



SB 819 MSD Abbreviated Day Processes

*For Students in Referral for or Eligible for
Special Education Services and for
Students in Referral for or Eligible for 504
plans*

General Overview of Abbreviated School Day Placements (ASDP)

What is an abbreviated day? [SB Oregon 819](#) defines “abbreviated school day” as “...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.” (SB 819, enrolled 2023).

To whom does the abbreviated day rule apply? The SB 819 abbreviated school day placement (ASDP) definition applies to **any MSD student on an IEP or 504 plan** with an abbreviated day per the above definition and also **applies to students in referral for an IEP or 504 plan**. SB 819 impacts a wide range of schools and programs, including in and out of district schools, transition programs, charter schools, students placed on **home instruction**, and *some* students on a 504 plan/IEP who have asynchronous learning time during their day online.

What new notification requirements under SB 819 exist?

Under SB 819, there are new key notification and timeline processes that school district staff are required to implement, in addition to the requirements previously in place.

Some Key ASDP Timelines for Teams to Consider

1	When do the ASDP requirements of SB 819 begin to apply to students in referral/evaluation, students on an IEP or students on a 504 plan?	SB 819 applies to students who have an abbreviated day for more than 10 school days in a school year . They are required to go through the abbreviated day placement process.
2	The <i>District</i> was required to send out notification to parents whose students were placed upon an abbreviated school day during the 22-23 school year using the 22-23 more limited criteria.	<p>Within 14 calendar days of the bill being passed, which was July 13, 2023.</p> <p>Thus Abbreviated Day Parent Letter was sent out by July 27, 2023</p> <p>Principals received an email that letters were sent to students on the abbreviated day google sheet.</p>
3	Prior to the discussion of an abbreviated school day, the school district must have direct contact with the parent/guardian (zoom, phone or in person is acceptable) and provide notification in writing to the parent/foster parent and translate into the parent's primary language and review it with an interpreter if needed.	Notice to Parents
4	<p>At the IEP/504 team must receive signed acknowledgement of the notification form from the parent or foster parent.</p> <p><i>This acknowledgement does not indicate consent for the abbreviated day program. This may be the second time this form is signed by the parent.</i></p>	Notice to Parents

5	Normal IEP/504 process and timelines apply to all other aspects of the meeting.	Standard IEP Process IEP Info 504 Process

7	How often do 504 teams need to meet under SB 819?	504 teams must meet 25-35 calendar days after the initial 504 placement on an abbreviated day and then may meet annually <i>with written consent from the parent</i> on the date of the original meeting in which a student was placed on the abbreviated day unless the parent requests a meeting sooner, in which case the District needs to schedule a meeting within 14 days of the parent's written request. Without permission to extend the timeline to an annual meeting after the first 25-35 day meeting, the team must meet every 25-35 days as long as the student is on an ASDP.
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8	What if a parent/guardian revokes consent for their child's abbreviated day?	If a parent revokes consent, or provides a written objection to the abbreviated school day program, the district must return the student to a full day within 5 school days.
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9	How often does the district need to report a student on an abbreviated school day to ODE?	The District needs to report all students engaged in an abbreviated school at least every 30 calendar days. Annually, districts are also monitored by ODE for IEP compliance related to abbreviated day through the general supervision process involving detailed review of specific files.
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10	<p>How often does the Superintendent need to review students on abbreviated school days?</p>	<p>Superintendent will review the student's abbreviated school day if the student has been placed on an ASDP for more than 90 CUMULATIVE calendar days a year.</p> <p>Or 90 or more cumulative calendar days (excluding summer break) when the student is placed upon an ASDP during two or more consecutive school years.</p>
11	<p>What are the notification requirements to parents/guardians if the District is found to be non-compliant by ODE in any abbreviated school day case?</p>	<p>Any findings of non-compliance must be reported to the parent/foster parent in an accessible format within 5 school days.</p>
12	<p>What if a disciplinary situation for a student in referral for or with an IEP/504 plan results in an abbreviated day?</p>	<p>Circumstances for this situations vary, so please contact your Student Services Director to review the specifics of your situation.</p>

