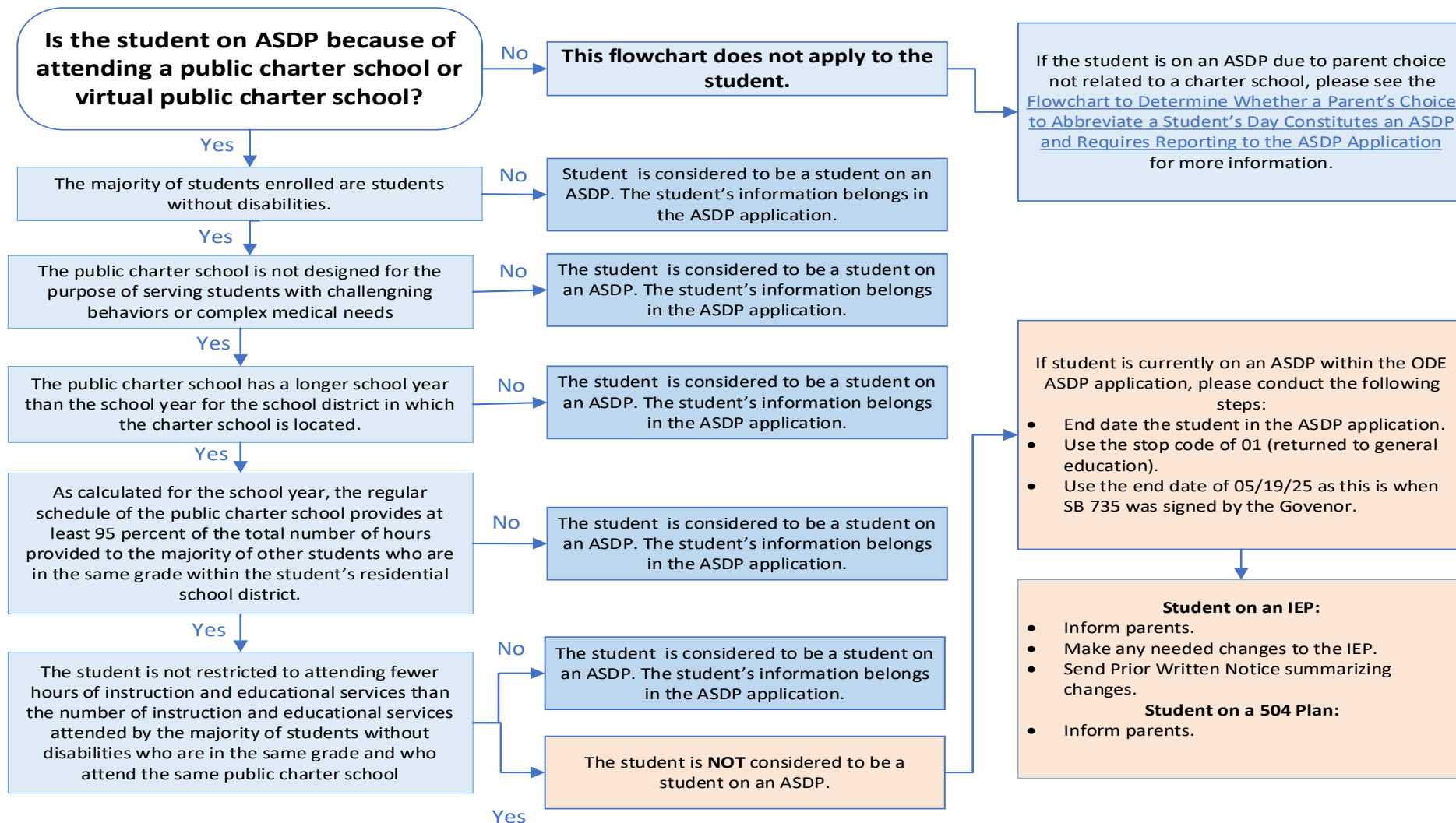
- Charter schools are subject to all Abbreviated School Day Program rules and requirements unless they meet one of the two charter school specific exceptions or exemptions outlined in law or one of the exemptions based on individual student circumstances.
- **Exception:** Virtual Public Charter Schools operating under ORS 338.328 may include asynchronous instruction in their calculation of instruction and educational services.
- **Exemption:** Under SB 735 (2025), charter schools who meet certain requirements are exempt from the requirements of Abbreviated School Day Programs.

