



# **Abbreviated School Day Programs: SB 819 & SB 1558**

**Presented to the Oregon Senate Education Committee**  
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**May 30, 2024**

# Agenda

- Phases of Implementation
- Abbreviated School Day Program Data
- Parent Complaints
- ODE's Work With Districts to Implement SB 819
- Questions

# 2023-24 Phases of Implementation

**Establishing Guidance  
& Facilitating Training**

**Phase 1**

**Developing ODE's  
Internal SB 819  
Framework**

**Phase 2**

**Building the SB 819  
Complaint System &  
Ongoing Monitoring**

**Phase 3**

# Phases of Implementation

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## 2023-24 School Year

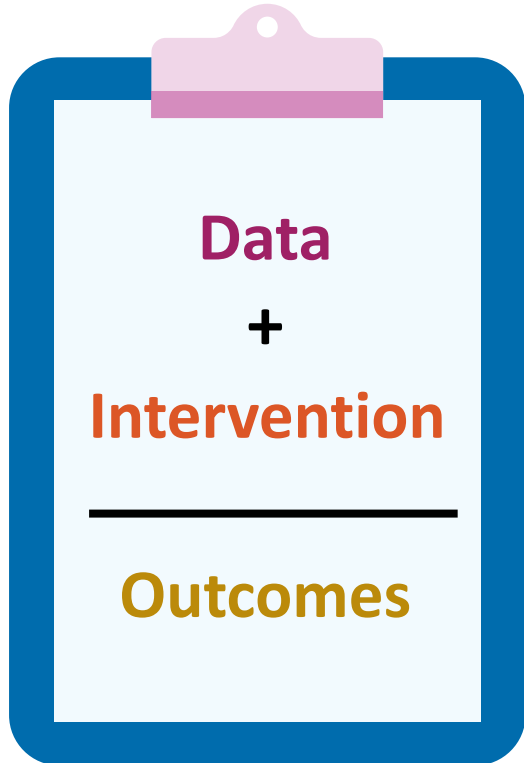
### **Building State Capacity (Phases 1-3):**

- Establishing initial implementation processes and structures
- Supporting school districts and programs to effectively implement SB 819 & SB 1558

### **Learning From Implementation:**

- Emphasized proactive approaches and technical assistance
- Partnerships with FACT Oregon & CODSN, Bi-Weekly Meetings

# Improving Outcomes



**UPDATED DATA APPLICATION**

Throughout the 2023-24 school year, ODE worked with districts to learn about data collection needs through initial implementation. This work informed an updated data collection application that will launch for the 2024-25 school year.

**IMPROVES TARGETED INTERVENTION**

The updated data collection application will enable real-time reporting on use of ASDP, available to each DSS, improving ODE's ability to intervene quickly and effectively.

**WHICH LEADS TO IMPROVED OUTCOMES**

Additional data capacity coupled with iteration of the RTAP statewide framework adds additional support for effective implementation.



