



ASDP Update for Section 504 Coordinators and Case Managers: What's New for 2025-2026?

Review of Concepts and Requirements

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



What's New for the 2025-2026 School Year

General ASDP Concepts

Definitions and Requirements

Exemptions and Exceptions

Parent Rights and Parent Choice/Request

Data Application

Q & A

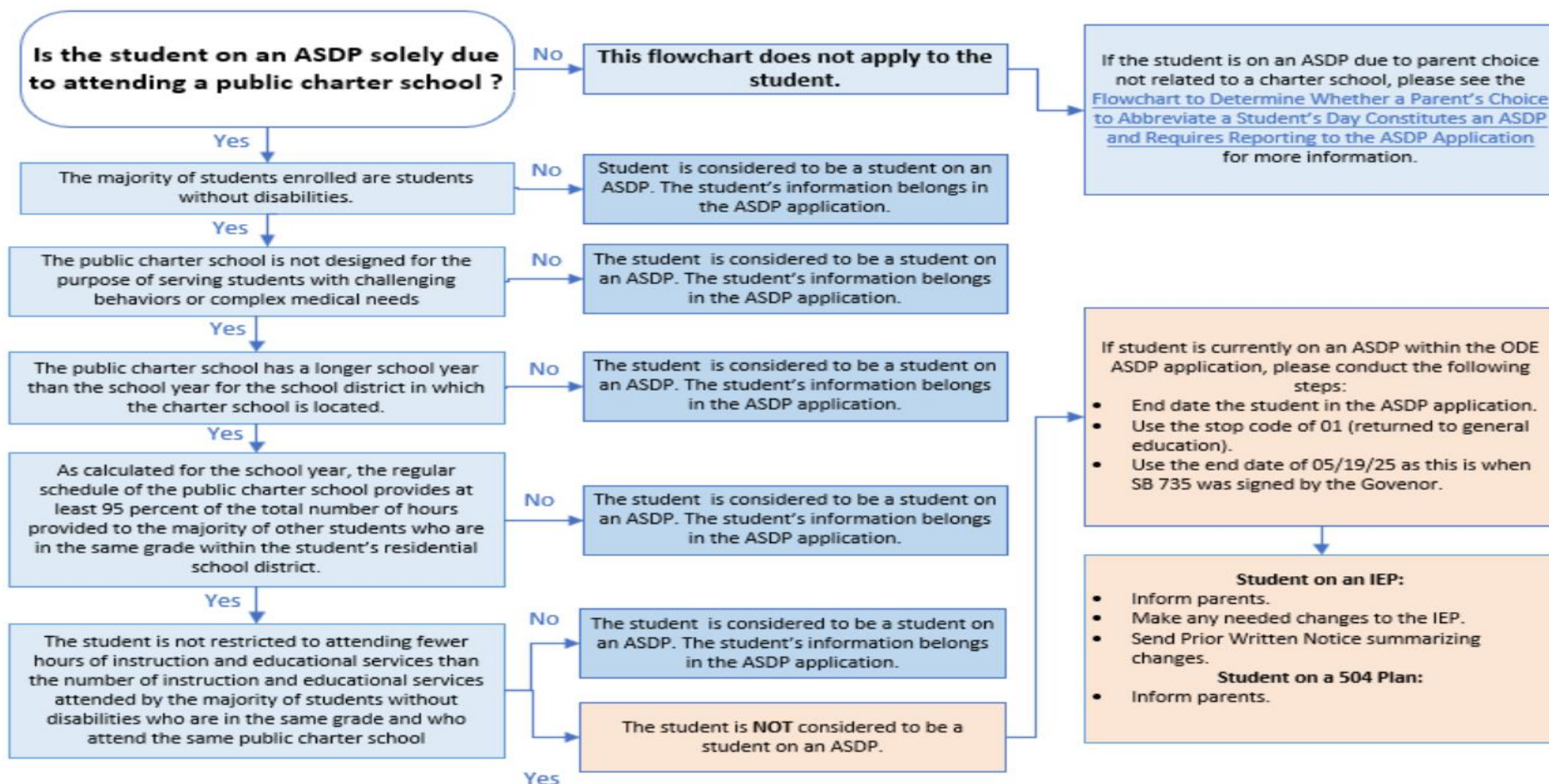
NEW for 2025-26 School Year: ASDP and Charter Schools

Senate Bill 735 was signed into law by the Governor on May 19, 2025.