NEW for 2025-26 School Year: ASDP and Charter Schools

In order for a charter school to be exempt from ASDP requirements, the school must meet **ALL** of the following criteria:

- (a) The majority of the students enrolled in the public charter school must **not be** students with disabilities;
- (b) The public charter school must **not be designed** for the purpose of serving students with challenging behaviors or complex medical needs;
- (c) The public charter school must have a **longer school year** than the school year for the school district in which the public charter school is located;
- (d) As calculated for the school year, the regular schedule of the public charter school must provide **at least 95 percent** of the total number of hours provided to the majority of other students who are in the same grade within the student's resident school district;
- (e) The student must **not be restricted to attending fewer hours** of instruction and educational services than the number of hours of instruction and educational services attended by the majority of students without disabilities who are in the same grade and who attend **the same public charter school**.

Flowchart to Determine Whether a Student Attending a Public Charter School or Virtual Public Charter School Under ORS Chapter 338 Belongs in the Abbreviated School Day Program (ASDP) Application



Naeli



- Naeli is a fourth-grade student who qualifies for an IEP for Autism Spectrum Disorder (ASD).
- Naeli currently attends Oregon Charter Elementary School.
- Naeli attends the entire school day at Oregon Charter, the same as all her peers in the school.
- Oregon Charter operates on a different weekly schedule than its sponsoring school district.
- Oregon Charter Elementary School's population is comprised of 51% students with disabilities.
 - Due to this, Oregon Charter is NOT exempt from ASDP regulations under SB 735 (2025). All rules apply.

Oregon Charter 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 2:00 p.m.	340	340
Total Weekly Minutes			1940
*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.			

Douglas Fir Elementary School Schedule



Day	Schedule	Daily Minutes	Weekly Minutes
Monday to Thursday	7:30 a.m. to 3:30 p.m.	480	1920
Friday	No School	0	0
Total Weekly Minutes			1920
*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.			

ASDP Comparison for Naeli

Day	Oregon Charter Schedule	Douglas Fir Elementary Schedule	Charter Daily Minutes	Charter Weekly Minutes	Douglas Fir Daily Minutes	Douglas Fir Weekly Minutes
Monday to Thursday	8:20 a.m. to 3:00 p.m.	7:30 a.m. to 3:30 p.m.	400	1600	480	1920
Friday (Early Release)	8:30 a.m. to 1:30 p.m.*	N/A	340*	340	0	0
Total Weekly Minutes				1940		1920

*Note this day is not an abbreviated day

Naeli and ASDP

- Because Oregon Charter serves a student population that is 51% students with disabilities, all Abbreviated School Day Program protections apply.
- Because all ASDP protections apply, Naeli is considered to be on an abbreviated school day from Monday to Thursday each week when her school day is shorter than the majority of her peers in her resident school district. This is true even though Naeli attends the same full school day as the peers in Oregon Charter.
- After 10 such abbreviated school days, Naeli is considered to be placed on an Abbreviated School Day Program and all requirements will apply.



Review of ASDP Requirements

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



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.

Before the Initial Placement Meeting

The school or 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.



Schools 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.