# Review of Abbreviated School Day Program Data

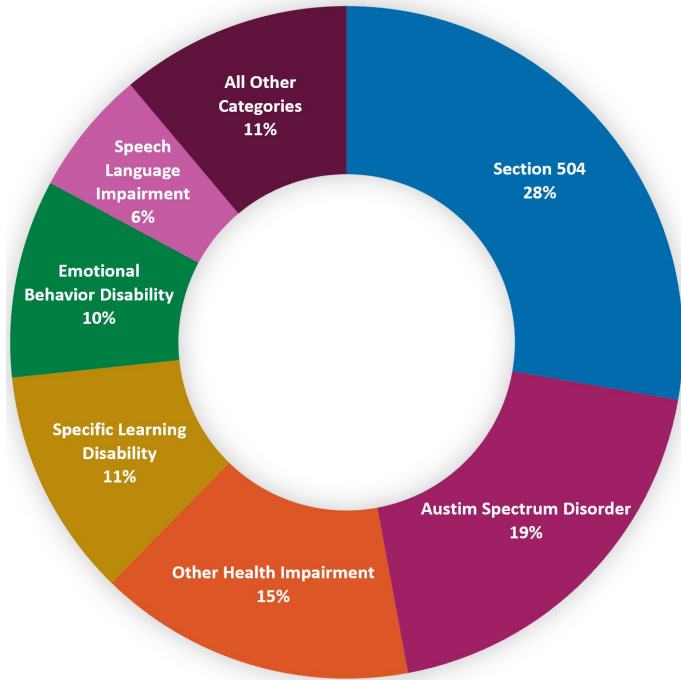
# Notes on the ASDP Data Collection

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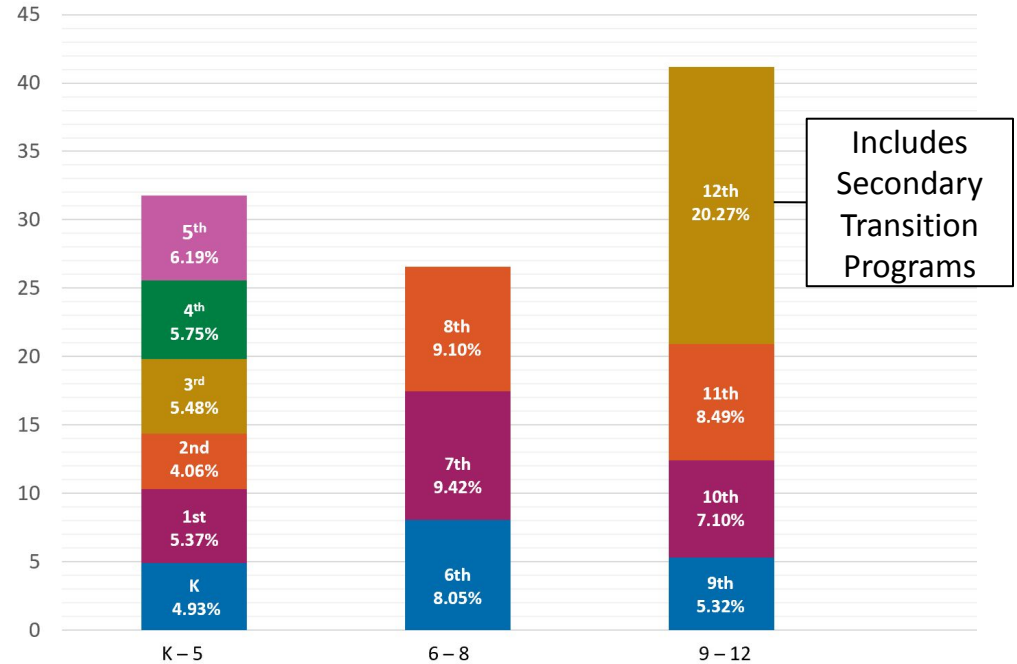
- The Abbreviated School Day Programs data collection is a dynamic data set.
  - As of May 1, 2024, there were 1825 total students in the collection:
    - 1319 of these students were in special education
    - 413 were receiving accommodations through Section 504
    - 93 were being evaluated to have eligibility determined
  - During the 2023-24 school year (to date) the number of students reported to ODE ranged between 1621 and 1903 unique entries.
  - From September 2023 to April 2024, 599 students have been exited from the ASDP collection.
- Some students enter and exit the data collection based on their unique circumstances throughout the school year.