For a student who is voluntarily enrolled in a public charter school in compliance with ORS chapter 338 when:

- (a) The majority of the students enrolled in the public charter school are **not** students with disabilities;
- (b) The public charter school is **not designed** for the purpose of serving students with challenging behaviors or complex medical needs;
- (c) The public charter school has 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 provides **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 is not 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 Under ORS Chapter 338 Belongs in the Abbreviated School Day Program (ASDP) Application



Two New Laws: SB 742 and SB 745

SB 742 – Virtual ASDP Meetings Now Permitted Under Certain Conditions

Senate Bill 742 allows ASDP meetings to be held virtually only if one of the following is true:

- The parent or foster parent consents to a virtual or telephone meeting, or
- It is not reasonable to meet in person due to a declared public health emergency.

Districts must still offer a reasonable opportunity for in-person participation in the meeting where ASDP placement is discussed.

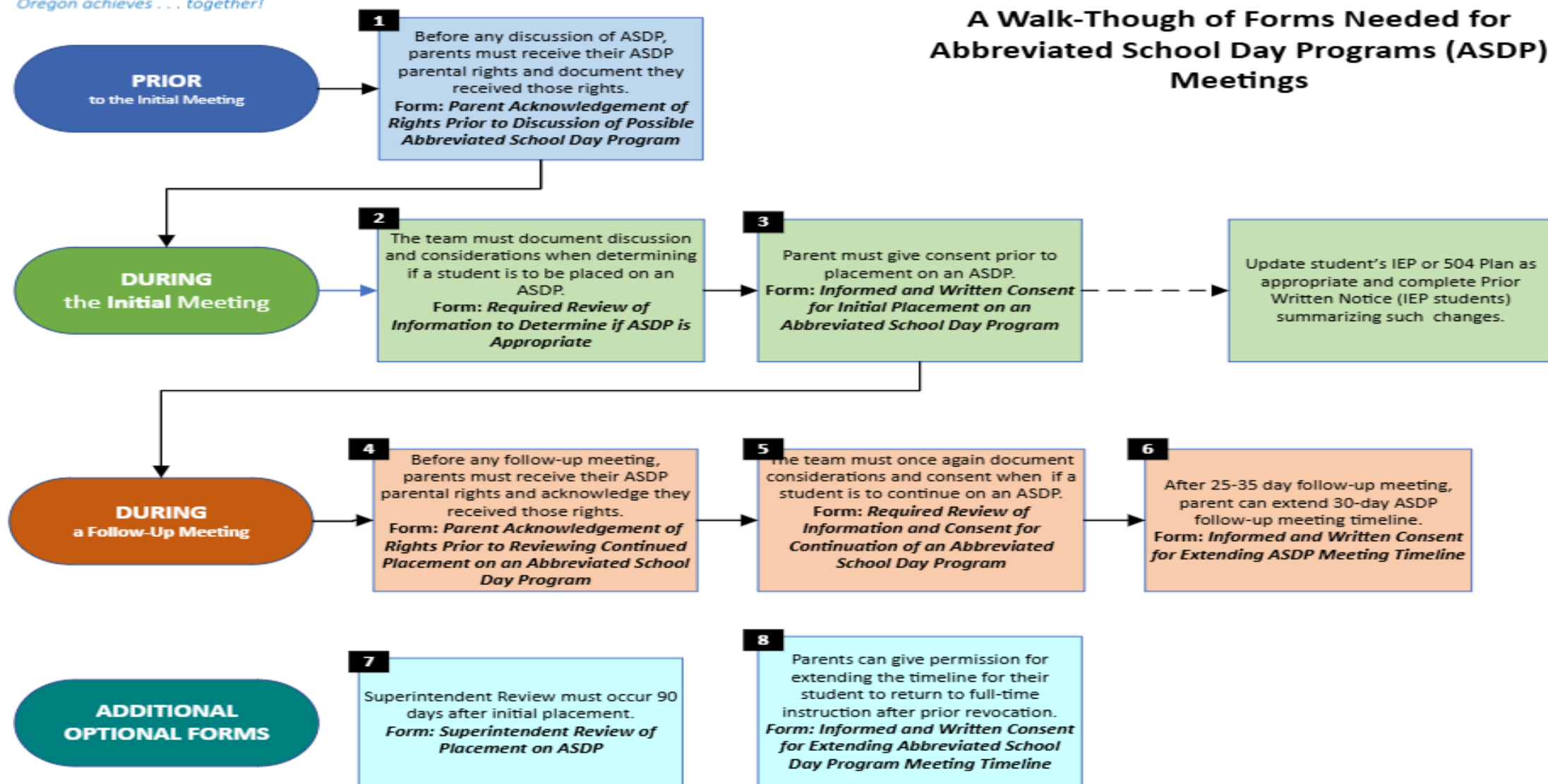
SB 745 – Reduced Meeting Frequency for Terminally Ill Students

