



# **Abbreviated School Day Program Refresher and What's New for 2025-2026**

# 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



New Support Resources

ASDP Implementation Reminders

Exemptions and Exceptions

2025 Legislative Session Updates

Parent Choice and ASDPs

ASDP Data Application

Common Errors & Misconceptions

Q & A Session

# 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.



# Review of ASDP Requirements

# Definition of Student with a Disability

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**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

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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.

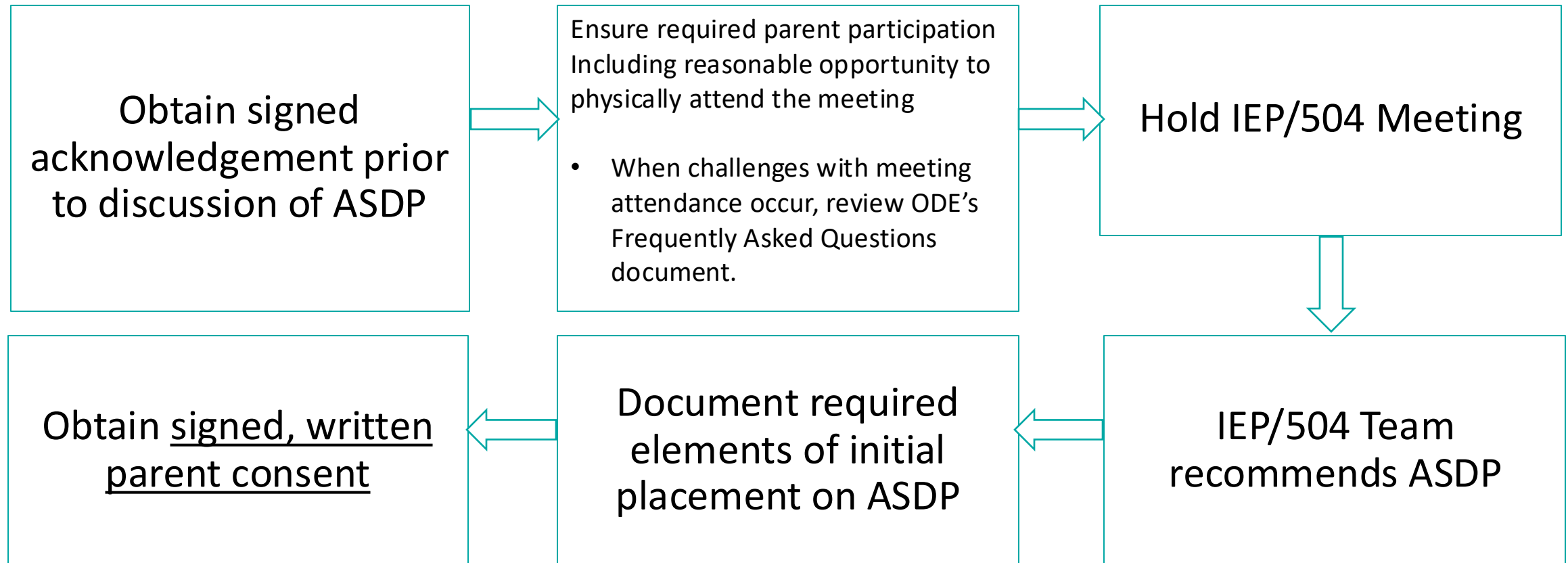


This can be met by documented, reasonable, evidence-based efforts to provide meaningful access. Efforts should include adjustments to better meet the students' needs and student specific progress monitoring data that guides the adjustments.



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

# Initial Placement Meeting Requirements



# Requirements for Subsequent Meetings After Initial Placement on an ASDP

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**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.