# Distribution Percentages

## By Disability Category

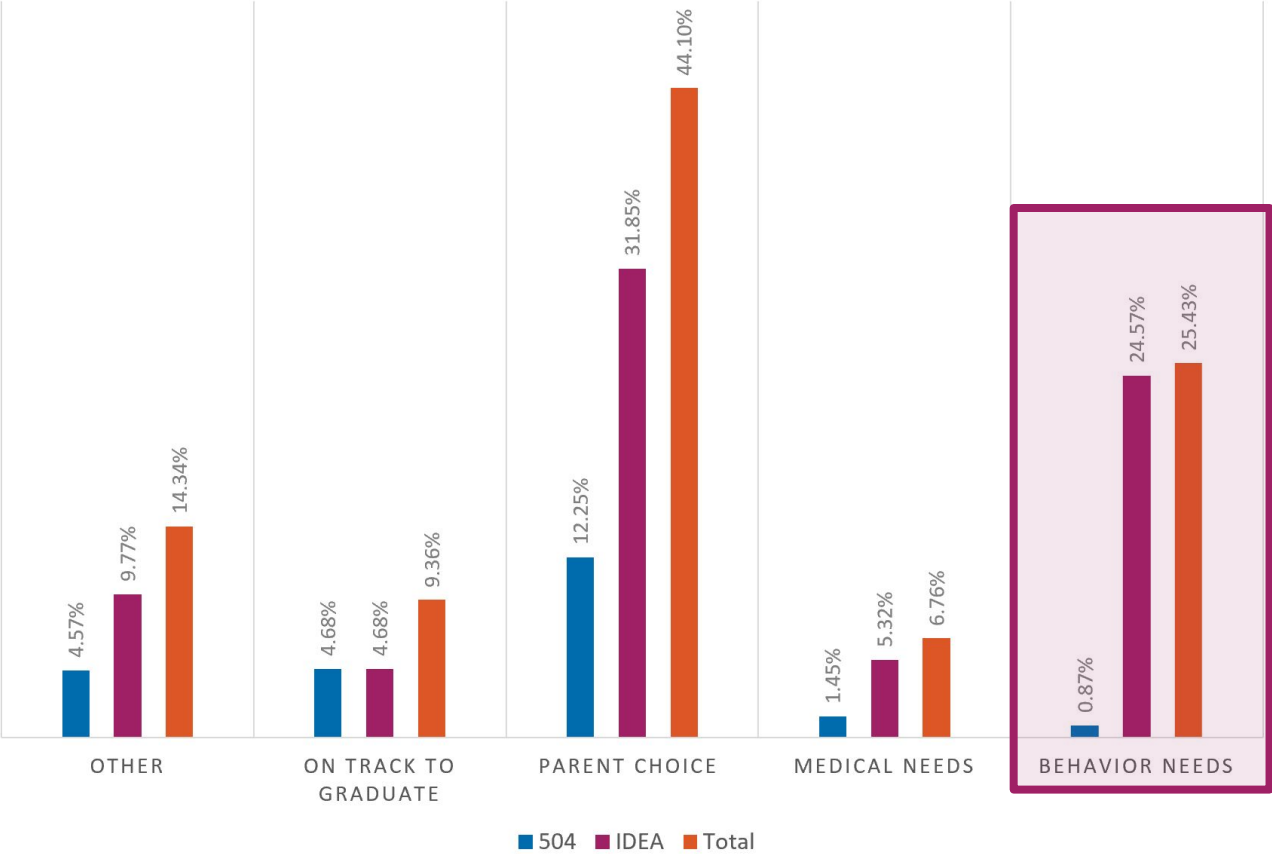


## By Grade





# Percent Distribution Reason Code





# Complaints

# Complaints and Resolutions

To date, ODE has:

- Received and processed seven alleged SB 819 complaints.
  - Two of these complaints were not actually SB 819 related.
  - In the remaining five, ODE ordered the district to restore meaningful access.
- Conducted four SB 819 related investigations, including one which resulted in an order of 200+ hours of compensatory education due to a district's noncompliance with SB 819.

# Lessons Learned

- Our robust and proactive approach has resulted in fewer complaints.
- ODE has consistently emphasized parents and districts working together to provide meaningful access and minimize complaints.
- ODE continues to partner with FACT and CODSN on a biweekly schedule to hear about and address concerns. ODE plans and develops guidance, in part, based on learning from these calls.

# Lessons Learned

- ODE has concerns about students not in the collection. Families may or may not know. Districts continue to need support in understanding.
- ODE has established a credible allegation pathway within its system of general supervision, consistent with OSEP's July 2023 guidance, and has started to assess where credible allegations occur during state complaint investigations.