13	<p>Is the abbreviated day process implemented if the <i>parent</i> chooses an abbreviated day for their student?</p>	<p>There are some cases in which this choice could be an exception to the abbreviated day process, and others where it would not be. Please contact your student services administrator if you believe you have a "parent choice" case and we can support you</p>
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		in implementing the correct process. This decision will have to be determined on a case by case basis.
14.	Is the abbreviated day process implemented if the student has a medical note stating the student can only attend school for an abbreviated amount of time?	In many but not all cases, a clear medical note from a physician stating a student could not attend a full day for health reasons would constitute an exception to the abbreviated day process as it always has, however it is best to check with your student services administrator to be certain.

16.	<p>MSD Abbreviated Day Form Docs Included in this Process:</p> <ol style="list-style-type: none"> 1. FBA/ BSP 2. MSD 819 Prior to Discussion Notice and Acknowledgement 3. 819 Summary and Consent Form 4. Sped - PWN Decision of Abbreviated Day 5. Sped - Consent to Extend ASDP Meeting Timeline (Only after first Review) 6. 504 Notice of Abbreviated Day Support 7. Abbreviated Day Tracking Form MSD Mandatory Submission
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IEP/504 CASE MANAGER CHECKLISTS AND PROCESS FOR ASDP'S

The following checklists are available for school staff/case manager Use:

A. ASDP Checklist: [For Students in Referral for or Eligible for Special Education Services](#)

B. ASDP Checklist: For Students in Referral for or Eligible for 504 Services.

A. Abbreviated Day Checklist for SPED Case Managers when the IEP TEAM places a student on an Abbreviated Day

The decision to put any student with an IEP on an abbreviated day must occur within a fully compliant IEP meeting. Even within this process, parents can legally reject the placement decision of an IEP team if the placement decision qualifies as placing the student on an abbreviated day. *For all IEP meetings in which an abbreviated day will be considered, a District Support Specialist or Student Services Director should be in attendance.*

This checklist is to be used if the IEP team believes the student should be placed on an abbreviated day and recommends that in an IEP team meeting.

STEP 1:

Before an IEP meeting in which an abbreviated day decision may be made, ensure the following information has been reviewed/completed and **send this information to the Support Specialist/Case Manager (optionally) to present to Consult team:**

Available general educational history of student

Available behavioral history of student

Current and previous year's IEP

Student report card/grades from current and previous year

Student attendance records

Student discipline records

Evaluation results (including standardized test results)

Academic, IEP and behavioral progress data

[FBA / BSP](#) (Consent to Evaluate Required for an FBA)

STEP 2:

If the Consult team and student's school team determines a discussion of an abbreviated day with the parent is appropriate, complete the following prior to the IEP meeting:

Make direct contact with the parent via phone, zoom or in person (please document in contact log) letting them know that the school would like to have an IEP discussion considering an abbreviated day for their student. Let them know you will send them a meeting notice for the IEP and the **"MSD 819 Prior to Discussion Notice and Acknowledgement."** [Notice to Parents](#) Ask them to return the signed acknowledgement that they acknowledge an abbreviated day discussion will occur.

A draft IEP clearly marked **DRAFT** .The IEP must include the following elements related to Abbreviated Day Placement:

The IEP (PLAAFP) should include clear documentation of the reason an abbreviated day is being considered.The IEP team must clearly define in both **measurable and observable terms** the specific behavior(s) preventing the student from being able to access a full school day and week. These behaviors must be noted in the PLAAFP section of the IEP.

Documentation of specific provisions of the abbreviated day school program, included how the ASDP plan will be designed to:

- Support the student's return to a school day program that is not an ASDP and;

- 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 ASDP;
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 ASDP.

