|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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’ consideration of placement on an abbreviated school day program when it’s recommended that a student with a disability be placed in a program or school that offers fewer hours of instruction and educational services than are provided to the majority of other students who are in the same grade within the student’s resident school district.*

**Related Requirements from SB 819**

* Prior to the placement of a student with a disability in a school or program that operates on a different schedule than the schedule of the resident school district, the student’s resident school district shall ensure that the student has 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.
* When calculating the number of hours of instruction and educational services that are provided, the resident school district must compare the total number of hours of instruction and educational services offered over the course of two ordinary full school weeks.
* When a school district places a student with a disability in such a school or program, the student’s resident school district shall ensure that the student has 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 unless the student’s parent or foster parent has provided informed and written consent for an abbreviated school day program placement.

**Parent or Foster Parent Notice**

The school district is recommending that your child be placed in a program or school that offers fewer hours of instruction and educational services than are provided to the majority of other students who are in the same grade within the student’s resident school district. This placement is an abbreviated school day program placement unless a sufficient number of additional hours of instruction or educational services are provided to the student to ensure that the student has meaningful access to at least the same total 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.

**Comparison to Resident School District**

Compared to the majority of students who are in the same grade in your student’s resident school district, how many hours of instruction and educational services will your student not be able to access, over the course of two ordinary full school weeks, while placed on the abbreviated school day program, if they are not provided additional hours of instruction or educational services?

**Instructions for Using the Information to Consider About Possible Placement on an Abbreviated School Day Program in a School or Program that Operates on a Different Schedule Sample Form**

ODE intends this sample form as a support for school districts implementation of SB 819, related to the Act’s requirements for 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 in schools or programs that operate on a different schedule than other schools within the student’s resident school district. Specifically, this form is designed to support school districts’ ability to meet the following requirements from SB 819:

(5) If an individualized education program team recommends that a student with a disability be placed in a program or school that offers fewer hours of instruction and educational services than are provided to the majority of other students who are in the same grade within the student’s resident school district, the school district must inform the parent or foster parent in a language and format accessible to the parent or foster parent of the following:

(a) That placement in the program or school would be an abbreviated school day program placement unless a sufficient number of additional hours of instruction or educational services are provided to the student to ensure that the student has meaningful access to at least the same total 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

(b) The number of hours of instruction and educational services that, over the course of two ordinary full school weeks, the student will not be able to access while placed on the abbreviated school day program if the student is not provided additional hours of instruction or educational services as described in paragraph (a) of this subsection.

(6)(a) When a school district places a student with a disability in a school or program, the student’s resident school district shall ensure that the student has 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 unless the student’s parent or foster parent has provided informed and written consent for an abbreviated school day program placement.

(b) Prior to the placement of a student with a disability in a school or program, the student’s resident school district shall ensure that the student has 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.

(c) When calculating the number of hours of instruction and educational services that are provided by a school or program that operates on a different schedule than the schedule of the resident school district of a student with a disability, the resident school district must compare the total number of hours of instruction and educational services offered over the course of two ordinary full school weeks to determine whether the student will 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 in the student’s resident school district.

(d) The requirements of this subsection apply regardless of whether the resident school district has control over the school or program that the school district is considering placing the student with a disability in, including schools and programs that provide services under a contract with a school district or that serve students from multiple school districts.

ODE suggests that school districts should use the **Information to Consider About Possible Placement on an Abbreviated School Day Program in a School or Program that Operates on a Different Schedule** sample form during any meeting when an abbreviated school day program placement is being considered in any school or program that offers fewer hours of instruction and educational services than the number that are provided to the majority of other students who are in the same grade within the student’s resident school district.

As applicable, the **Information to Consider About Possible Placement on an Abbreviated School Day Program in a School or Program that Operates on a Different Schedule** sample form should be completed and reviewed prior to seeking informed and written parent consent 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. **Student Information**: Fill in the student's name, date of birth, grade, and other relevant details in the provided fields.
2. **Eligibility**: Check the appropriate box to indicate the student's eligibility status. The options include "Eligible due to Child Find", "Eligible under IDEA", and "Eligible under Section 504".
3. **Parent or Foster Parent Notice**: Read the notice provided by the school district regarding the recommendation for the student's placement in an abbreviated school day program. This notice explains that the placement offers fewer hours of instruction and educational services than are provided to the majority of other students in the same grade within the student's resident school district.
4. **Instruction and Educational Services**: Consider the number of hours of instruction and educational services that the student will not be able to access, over the course of two ordinary full school weeks, while placed on the abbreviated school day program, if the student is not provided additional hours of instruction or educational services.

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.