# ODE's Work With Districts to Implement SB 819 & SB 1558

# Where is ODE's primary focus?

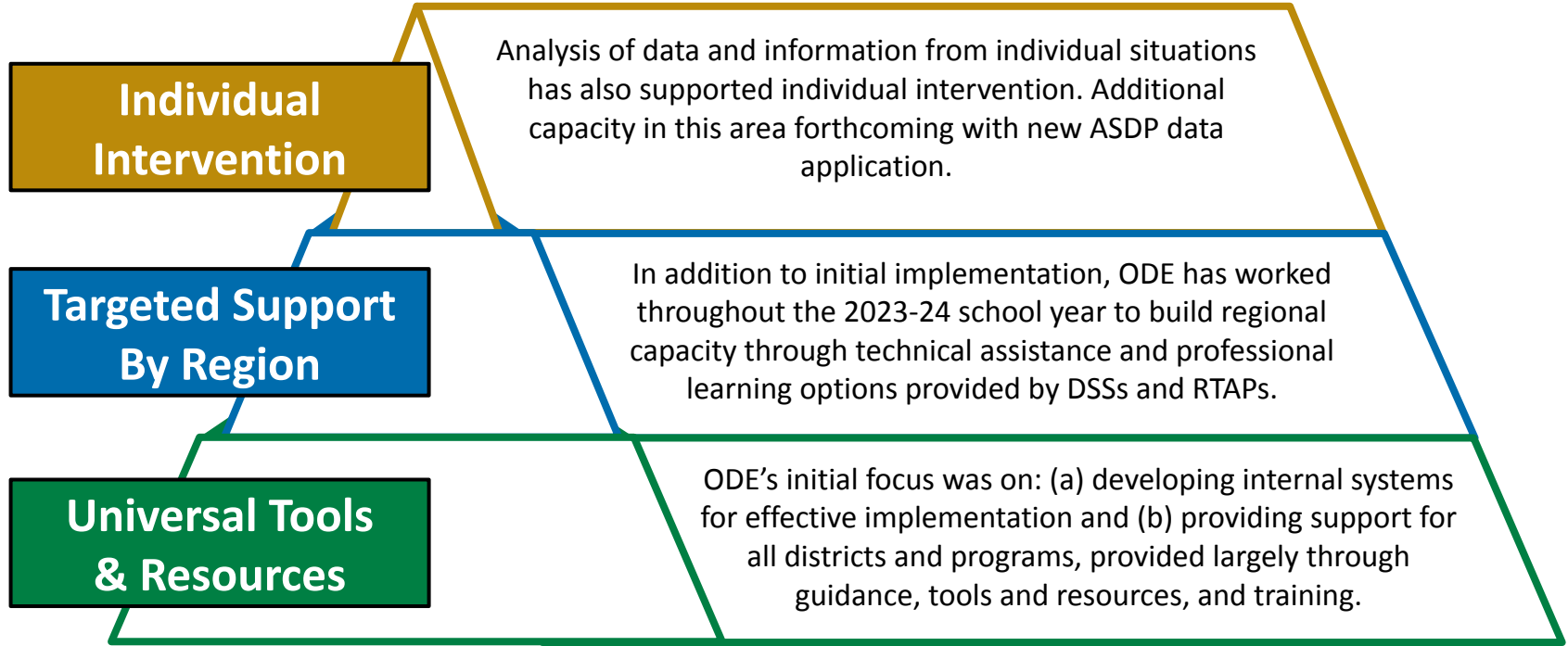
- ODE is deeply interested in the universal effective implementation of ASDPs for students with disabilities and has worked to support school districts towards that end.
- Equally, given the definition, some students with disabilities receiving ASDPs will remain on them, by design and appropriately, for a long period of time (e.g., students who choose to enroll in an asynchronous online school that is not a virtual public charter).
- Therefore, ODE has focused primarily on building state capacity related to effectively addressing behaviors of concerns while supporting meaningful access to full school days.

# How has ODE intervened for this population of students?

- ODE's efforts to work with districts to implement SB 819 have been designed to ensure progress in state capacity to meaningfully address behaviors of concern is ongoing, durable, and sustainable.
- We have focused first on systems building, and are working to iterate initial systems based on learning from implementation in the 2023-24 school year.
- Those learnings will improve our support for this population moving forward.



# How has ODE intervened for this population of students?





SB 819 is working.

# Fewer Students Receive ASDPs

- When SB 819 passed in 2023, reporting indicated that nearly 1000 students with disabilities were placed on or receiving an abbreviated school day as defined in ORS 343.161 (now repealed).
- State definitions for ASDP changed under SB 819, so there is no perfectly comparable analysis of data from ORS 343.161 and SB 819/1558.
- In its initial data collection, ODE included a placement reason code (i.e., behavior needs) for ASDPs that enables us to estimate the number of students who would currently be placed on or receiving an abbreviated school day program as defined in ORS 343.161.
- As of May 1, 2024 the current number of students placed on an ASDP due to disability-related behavior is 463.

# 2024-25 Phases of Implementation

**Complaint System &  
Ongoing Monitoring  
Systems**

**Phase 3**

**Refine & Revise to  
Support Systemic  
Improvement**

**Phase 4**

**Continuous  
Improvement  
Cycles & Intensive  
Intervention**

**Phase 5**

# Continuous Improvement Efforts

Looking  
Forward

## NEW DATA APPLICATION

The new data application will launch in July 2024. This user-friendly application for school districts will allow for easy internal data analysis.

## UPDATED GUIDANCE

Aligned with the new data application release, updated guidance (e.g., integrated SB 1558 information) will be available on our website.

## ONGOING PROFESSIONAL LEARNING

Through Regional Technical Assistance and other training mechanisms, professional learning will be provided on an on-going basis. Webinar series for use of Abbreviated School Day Programs and Disability Related Behavior.

## INTEGRATED EFFORTS WITH GENERAL SUPERVISION

Tracking Abbreviated School Day Programs within our general supervision framework will support integrated systemic improvement efforts.

## RESPONSIVE COMPLAINTS & INVESTIGATIONS PROCESSING

The complaints and investigations team will process and respond accordingly to complaints received.

# Next Steps In Implementation

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## 2024-25 School Year

### **Revised Data Application**

- Allows for more responsive updates
- Provides access to each District Support Specialist
- More robust data reporting

### **Targeted Interventions for School Districts**

### **Professional Learning Series**

- Continue Technical Assistance for ASDPs
- Supporting Districts with Disability-Related Behavior



# Questions?