Documentation that the student's behavior impedes their learning or that of others in the special considerations (A) section;

PLAAFP includes Documentation of Functional Behavior Assessment ([FBA](#)) and Behavior Support Plan ([BSP](#)) data, and use of positive behavioral interventions and supports as well as other strategies to address any behavior relevant;

PLAAFP Documentation and DATA that evidence-based interventions addressing the identified areas of concern were implemented within the school environment prior to placement on an abbreviated day program;

STEP 3:

Schedule a standard IEP meeting through the standard IEP meeting notice. **Since the District believes that the IEP team *will consider* offering an abbreviated day to a student, send the “MSD 819 Prior to Discussion Notice and Acknowledgement”**[Notice to Parents](#) **form to the parent with the IEP Notice of Team Meeting.** Note: The parent will sign and return this notice and should know it is ***not** a placement consent* form

but a *notice and acknowledgement that an abbreviated day will simply be discussed at the IEP meeting.*

Be sure to get the “MSD 819 Prior to Discussion Notice and Acknowledgement” XX form *signed and returned* from parents/guardians prior to the IEP meeting being held. An electronic signature over a zoom meeting is acceptable, in the same way we allow parents to give permission for other IEP processes to occur. It is important that this signature is documented.

STEP 4:

Hold the IEP meeting. **BEGIN THE IEP Meeting by giving *ANOTHER* “MSD 819 Prior to Discussion Notice and Acknowledgement” ([English Spanish](#)) form to parents/guardians and have them sign it before the meeting begins.**

Note: This signed abbreviated day acknowledgement form does not constitute consent from parents to place the student on an abbreviated day. It is simply their acknowledgement an abbreviated day placement will be discussed during the meeting.

STEP 5:

Proceed with the IEP Meeting Process See standard IEP meeting checklist [HERE](#) and do not miss any steps.

Be SURE to include the following documentation in the IEP process in addition to the standard IEP documentation requirements:

Documentation of present IEP team members. Be sure the IEP team includes the parent and has required members on the team who have knowledge of the child, evaluation data presented, placement options (district representative);

Information on the **placement page** that indicates “abbreviated day” and is based upon the student’s specific needs.

SB 819 requires discussion of and documentation of an option on the ***placement page of at least one other reasonable full day alternative to an abbreviated day that appropriate supports could be implemented in order for the student to access the same number of instructional hours and services that are provided to students who are in the same grade within the same region and why.*** Placement page also clearly indicates why the alternate placement was rejected.

There must be a CLEARLY laid out “step up” plan to increase the student’s time toward a full day of school. This plan should be documented in the notes section of the IEP as well as the behavior plan (if applicable) and required [Google Survey](#).

STEP 6:

At the end of the IEP meeting, if the parent agrees with the abbreviated day placement, the case manager must complete the “819 Summary and Consent Form” ([English Spanish](#)).

BEFORE the parent/guardian signs consent, review the completed form step by step with the parent, and have the parent sign the form. THE STUDENT CANNOT START AN ASDP UNTIL THE INFORMED CONSENT IS SIGNED. *Note: If the parent/guardian does not sign the form, the District may not place the student on an abbreviated day.*

STEP 7:

The team must schedule a **follow up IEP meeting** within **25-30 CALENDAR days**. This meeting must be indicated on the consent form, is not optional and is required by law.

STEP 8:

If an IEP team determines the student should be on an abbreviated day, the following documentation must be completed *in addition to* all standard IEP paperwork:

A Prior Written Notice (PWN) stating the student has been placed on an abbreviated day. (PWN Template [HERE](#); *PWN must be provided in the native language of the parent (Spanish [PWN](#)) or other mode of communication used by the parent unless it is clearly not feasible to do so.*) The PWN must be provided to parents after the decision has been made, but prior to the student beginning the abbreviated day. The PWN must include all the following elements:

- A description of the proposed action;
- An explanation of why the action was proposed or refused;
- A description of any options considered and why they were rejected;
- A description of each evaluative procedure used as a basis for refusal;
- A statement that parents of a child with a disability have protection under Procedural Safeguards and the way to obtain procedural safeguards if they would like them;
- Source for parents to contact to obtain assistance understanding procedural safeguards (listed at bottom of PWN form)

