

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

*This form is designed to support IEP and 504 teams' consideration of continued placement on an abbreviated school day program. Teams should use this form to document all applicable information about the student's circumstances.*

Within 25-35 calendar days of a student's placement on an abbreviated school day program, the IEP or 504 team must meet to review the student's program. Thereafter, the IEP or 504 team must meet again to review the student's program at least every 30 calendar days, unless the parent or foster parent provides written consent to meet less frequently. As part of the required meeting of the student's IEP or 504 team to review the student's abbreviated school day program and discuss whether to continue placement on the abbreviated school day program, the IEP or 504 team must address the following considerations. This information must be provided in a language and format accessible to the parent or foster parent.

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

If the student is currently placed on or receiving an abbreviated school day program, summarize their progress. Consider the student's progress during the placement overall and since the most recent meeting.

2. 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.
3. Describe the specific provisions of the abbreviated school day program, including how it will be designed to support the student's return to a school day program that is not an abbreviated school day program.

4. Describe the measurable steps the school district is taking to provide the student with 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.
5. Describe how the abbreviated school day program will be designed to make progress toward the student's individualized learning goals and progress in the general curriculum.
6. Describe how the student's progress toward their student's individualized learning goals and progress in the general curriculum will be measured.
7. Describe any other relevant specific provisions of the abbreviated school day program, if applicable.
8. By what date is the student is expected to return to a school day program that is not an abbreviated school day program (i.e., receive 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)?

**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 Continued Placement on an Abbreviated School Day Program Sample Form

ODE intends this sample form as a support for school districts implementation of SB 819, related to the Act's requirements for reviewing placement on an abbreviated school day program. This specific form is designed to support IEP or 504 team review of a continued abbreviated school day program placement for an individual student and includes specific requirements prescribed by SB 819 for such discussions. Specifically, Section 4 (2)(c) of SB 819 requires that:

(c) During each meeting of the student's individualized education program team while the student is placed on the abbreviated school day program: (A) Obtain from the parent or foster parent a signed acknowledgement that the parent or foster parent received the information described in paragraph (a) of this subsection; (B) Review the student's progress on the abbreviated school day program; (C) Consider at least one reasonable alternative placement that includes 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; and (D) If the individualized education program team recommends continuing the abbreviated school day placement, consider whether the number of hours of instruction and educational services should be increased. (d) If the parent or foster parent provides informed and written consent to continue an abbreviated school day program placement, include in the student's individualized education program or 504 Plan a written statement that: (A) Explains the reasons the student was placed on the abbreviated school day program; and (B) Describes in detail other reasonable options that were considered and documents why each option considered was not implemented.

Prior to the meeting to review 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 **Notice of Required Information Prior to Review Meetings** sample form for this purpose. The school district must also receive a signed acknowledgement from the parent or foster parent that they received this information. ODE recommends using the **Acknowledgement of Notice of Required Information Prior to Review Meetings** sample form for this purpose.

The **Information to Consider About Possible Continued Placement on an Abbreviated School Day Program** 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's History:** Describe the student's history of abbreviated school day program placements, including the date the student began the current abbreviated school day program and the start and end dates of any prior formal or informal placements on such a program.
2. **Progress Summary:** If the student is currently placed on an abbreviated school day program, summarize their progress. Consider the student's progress during the placement overall and since the most recent meeting.
3. **Alternative Placements:** 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. At least one reasonable alternative placement must be offered.
4. **Program Provisions:** Describe the specific provisions of the abbreviated school day program, including how it will be designed to support the student's return to a school day program that is not an abbreviated school day program.
5. **Measurable Steps:** Describe the measurable steps the school district is taking to provide the student with 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.
6. **Learning Goals:** Describe how the abbreviated school day program will be designed to make progress toward the student's individualized learning goals and progress in the general curriculum. 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. **Progress Measurement:** Describe how the student's progress toward their student's individualized learning goals and progress in the general curriculum will be measured.
8. **Additional Provisions:** If applicable, describe any other relevant specific provisions of the abbreviated school day program that have not been covered in the previous sections.
9. **Expected Return Date:** Indicate the date by which the student is expected to return to a school day program that is not an abbreviated school day program. This should be the date when the student is expected to receive 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.

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.