# 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

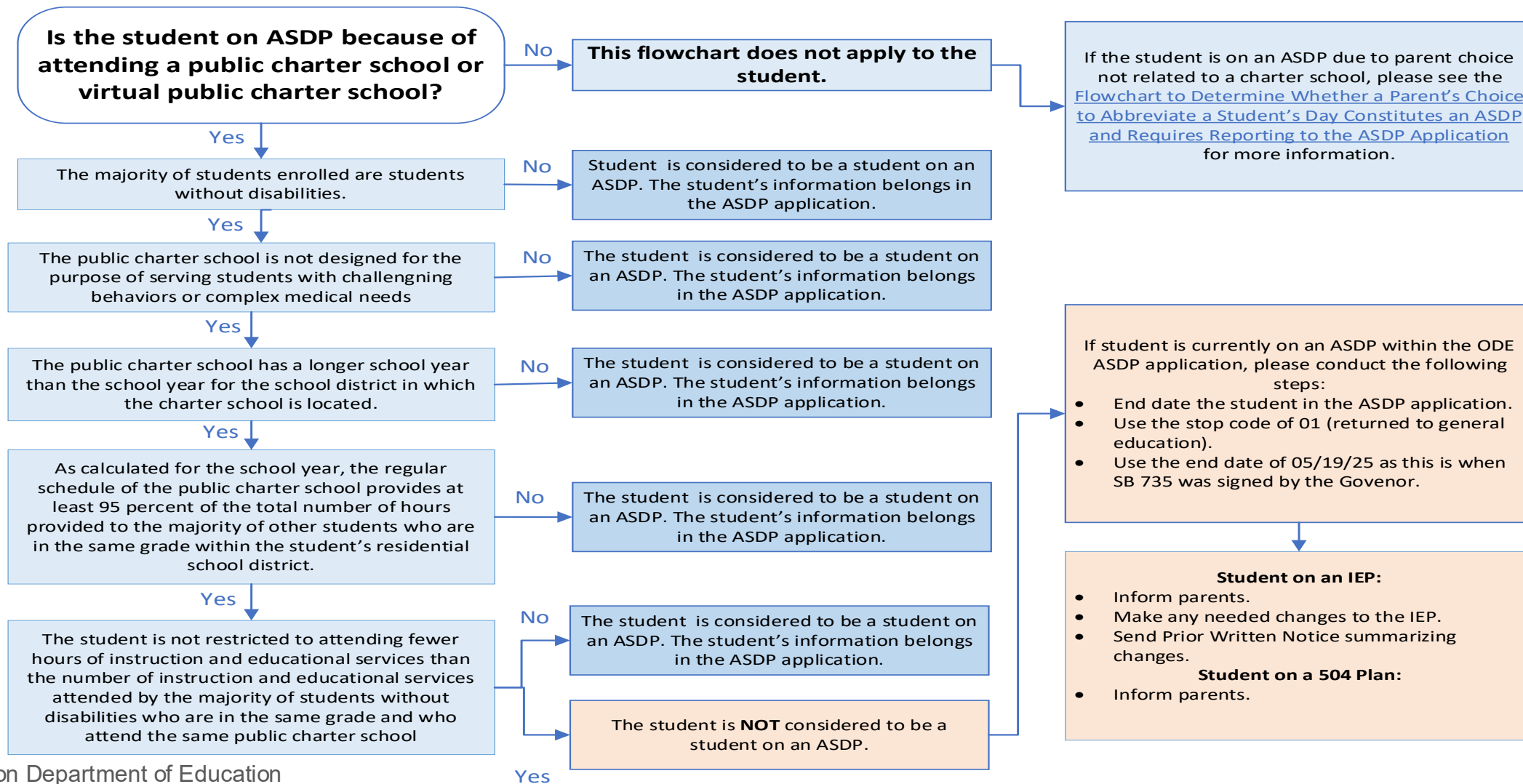
# NEW for 2025-26 School Year: ASDP and Charter Schools

**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 or Virtual Public Charter School Under ORS Chapter 338 Belongs in the Abbreviated School Day Program (ASDP) Application





# 2025 Legislative Session Updates

## SB 742 and SB 745

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### 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.