Double Check to be sure the Parent signed “**MSD 819 Prior to Discussion Notice and Acknowledgement**” ([English Spanish](#)) twice (*once prior to the IEP meeting and once right before the IEP meeting begins*) and the fully completed and signed “**819 Summary and Consent Form**” ([English Spanish](#))

The 23-24 Abbreviated Day [Google Survey](#). In this document, a plan to meet **every 25-30 CALENDAR days must be documented**. The first follow up meeting **must occur** within 25-30 calendar days. After the first follow up meeting *parents can agree to meet less frequently than every 30 days, and that must be documented in writing. In all cases, the subsequent follow up meetings must be held within 90 calendar day intervals. They can never stretch beyond 90 days.* See guidance below for follow up meeting requirements. In this [Google Survey](#), behavioral data and a plan to increase the student's day must be present, including the below critical and legally required elements:

A clear plan that the IEP team develops, including a step up plan that creates a pathway to return the student to a full school day and week (this information must also be summarized on the parent consent form for an abbreviated day)

The plan defines in writing the details and expectations for that stage of the abbreviated school day placement, including a description of the part of the day that will be abbreviated, and how additional time segments would be added back.

The plan includes a detailed communication plan to inform when time will be added. The plan defines explicit criteria based upon time and instructional data to indicate when a student transitions from one step to the next. *It is essential that any time criteria included as part of a step up plan is not conditioned on "good behavior."*

A copy of the step-up plan should be maintained with the IEP and sent to parents/guardians.

A scheduled date for the next 30 day review date of the abbreviated day plan.

STEP 9:

Upload ALL documentation as a complete packet in PowerSchool and notify the Student Services Office for final review:
“MSD Abbreviated Day Discussion Prior Notice” signed by parent/guardian (both signed copies)
Updated Functional Behavior & Behavior Support Plan (if applicable)
Meeting Minutes w/team member signatures
“819 Summary and Consent Form” fully complete and signed
IEP - Fully documented Team, PLAAFP & Service Summary for ASDP Plan
Placement Page - with Full Day option and Abbrev. Day Decision with reasons
PWN - ASDP Decision of Abbreviated Day - Templates - [English](#) [Spanish](#)
Notice of Team Meeting

STEP 10:

If any parent decides that they would like to revoke their consent for an abbreviated day, the parent needs to send the written notice of revocation to the case manager, and the student’s access to a *FULL DAY at school must be restored within 5 school days.*

STEP 11: FOLLOW UP ASDP MEETING REQUIREMENTS

Prior to the follow up discussion of an abbreviated school day, the school district must provide notification in writing to the parent or foster parent and translate into the parent’s primary language and review it with an interpreter if needed. **“MSD 819 Prior to Discussion Notice and Acknowledgement”** ([English](#) [Spanish](#))

Review the student’s progress on the abbreviated school day program. This review must include a written review of data and the discussion related to the newly reviewed data.

SB 819 requires discussion of and documentation of an option on the ***placement page of at least one other reasonable full day alternative to an abbreviated day that appropriate supports could be implemented in order for the student to access the same number of instructional hours and services that are provided to students who are in the same grade within***

the same region and why. Placement page also clearly indicates why the alternate placement was rejected.

If the review meeting team determines the ASDP should continue, the team must consider and document whether the number of hours of instruction and educational services should be increased.

At the end of each IEP meeting, if the parent agrees with the abbreviated day placement, the case manager must again complete the “819 Summary and Consent Form” ([English Spanish](#)).

BEFORE the parent/guardian signs consent, review the completed form step by step with the parent, and have the parent sign the form. THE STUDENT CANNOT CONTINUE ASDP UNTIL THE INFORMED CONSENT IS SIGNED. *Note: If the parent/ guardian does not sign the form, the District may not place the student on an abbreviated day.*

If the student has been on an abbreviated day for 90 cumulative calendar days or more, **inform the Special Education Director immediately.**

Complete a NEW abbreviated day [Google Survey](#). In this document, after the first follow up meeting *parents can agree to meet less frequently than every 30 days, and that must be documented in writing on this form* ([English Spanish](#)). *In all cases, the subsequent follow up meetings **must be held within 90 calendar day intervals. They can never stretch beyond 90 days.*** In this Google Survey, behavioral data and a plan to increase the student's day must be present, including the critical and legally required elements listed below.

