|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student: |  | | | | |  | Date: |  | | | |
| Student DOB: | | |  | | |  | Resident District: | |  | | |
| Student Grade: | | | |  | |  | Resident School: | |  | | |
| Parent(s) Name: | | | |  | |  | Attending School: | |  | | |
| Eligibility | | Eligible due to Child Find | | | Eligible under IDEA | | | | | Eligible under Section 504 |

**Instructions**

*This form is designed to support IEP and 504 teams’ initial consideration of placement on an abbreviated school day program. This form should be used for students who are currently receiving a full school day program when an IEP or 504 team believes that an abbreviated school day program placement may be appropriate.*

1. For what reason is an abbreviated school day program placement being considered?

To Meet IEP Goals Related to Behavior  To Meet Student’s Medical Needs

Personal Choice of the Student/Parent to Attend Alternative Education Program

Personal Choice of the Student/Parent who is on Track to Graduate

Other (describe):

1. Describe the student’s history of prior abbreviated school day program placements, including the start and end dates of any prior formal or informal placements of the student on an abbreviated school day program.

1. Describe the school district’s reasonable efforts and measurable steps to support the student’s 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.

1. Describe the barriers that are preventing the student’s 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.

1. Describe the reasonable alternative placement(s) offered that included appropriate supports for the student and that could enable the student to have meaningful access to the same 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 (or other prescribed comparison group). At least one reasonable alternative placement must be offered.

1. Describe the specific provisions of the proposed abbreviated school day program.
2. How many hours of instruction and educational services will be provided each week to the student while the student is placed on the abbreviated school day program?

1. How will the abbreviated school day program be designed to make progress toward the student’s individualized learning goals and progress in the general curriculum?

1. How will the abbreviated school day program be designed to support the student’s return to a school day program that is not an abbreviated school day program?

1. By what date is the student expected to return to a school day program that is not an abbreviated school day program?

1. Describe any other relevant specific provisions of the abbreviated school day program, if applicable.

**Parent or Foster Parent Acknowledgment**

* I acknowledge that I received the above written statement summarizing the documentation related to reasonable alternative placements and the abbreviated school day program placement offered to the student as required by SB 819 (2023).
* I have not yet been notified of this information in a language and format accessible to me and need further assistance in understanding the information included in this document.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Signature |  | Name (Printed) |  | Date |

**Instructions for Using the Information to Consider About Possible Initial Abbreviated School Day Program Placement Sample Form**

ODE intends this sample form as a support for school districts implementation of SB 819, related to the Act’s requirements for initial placement on an abbreviated school day program. This specific form is designed to support IEP and 504 team consideration of an abbreviated school day program for an individual student and includes specific requirements prescribed by SB 819 for such discussions, including the requirements in Section 3 (1)(c) and (d):

SECTION 3. A school district may not provide an abbreviated school day program to a student with a disability unless all of the following are satisfied: (1) The student’s individualized education program [or Section 504 Plan] team: (c) Documents that the school district offered at least one reasonable alternative placement that included appropriate supports for the student and that could enable the student to have 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. (d) Documents the specific provisions of the abbreviated school day program, including: (A) How the abbreviated school day program will be designed to: (i) Support the student’s return to a school day program that is not an abbreviated school day program; and (ii) Make progress toward the student’s individualized learning goals and progress in the general curriculum; (B) The number of hours of instruction and educational services to be provided to the student while the student is placed on the abbreviated school day program; (C) How the student’s progress toward the student’s individualized learning goals and progress in the general curriculum will be measured; and (D) The date by which the student is expected to return to a school day program that is not an abbreviated school day program.

Prior to the discussion of the abbreviated school day program placement, the school district must provide a written statement to the student’s parent or foster parent in a language and format accessible to the parent or foster parent informing the parent or foster parent of specific information about abbreviated school day programs. ODE recommends using the sample **Information to Consider About Possible Initial Abbreviated School Day Program Placement** sample form for this purpose.

The **Information to Consider About Possible Initial Abbreviated School Day Program Placement** sample form should be completed and reviewed prior to seeking informed and written parent consent for placement on an abbreviated school day program. Where applicable, the written statements in response to prompts on this form should summarize the documentation related to reasonable alternative placements and the abbreviated school day program placement offered to the student.

While ODE’s sample forms aim to support effective implementation of SB 819, no form alone ensures compliance with legal requirements or enables effective implementation. Accordingly, school districts should seek legal counsel as appropriate in order to ensure compliance with all state and federal laws, including SB 819, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act (IDEA).

Please follow the steps below to complete the form:

1. **Student Information**: Fill in the student's name, date of birth, grade, and other relevant details. Check the appropriate box to indicate the student's eligibility status.
2. **Reason for Consideration**: Check the box that best describes the reason an abbreviated school day program placement is being considered for the student. If none of the provided options apply, describe the reason in the "Other" field.
3. **Student's History**: Provide a detailed description of the student's history of prior abbreviated school day program placements, including start and end dates.
4. **Efforts and Barriers**: Describe the school district's efforts to support the student's access to instruction and educational services, as well as any barriers that are preventing this access.
5. **Alternative Placements**: Describe the reasonable alternative placement(s) that have been offered to the student, including any appropriate supports.
6. **Proposed Program Provisions**: Provide detailed descriptions of the proposed abbreviated school day program, including the number of hours of instruction and educational services, how the program will support the student's progress, and the expected return date to a non-abbreviated school day program. For students with a 504 Plan, if individualized learning goals are not applicable, provide a detailed explanation as to why. If individualized learning goals are necessary, ensure they are clearly outlined on the Individualized Learning Goals form. Where appropriate consider the need for an initial evaluation for special education.
7. **Parent or Foster Parent Acknowledgment**: The parent or foster parent should read the acknowledgment statements and check the appropriate box. They should then sign and print their name, and write the date.

Please remember that this is a sample form provided by ODE for reference. School districts may use this form or develop their own form that enables the district to meet the requirements of all state and federal laws, including the ADA, Section 504 of the Rehabilitation Act, and the IDEA. ODE recommends that school districts seek legal counsel in establishing implementation and documentation procedures related to SB 819 to ensure implementation in a manner that meets state and federal requirements consistent with local context.

**Disclaimer:** This document is a sample form provided by the Oregon Department of Education (ODE) as a reference tool to assist school districts in implementing the requirements of Senate Bill 819. Its use is not mandatory. School districts may choose to use this form, develop their own, or adapt it to their specific needs to ensure compliance with all state and federal laws, including the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA). ODE strongly recommends that school districts seek legal counsel when establishing implementation and documentation procedures related to SB 819 to ensure they are implemented in a manner that meets state and federal requirements consistent with local context.