# Parent Choice and ASDP



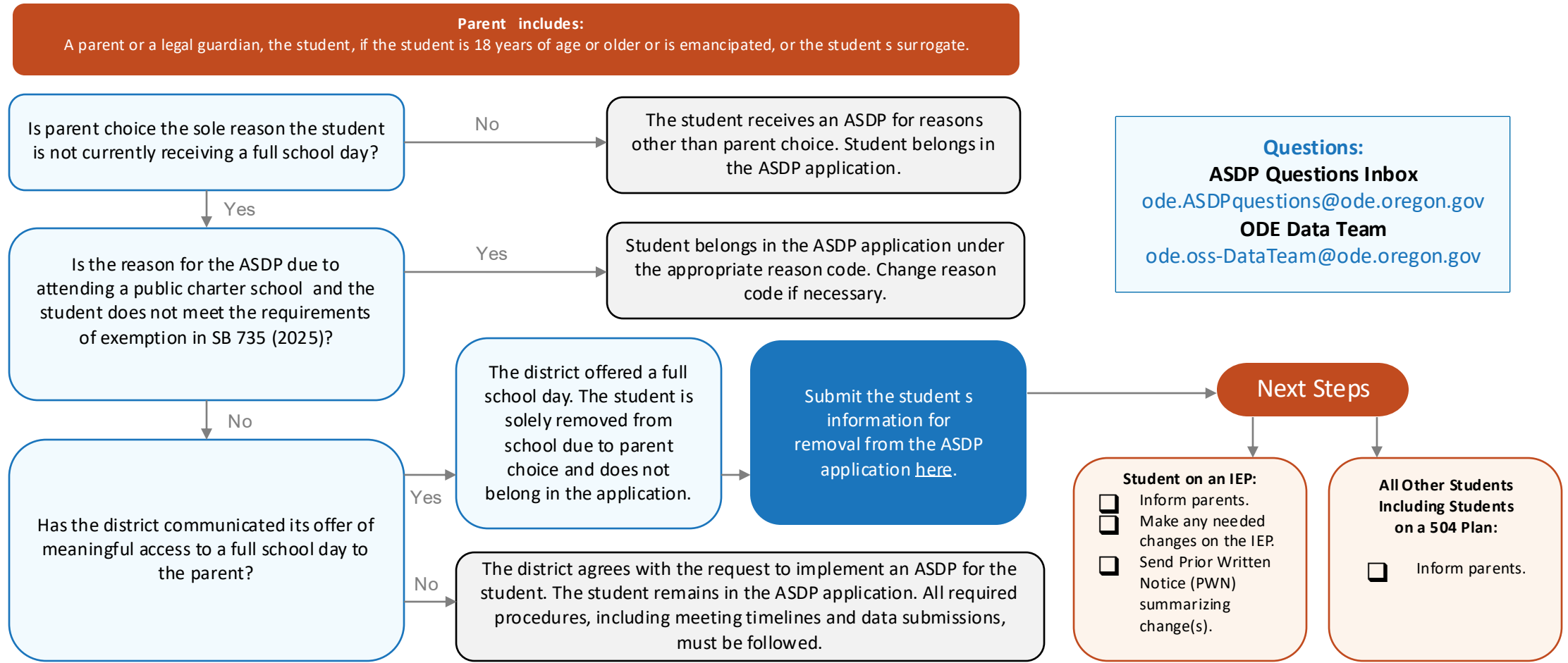
# Parent Rights and ASDP

- 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.

# Parent Choice Example



Lucinda is a middle school student with a Section 504 plan for anxiety and depression. Her mother has requested an ASDP placement for her so that she can attend equine therapy three times per week, which would result in her missing the last period of the school day each time.

**Question:** How should the 504 team address this request? Raise your hand so we can unmute you or put your thoughts in the chat.

# Parent Rights and ASDP: *Refuse an ASDP*



Parents must give informed and written consent for an ASDP.