A clear plan the IEP team develops, including a step up plan that creates a pathway to return the student to a full school day and week (this information must also be summarized on the parent summary and consent form for an abbreviated day)

The plan defines in writing the details and expectations for that stage of the abbreviated school day placement, including a description of the part of the day that will be abbreviated, and how additional time segments would be added back.

The plan includes a detailed communication plan to inform when time will be added. The plan defines explicit criteria based upon time and instructional data to indicate when a student transitions from one step to the next. *It is essential that any time criteria included as part of a step up plan is not conditioned on "good behavior."*

A copy of the step-up plan should be maintained with the IEP and sent to parents/guardians.

A scheduled date for the next 30 day review date of the abbreviated day plan, unless extended by written consent form signed by parent ([English](#) [Spanish](#)). The meeting deadline cannot exceed 90 days and any meeting request from parent or foster parent to discuss their student's ASDP placement must be held within 14 calendar days.

Upload all documentation as a complete packet to PowerSchool and notify the Student Services Office for review:

"MSD Abbreviated Day Discussion Prior Notice" signed by parent/guardian
(both signed copies)

Updated Functional Behavior & Behavior Support Plan (if applicable)

Meeting Minutes w/team member signatures

819 Summary and Consent Form" fully complete and signed

IEP - Fully documented Team, PLAAFP & Service Summary for ASDP Plan

Placement Page - with Full Day option and Abbrev. Day Decision with reasons

PWN - ASDP Decision of Abbreviated Day - Templates - [English](#) [Spanish](#)

Team Meeting Notice

Written Consent for Extending ASDP Meeting Timeline, if applicable

Submit FULLY completed Google Survey Doc electronically

B.Abbreviated Day Checklist for 504 Case Managers when the DISTRICT's 504 TEAM places a student on an Abbreviated Day.

STEP 1:

If the student's school team determines a discussion of an abbreviated day with the parent is appropriate, complete the following prior to the 504 meeting:

Make direct contact with the parent via phone, zoom or in person and let them know that the school would like to have a 504 meeting discussion considering an abbreviated day for their student. Document this conversation occurred. Let them know you will send them a meeting notice for the 504 meeting and **MSD Abbreviated Day Discussion Prior Notice - [English](#) [Spanish](#)**. Ask them to return the signed acknowledgement that they acknowledge an abbreviated day discussion will occur.

A draft 504 clearly marked DRAFT. The 504 plan must include the following elements related to abbreviated day:

Clear documentation of the reason an abbreviated day is being considered. The 504 team must clearly define in both **measurable and observable terms** the specific behavior(s) preventing the student from being able to access a full school day and week. These behaviors must be noted in the 504 plan.

Documentation of specific provisions of the abbreviated day school program, included how the ASDP will be designed to:

Support the student's return to a school day program that is not an ASDP and;

Make progress in the general education curriculum;

The number of hours of instruction and educational services to be provided to the student while the student is placed on the ASDP;

How the student's progress toward the student's 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 ASDP.

Documentation that the student's behavior impedes their learning or that of others in the 504 Accommodation Plan;

The 504 includes Documentation of Functional Behavior Assessment ([FBA](#)) and Behavior Support Plan ([BSP](#)) data, and use of positive behavioral interventions and supports as well as other strategies to address any behavior relevant;

504 Documentation and DATA that evidence-based interventions addressing the identified areas of concern were implemented within the school environment prior to placement on an abbreviated day program.