Senate Bill 745 allows ASDP placement reviews to occur annually after the initial placement meeting, with parent consent, (rather than more frequently) for students who have a diagnosed illness or condition that is reasonably expected to result in death within 12 months, following the initial ASDP placement meeting.

Revised ODE Sample Forms



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





Review of ASDP Definitions and Concepts

Definition of Student with a Disability (ORS 343.321 to 343.321)

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 and ASDP

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 within the student's resident school district***.

Abbreviated School Day Program 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.**

*some exceptions for certain comparison groups



Applicability to Schools and Programs

<i>Schools and Programs Subject to Full Requirements of ASDP</i>	<i>Schools and Programs Subject to Partial Requirements of ASDP</i>	<i>Students in the Same Comparison Group</i>	<i>Schools and Programs Excluded From Requirements of ASDP</i>
<ul style="list-style-type: none"> • Elementary Schools • Middle Schools • High Schools • Charter Schools (within specific parameters of SB 735 2025)* <ul style="list-style-type: none"> • CTE Programs • Schools/Programs Combining Traditional Instruction and Asynchronous Instruction • Special Schools • Homebound Placements <ul style="list-style-type: none"> • 18-21-Year-Old Transition Programs 	<ul style="list-style-type: none"> • Pediatric Nursing Facilities • Virtual Public Charter Schools • Fulfilled Graduation Requirements • Expanded Options <ul style="list-style-type: none"> • Credit Recovery • Accelerated College Credit • Alternative School (High School only) 	<ul style="list-style-type: none"> • LTCT • YCEP • JDEP • County Jails • Hospital Programs • Oregon School for the Deaf 	<ul style="list-style-type: none"> • Home School • Private School • Court Order • Discipline (ORS 339.250 or 339.252) • Exposure to Disease (ORS 433.235 to 433.284) <ul style="list-style-type: none"> • Public Health Emergency (ORS 433.441 to 433.452) • Charter Schools (within specific parameters of SB 735 2025)*



Exemptions and Exceptions

Allowable Asynchronous Instruction

ASDP protections **do not apply** to asynchronous instruction, if the instruction meets **all five** of the criteria below:

1. The instruction is **ONLY** for one class per term/semester;
2. The instruction satisfies a credit requirement for a high school diploma or modified diploma;
3. The instruction is a credit recovery class or is a class not otherwise available to the student;
4. The instruction is offered to students on a voluntary basis and is not restricted to only students with a disability; and
5. The instruction is accessible to a student while the student is at school and while staff of the school are immediately available to the student.



Exemption – On Track to Graduate



A student with a disability is exempt from the ASDP requirements when they voluntarily do not schedule a class for one or more class periods, if they are:

- a) In grade 11 or 12 and are on track to fulfill all state requirements for graduation with a high school diploma, or a modified diploma, within four years of starting grade 9;

OR

- b) the student is on track to graduate with a high school diploma or modified diploma by the end of the current school year.

On Track to Graduate

When a student meets one or both criteria, ***the student is no longer considered to be on an ASDP*** even if they have meaningful access to fewer hours of instruction and educational services as compared to the majority of students in their appropriate comparison group.