Consent can be given virtually as long as the parent has been offered the opportunity to meet with their child's team in person.



Parents have the right to refuse an ASDP for their child, and the team must then develop a plan for the student to attend the school for a full school day.

# Parent Rights and ASDP: *Revoke Consent*

After parents revoke consent, the school district must ensure that, **within five school days**, the student has meaningful access to the same number of hours of



# ASDP Data Application Reminders

# 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**
- **Requires Monthly Verification**
- Become familiar with Reason Codes
- **Attend data team training on ASDP.**

# A Few Reminders

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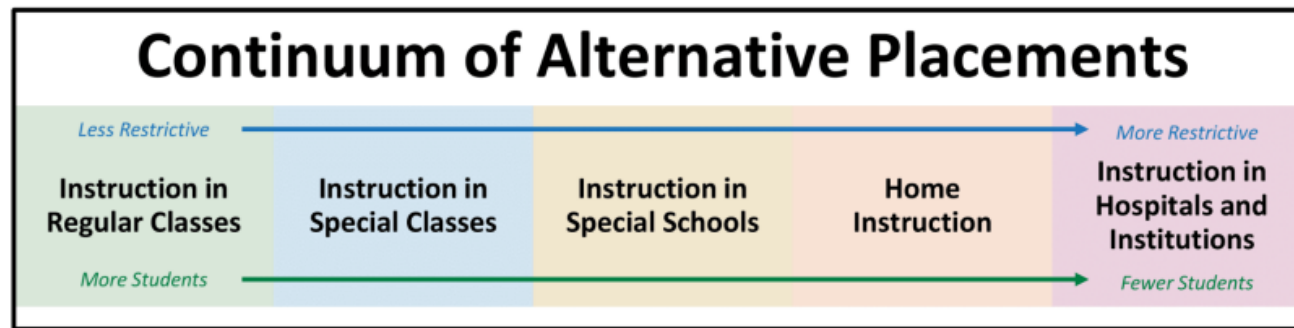
- Common data entry errors to avoid:
  - Parent consent date after the start date of the ASDP placement
  - Forgetting to complete the monthly verification
  - Using wrong reason code, especially code 06 (Other)
- Change expected return date as appropriate.
- Update minutes of instruction and educational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



# Common Errors & Misconceptions

# ASDP and Home Instruction (school placement)

- Home instruction is a placement on Oregon's continuum of placement options.



- All Abbreviated School Day Program requirements apply to home instruction placements.
- The requirement to provide 5 hours per week of home instruction to claim ADM does not alter the right of disabled students to receive the same number of hours of instruction and educational services as the majority of other students in the same grade in their resident school district.

# Frequently Asked Questions

- **Question:** How do disciplinary removals impact abbreviated school day program placements?
- **Answer:** So long as all district policies and procedures as well as state and federal laws, are followed, disciplinary removals do not count towards an abbreviated school day program. Any informal removal is considered an abbreviated school day, and after 10 such days, the student is on an abbreviated school day without consent.
- **Question:** Are charter schools subject to abbreviated school day program requirements?
- **Answer:** Yes, unless they meet the specific exemption under SB 735 (see flowchart for more information) or another named exemption. Sponsoring districts are responsible for reporting students on an ASDP at charter schools.

# Frequently Asked Questions

- **Question:** Who is responsible for the ASDP reporting/documentation for a student placed by the IEP team outside of the district?
- **Answer:** The district who placed the student is responsible for reporting and documenting any abbreviated school day placements for students placed by an IEP team outside of the district.
- **Question:** Can a district place a student on an ASDP due to lack of service providers (instructional assistant, SLP, nurse, etc.) or transportation?
- **Answer:** No.

# Upcoming ASDP Trainings: ASDP Training Website



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

# Question and Answer Session



# Feedback

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

[ASDP Refresher for Returning Staff](#)



# 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](mailto:ODE.ASDPQuestions@ode.oregon.gov).