STEP 2:

Schedule a standard 504 meeting through the standard 504 meeting notice. **Since the District believes that the 504 team *will consider* offering an abbreviated day to a student, send the “MSD Abbreviated Day Discussion Prior Notice - [English Spanish](#)” form to the parent with the 504 meeting notice.** Note: The parent will sign and return this notice and

should know it is not a consent form but a *notice and acknowledgement that an abbreviated day will simply be discussed at the 504 meeting.*

Be sure to get the “MSD Abbreviated Day Discussion Prior Notice - [English Spanish](#)” signed and returned from parents/guardians prior to the 504 meeting being held. An electronic signature over a zoom meeting is acceptable, in the same way we allow parents to give permission for other 504 processes to occur. It is important that this signature is documented. A 504 meeting for an abbreviated school day placement via email *is not acceptable.*

STEP 3:

Hold the 504 meeting. **BEGIN THE 504 Meeting by giving ANOTHER “ MSD Abbreviated Day Discussion Prior Notice” - [English Spanish](#) to parents/guardians and have them sign it before the meeting begins.** *Note: This signed abbreviated day acknowledgement form does not constitute consent from parents to place the student on an abbreviated day. It is simply their acknowledgement an abbreviated day will be discussed during the meeting.*

STEP 4:

Proceed with the 504 Meeting Process See standard [504 meeting checklist](#) and do not miss any steps.

Be SURE to include the following documentation in the 504 process in addition to the standard 504 documentation requirements:

Documentation of present [504 team members](#). Be sure the 504 team includes the parent and has required members on the team who have knowledge of the child, evaluation data presented, placement options (district representative);

Information on the 504 that indicates “abbreviated day” and is based upon the student’s specific needs.

SB 819 requires discussion of and documentation of an option in the **504 plan of at least one other reasonable full day alternative to an abbreviated day that appropriate supports could be implemented in order for the student to access the same number of instructional hours and services that are provided to students who are in the same grade within the same region and why.** Be sure the 504 plan also clearly indicates why the alternate placement was rejected.

There must be a CLEARLY laid out “step up” plan to increase the student’s time toward a full day of school. This plan should be documented in the meeting notes, 504 plan and in the [Google Survey](#).

STEP 5:

At the end of the 504 meeting, if the parent agrees with the abbreviated day placement, the case manager must complete the “819 Summary and Consent Form”([English Spanish](#)). BEFORE the parent/guardian signs consent, review the completed form step by step with the parent, and have the parent sign the form. THE STUDENT CANNOT START AN ASDP UNTIL THE INFORMED CONSENT IS SIGNED. *Note: If the parent/ guardian does not sign the form, the District may not place the student on an abbreviated day.*

STEP 6:

The team must schedule a **follow up 504 meeting** within **25-30 CALENDAR days**. This meeting must be indicated on the consent form, is not optional and is required by law. AFTER the first follow up meeting after 30 days, the 504 meeting can be scheduled for one year out from the follow up meeting.

STEP 7:

If an 504 team determines the student should be on an abbreviated day, the following documentation must be completed *in addition to* all standard 504 paperwork:

Double Check to be sure the **Parent signed** the “MSD 819 Prior to Discussion Notice and Acknowledgement” ([English Spanish](#)) form ***twice (once prior to the 504 meeting and once right before the 504 meeting begins) and the fully completed and signed “819 Summary and Consent Form”***([English Spanish](#))

The abbreviated day [Google Survey](#). In this document, a plan to meet **every 25-30 CALENDAR days must be documented**. The first follow up meeting **must occur** within 25-30 calendar days. AFTER the first follow up meeting after 30 days, the 504 meeting can be scheduled for one year out from the follow up meeting, unless parent requests another meeting. See guidance below for follow up meeting requirements. In this [Google Survey](#), behavioral data and a plan to increase the student’s day must be present, including the below critical and legally required elements.

A clear plan the 504 team develops, including a step-up plan that creates a pathway to return the student to a full school day and week (this information must also be summarized on the parent consent form for an abbreviated day)

The plan defines in writing the details and expectations for that stage of the abbreviated school day placement, including a description of the part of the day that will be abbreviated, and how additional time segments would be added back.