School districts should regularly review each eligible student's circumstances when these exemptions may apply, **especially when a schedule change occurs**, to make appropriate fact-specific determinations

As schedules and **circumstances change over the course of a school year**, whether a student with a disability meets these criteria for exemption may also change



Requirements

Basic Requirements of the Law



Placement provisions

Appropriate notice

Parent acknowledgement

Informed and written parent consent for placement on an ASDP

Regularly scheduled meetings

Placement Provisions

Comparison Groups

For most students, in most situations, the appropriate comparison group is **the majority of** other students who are in the same grade within the student's resident school district.

Some students who attend specific schools or programs are required to be compared to a different group of students.

Meaningful Access

Access to full-time, quality instruction or educational services that is delivered by:

- A qualified licensed teacher; or
- Qualified classified staff who are under the direct supervision of a qualified licensed teacher; and
- Synchronous, unless the instruction or educational services are provided by a virtual public charter school in compliance with ORS chapter 338 or it falls under specific exceptions related to asynchronous learning and ASDPs.

Appropriate Notice

- Requires that parents/foster parents be provided with the following rights prior to meetings:
 - Meaningfully participate in team meeting.
 - Revoke consent to ASDP placement in writing at any time.
 - Team consideration of at least one alternative placement.
 - Meetings at agreed upon intervals
 - Request for a meeting within 14 calendar days.



Acknowledgement of Parent Rights



- Students have the right to access the same number of hours of instruction and educational services as others in the same grade within the resident school district.
- School districts cannot unilaterally place students on ASDP.
- Parents/foster parents have the right to revoke informed and written consent at any time.

Informed and Written Consent: The Language of the Law

Informed and **written** consent means that the parent or foster parent has **signed** and **dated** a written consent form affirming that the school district offered, and the team considered, at least one reasonable alternative placement, prior to requesting consent for an ASDP.



Regularly Scheduled 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.

Conducting Compliant Meetings



There are **procedures and specific forms** that need to be completed for each meeting type.



ODE has [tools and resources](#) to support teams with this process such as sample forms, train-the-trainer slide decks, etc.

Requirements for Subsequent Meetings After Initial Placement on an ASDP



During each meeting of the student's 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 504 team recommends continuation of the ASDP, consider whether the number of hours of instruction and educational services should be increased.

Requirements for Any Meeting to Discuss ASDP

A school district may not provide an abbreviated school day program to a student with a disability **unless all the following are satisfied:**

The student's 504 team:

- Recommends that the student should be placed on an abbreviated school day program:
 - The recommendation must be based on the student's individual needs.
 - The recommendation **may not include** consideration of a **lack of school district resources**, including:
 - Licensed or classified staff,
 - Availability of training,
 - Accessible facilities, and
 - Related services, including nursing services and transportation services.



Scenario: Angelica



- Angelica is a ninth-grade student with a Section 504 plan for a chronic condition that requires ongoing treatment and regular medical appointments. She experiences significant fatigue and other side effects that impact her ability to attend school for a full day.
- Following input from Angelica's medical provider and her parent, a meeting is held with the 504 team. At that meeting, it was determined that a shortened school day would best support her educational progress while accommodating her medical needs. Under this plan, she will attend three core academic classes in the morning and leave school after third period.
- The team scheduled a follow-up meeting to monitor her progress and make any necessary adjustments to the plan. At that meeting, the team modified her schedule for the second semester to add a fourth in-person class, and three online courses based on input from her medical provider indicating that her condition has improved.

Questions to Ponder about Angelica



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



How can the 504 team ensure that they follow correct procedures?



What other questions come to mind in this scenario?