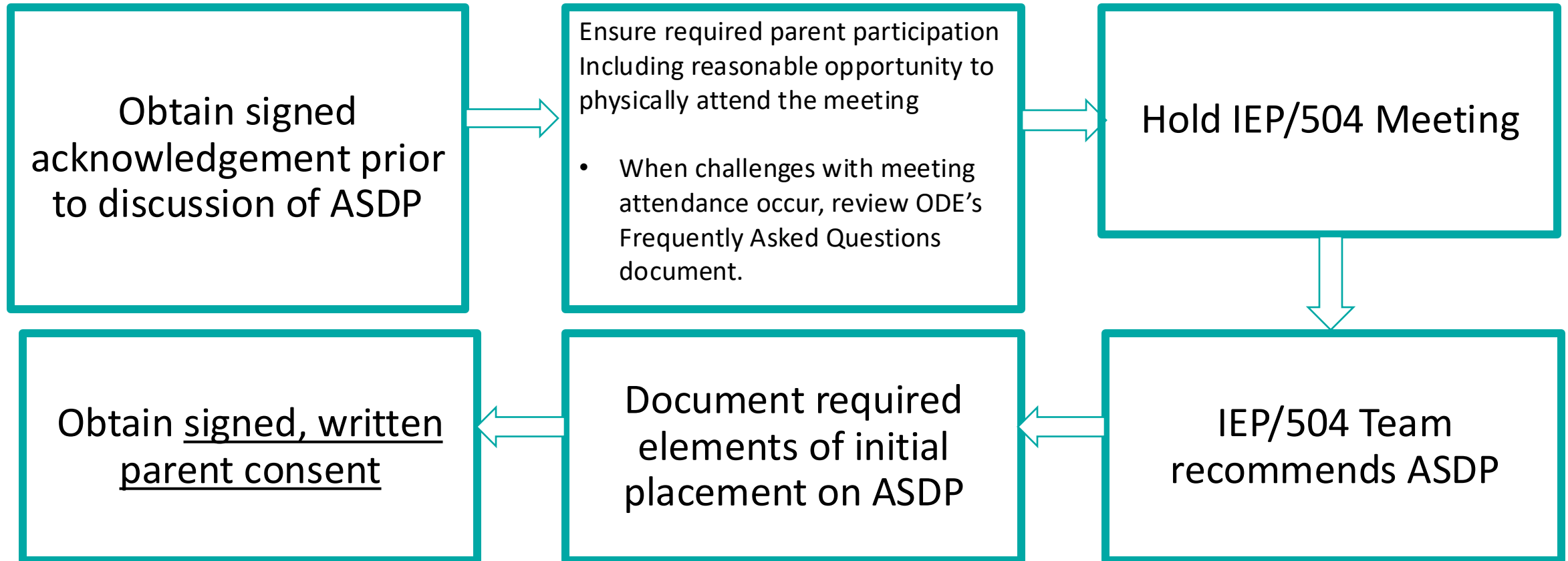
The school district must receive a signed acknowledgment from the parent or foster parent that the parent is in receipt of this written statement.

In addition, the school district must provide the same statement to the student's parent or foster parent, **prior to each subsequent meeting** of the student's IEP or 504 team meeting.

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. The number of hours of instruction and educational services to be provided to the student while placed on an ASDP;
3. How the student's progress toward the individualized learning goals and progress in the general curriculum will be measured; and
4. 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, continued

1. Schedule next meeting within the timeframe of which the parent/foster parent consented.
2. Document required elements before the review meeting.
3. Before the meeting, send written notice of student rights along with meeting notice.
4. Obtain signed acknowledgement.
5. Ensure required parent participation.
6. Review placement including required elements.
7. Obtain parent consent.
8. 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 Charter 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 Charter 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!



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- 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:

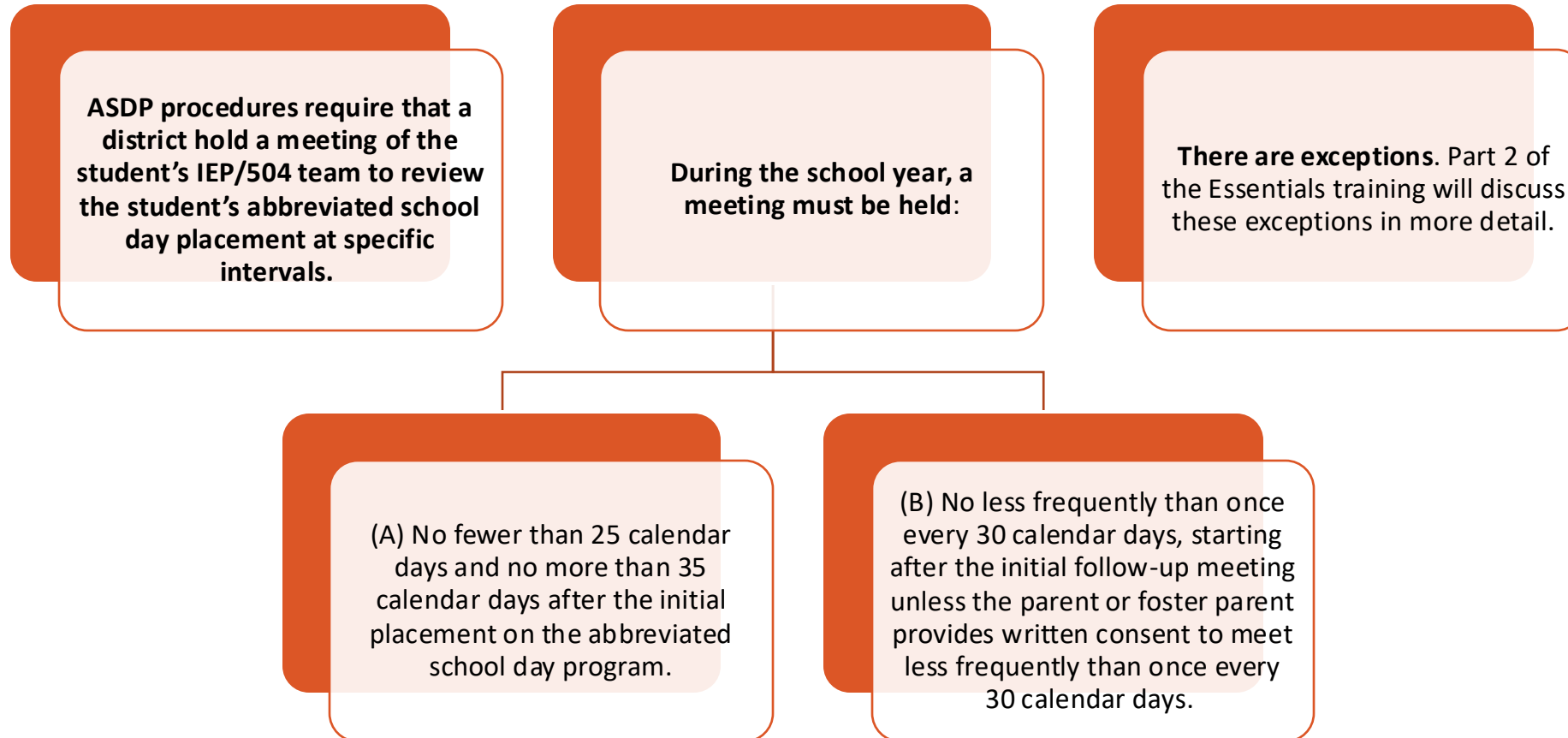
- School districts cannot **unilaterally** place a student with a disability on an abbreviated school day program.
- A parent or foster parent has the right, at any time, to **withdraw consent** in writing for an ASDP placement or ask for a meeting to discuss placement.
- Parents do not need to attend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

- 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.

First Mandatory Review Meeting on March 2, 2026



At the First Review Meeting on March 2, 2026

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

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

Next, the facilitator asks the mother and 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 Charter School.

