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

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

[ ]  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. What is the student’s present levels of performance (include, as appropriate, academic and behavioral data)?

1. What type of individualized learning goals does the student need?

[ ]  Academic Goals [ ]  Behavior Goals [ ]  The student does not require learning goals

[ ]  Other (describe):

1. Describe the team’s rationale if the student **DOES NOT** need individualized learning goals.

1. If the student **DOES** need individualized learning goals, describe why those goals are not being addressed through an IEP.

[ ]  The student was evaluated/re-evaluated for an IEP and did not qualify.

[ ]  The student is currently being evaluated for eligibility under the IDEA.

[ ]  The parent declined an evaluation or services offered by the IEP team.

[ ]  The student’s disability does not fit into one of the disability categories of the IDEA.

[ ]  Other (describe):

1. If the student **DOES** need individualized learning goals that do not necessitate an IEP, describe the student’s individualized learning goals and how progress toward those goals and progress in the general curriculum will be measured.

1. In reviewing this form, the district newly suspects or has reason to newly suspect the child is or may be a child with a disability and will pursue an initial evaluation for special education eligibility.

[ ]  Yes, the district suspects or has reason to suspect the child may be eligible for special education. *(If this is marked, follow district procedures for special education referral.)*

[ ]  No, the district does not suspect or have reason to suspect the child may be eligible for special education.

**Instructions for Using the Abbreviated School Day Program Plan 504 Plan Supplement – Individualized Learning Goals Sample Form**

ODE intends this sample form as a support for school districts implementation of SB 819, related to the Act’s requirements for individualized learning goals, when applicable, for students with 504 Plans who are on or being considered for placement on an abbreviated school day program.

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. Fill in the student's information at the top of the form.
2. Check the eligibility status box to indicate the student is eligible under Section 504.
3. **Reason for Consideration**: Check the applicable box for why an abbreviated schedule is being considered. Provide details if selecting "Other."
4. **Present Levels of Performance**: Summarize the student's current academic and/or behavioral performance levels. Include recent evaluation data and observations.
5. **Learning Goals**: Indicate if the student needs academic and/or behavior goals. Provide rationale if goals are not needed per #4.
6. **IEP Consideration**: If goals are needed, explain why the goals are not being addressed through an IEP. Provide details on evaluation results and/or parent input, as appropriate. If, in this process, the district becomes aware of new information or now newly becomes aware of the student’s potential eligibility under the IDEA, the school district should pursue consent for an appropriate comprehensive initial evaluation. This may require a referral to another school-based team (e.g., child find team, MTSS team, IEP team).
7. **Measurable Goals**: If individualized learning goals are needed, describe the specific goals and how progress will be measured. Align with present levels described in #4.
8. **Child Find:** Determine whether, based on the information reviewed in this process, the school district now newly suspects or has reason to newly suspect that the child may be eligible under the IDEA. If this suspicion exists, the school district should follow appropriate child find procedures.
9. The Section 504 team must obtain informed and written parent consent prior to implementing an abbreviated schedule.

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.