Parent Rights and Parent Choice/Request



Parent Rights and ASDP

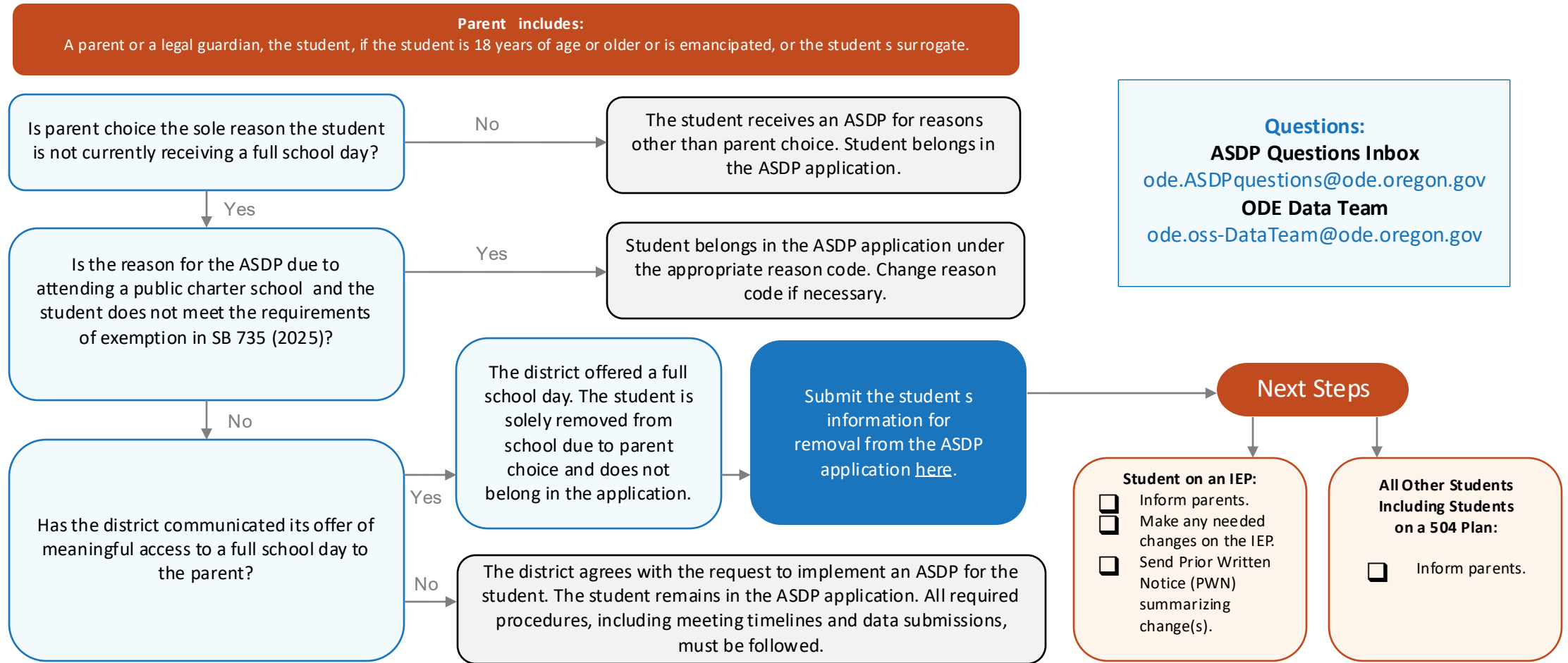


- Parents must give informed and written consent for an ASDP **before** a student is placed on an ASDP.
- Parents must be given **ample opportunity to participate** in meetings related to ASDPs.
- **As a reminder, parents can:**
 - ✓ Request an ASDP (but the district **does not** have to agree).
 - ✓ Refuse an ASDP.
 - ✓ Revoke consent.



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.



School District Attendance Policies and ASDP

What if a student has poor attendance or a parent removes a child repeatedly, are those examples of Abbreviated School Day Programs?

- Absences could have an impact on the provision of FAPE for the student.
- In most cases, the school district would want to review the student's absences and make appropriate determinations to ensure that FAPE can be provided.
- ASDPs are only appropriate when based on the student's individual needs and should not be based on the family's decision to attend appointments or activities outside of the school day.



ASDP Data Application

ASDP Application Highlights



- Every student on an ASDP needs to be entered into the application.
- **Requires upload of most recent consent document every time it is obtained at every meeting.**
- **Requires Monthly Verification.**
- Become familiar with Reason Codes.

ASDP Data Application Reason Codes

Code	Description
01 Social/Emotional/Behavioral Needs	Student exhibits behaviors that prevent them from attending full-day instruction.
02 Medical Needs	Student has medical issue that prevents them from attending full-day instruction.
06 Other	Student placed on abbreviated day for reason other than listed reason codes. Specifics listed in comment.
07 Adult Transition Needs	Student's transition plan does not include a full-day schedule.