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

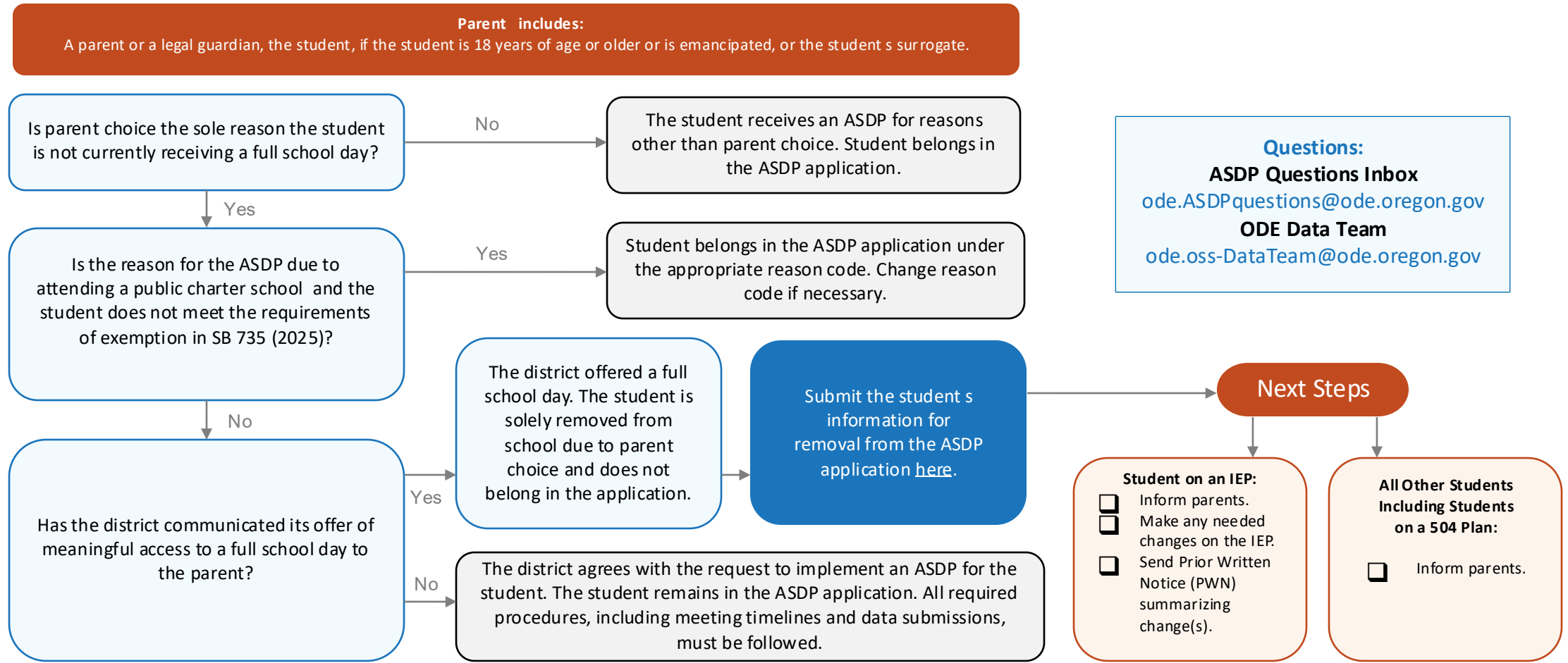


Parent Choice & ASDPs



Flowchart to Determine Whether a Parent's Choice to Abbreviate a Student's Day Constitutes an Abbreviated School Day Program (ASDP) and Requires Reporting to the ASDP Application

Use this tool to assess whether a parent-requested ASDP meets the criteria for reporting under ORS 343.328.



New Support Resources



New ASDP Website for 2025-2026!

- **Our updated website includes:**

- UPDATED! Parent friendly sample forms to support compliant ASDP implementation.
- NEW! Parent facing materials explaining ASDPs and parent's rights in the ASDP process.
- UPDATED! Comprehensive guidance document.
- Frequently Asked Questions guidance.
- NEW! 2025-2026 Training Series
- UPDATED! Train the Trainer materials to support compliant ASDP implementation.

Question and Answer Session



Feedback

Please use this link or QR code to provide us feedback on this session. Thank you for being here today!

[ASDP Update for Charter School Staff](#)