The plan includes a detailed communication plan to inform when time will be added. The plan defines explicit criteria based upon time and instructional data to indicate when a student transitions from one step to the next. *It is essential that any time criteria included as part of a step-up plan is not conditioned on “good behavior.”*

A copy of the step-up plan should be maintained with the 504 and sent to parents/guardians.

A scheduled date for the next review date of the abbreviated day plan.

STEP 8:

Upload the 504 Abbreviated Day plan to ESchool

Send copies of ALL documentation to the parent with the exception of the google form.

If any parent decides that they would like to revoke their consent for an abbreviated day, the parent needs to send the written notice of revocation to the 504 case manager, and the student's access to a *FULL DAY at school must be restored within 5 school days.*

STEP 9: FOLLOW UP ASDP MEETING REQUIREMENTS

Prior to the discussion of the review of the abbreviated school day, the school district must provide notification in writing to the parent or foster parent and translate into the parent's primary language and review with an interpreter if needed. **“MSD Abbreviated Day Discussion Prior Notice - [English](#) [Spanish](#)”**

Review the student's progress on the abbreviated school day program. This review must include a written review of data and the discussion related to the newly reviewed data.

SB 819 requires discussion of and documentation of an option on the ***placement page of at least one other reasonable full day alternative to***

an abbreviated day that appropriate supports could be implemented in order for the student to access the same number of instructional hours and services that are provided to students who are in the same grade within the same region and why. The 504 plan also clearly indicates why the alternate placement full day plan was rejected.

If the review meeting team determines the ASDP should continue, the team must consider and document whether the number of hours of instruction and educational services should be increased.

At the end of each 504 meeting, if the parent agrees with the abbreviated day placement, the case manager must complete the “819 Summary and Consent Form”([English Spanish](#))

BEFORE the parent/guardian signs consent, review the completed form step by step with the parent, and have the parent sign the form.
THE STUDENT CANNOT CONTINUE ASDP UNTIL THE INFORMED CONSENT IS SIGNED. *Note: If the parent/ guardian does not sign the form, the District may not place the student on an abbreviated day.*

If the student has been on an abbreviated day for 90 cumulative calendar days or more, inform the Special Education Director immediately.

Complete the NEW Abbreviated Day [Google Survey](#). In this document, a plan to meet **every 25-35 CALENDAR days must be documented.** The first follow up meeting **must occur** within 25-30 calendar days. After the first follow up meeting *parents can agree to meet annually, and that must be documented in writing* ([English Spanish](#)). In this Google Survey, behavioral data and a plan to increase the student’s day must be present, including the critical and legally required elements listed below.

A clear plan the 504 team develops, including a step-up plan that creates a pathway to return the student to a full school day and week (this information must also be summarized on the parent summary and consent form for an abbreviated day)

The plan defines in writing the details and expectations for that stage of the abbreviated school day placement, including a description of the part of the day that will be abbreviated, and how additional time segments would be added back.

The plan includes a detailed communication plan to inform when time will be added. The plan defines explicit criteria based upon time and instructional data to indicate when a student transitions from one step to the next. *It is essential that any time criteria included as part of a step-up plan is not conditioned on "good behavior."*

A copy of the step-up plan should be maintained with the 504 and sent to parents/guardians.

A scheduled date for the annual review date of the abbreviated day plan.

Upload all documentation as a complete packet to ESchool and notify the Student Service office for review:

"MSD Abbreviated Day Discussion Prior Notice" *signed by parent/guardian (both signed copies)*

Updated Functional Behavior & Behavior Support Plan (if applicable)

504 Meeting Minutes w/team member signatures

819 Summary and Consent Form - fully complete and signed

504 plan - Fully documented Team Service Summary for ASDP Plan and reasons, as well as accommodations, modifications and any medical documentation

504 - Notice of Abbreviated SDP Supports - [English Spanish](#)

504 Team Meeting Notice

Written Consent for Extending ASDP Meeting Timeline, if applicable

Submit FULLY completed Google Survey Doc electronically