Reason	Description
08 Charter School Schedule	Parent choice for child to attend charter school whose instructional minutes are less than sponsoring district and does not meet SB 745 exemptions.
09 Virtual Asynchronous Instruction	Parent choice for child to attend instructional model with more than one asynchronous class during the school day.
10 Special School or Program	Team decision for child to attend special school or program where meaningful access is less than the comparison group.
11 Virtual Public Charter School	Student attends Virtual Public Charter School registered under ORS Chapter 338 and does not meet SB 745 exemptions.

A Few Reminders



- Change expected return date as appropriate.
 - Update minutes of instruction and educational services whenever changes are made.
 - If parent is requesting an ASDP and the district does not agree with the placement, the student should **not** be in the application.
 - Upload most recent parent consent each time.
- Common data entry errors to avoid:
 - Parent consent date after the start date of the ASDP placement
 - Forgetting to complete the monthly verification
 - Using wrong reason code, especially code 06 (Other)

Example of Reason Code 02: Medical



- Antonio is a third-grade student with a Section 504 plan for cystic fibrosis. His medical provider has indicated that he will require medical treatments that will occur three times a week during the school day.
- The Section 504 team meets with his parent to place him on an ASDP. The team determined that he would receive 200 minutes of instruction and educational services on Monday, Tuesday and Thursday and 320 minutes on Wednesday and Friday.
- Antonio's peers in his resident district receive 320 minutes of instruction and educational services daily.

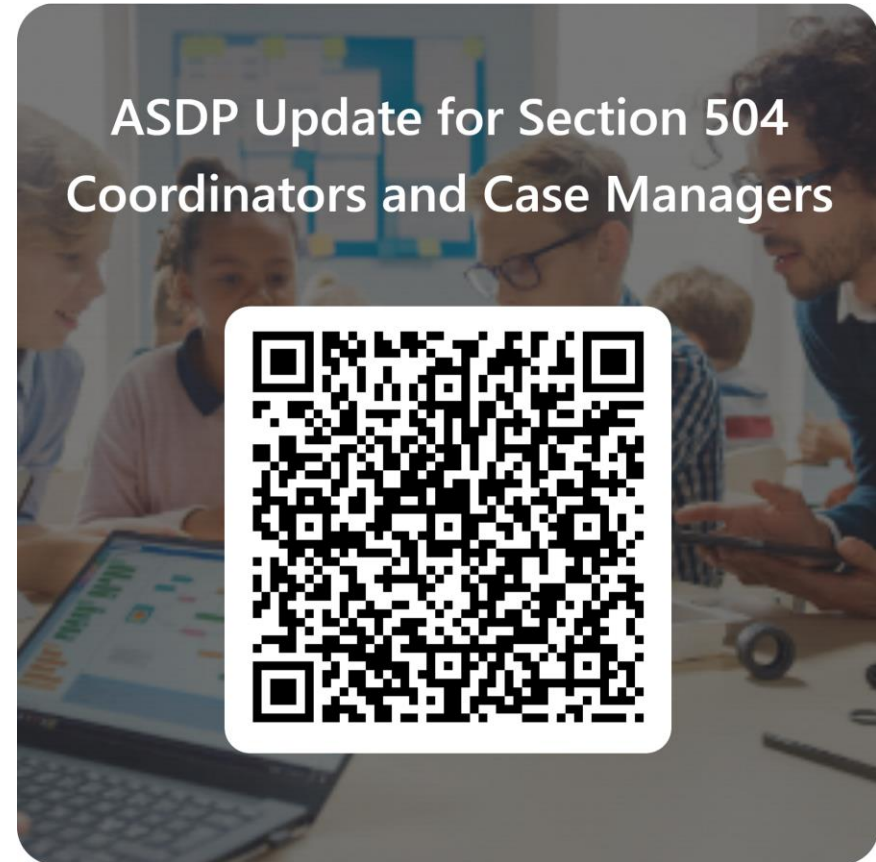
Question and Answer Session



Feedback

Please use this QR code or the link below to provide us feedback on this session.

[ASDP Update for Section 504 Coordinators and Case Managers](#)



Thank You



ASDP Guidance is available on ODE's Abbreviated School Day Programs [webpage](#).



OESO will send limited Govdelivery messages for the most important updates, but monitoring this webpage is the best way to identify updates on guidance, sample forms, tools and FAQ.



You can also always use ODE's ASDP Inbox for any implementation questions:
ODE.ASDPQuestions@ode.oregon.gov.