


Oregon Revised Statute 336.495 (2025)

Mandatory Return to School
Accommodation Following a
Concussion



Presenters

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HB 3007 Requirements

HB 3007 (2025) Requires ODE to:

- Establish a procedure for public education providers to use to develop and implement an immediate and temporary accommodation plan (ITAP) for a student who has been diagnosed with a concussion or other brain injury.
- Prepare a sample form, and include written instructions for the sample form, to assist public education providers in following the procedure to develop and implement an immediate and temporary accommodation plan

HB 3007 (2025) Requires Public Education Providers to:

- Upon receiving written notification from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, a public education provider shall initiate procedures developed by ODE to develop and implement an immediate and temporary accommodations plan.

Accommodations for Students with Concussions or Other Brain Injuries - OAR 581-021-3007

(1)(c) “Written notification” means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the public education provider that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a healthcare professional.

OAR 581-021-3007

Section 2

When a public education provider receives written notification from a parent or guardian that a student has been diagnosed with a concussion or other brain injury, the public education provider shall follow all procedures developed by the Oregon Department of Education to develop and implement an Immediate and Temporary Accommodation Plan (ITAP).

OAR 581-021-3007

Section 3

A public education provider shall use a sample form developed by the department or a district form that includes all content from the department's sample form when developing the accommodation plan described in section (2) of this rule.

OAR 581-021-3007

Section 4b

In considering the requirements of section (3)(a) of this rule, the public education provider **shall consider all physical activities occurring while the student is in school,** at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities, including but not limited to physical education, recess, unstructured play and similar activities provided by or sponsored through the public education provider that involve running, jumping, climbing, throwing, catching or other movements that pose a risk of falls, collisions or physical injury.

OAR 581-021-3007

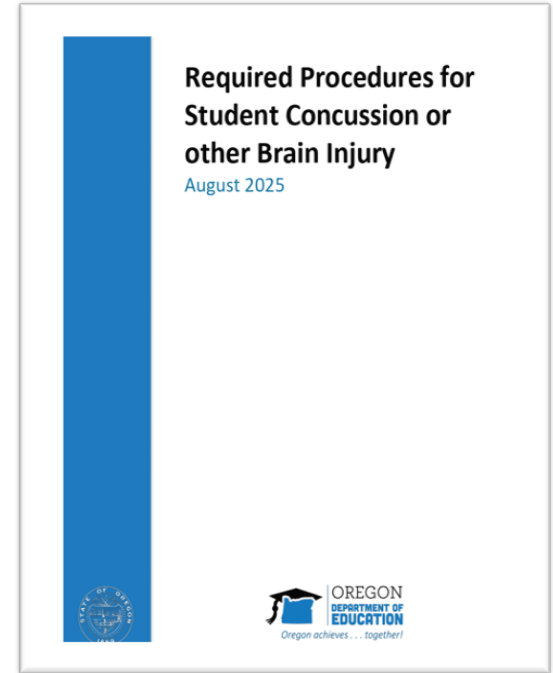
Section 5

Nothing in this rule prohibits a public education provider from determining that a student needs an immediate and temporary accommodation plan (ITAP) without receiving written notice from the parent or guardian that the student has been diagnosed with a concussion or other brain injury.

ODE Concussion and Brain Injury Procedures: **Context**

- A timely and coordinated school response to a concussion or other brain injury is **essential to ensuring student safety, supporting recovery, and maintaining academic progress.**
- Early identification and the use of temporary accommodations can **help reduce symptom severity, prevent further injury, and promote a smoother recovery.**
- **Returning to school as soon as medically appropriate, often with accommodations, helps students stay connected, emotionally supported, and cognitively engaged.**

Link: [Required Procedures for Student Concussion or Other Brain Injury](#)



ODE Concussion and Brain Injury Procedures: **Key Timelines**

Key Timelines Upon Receipt of Written Notification

- **Immediate: Physical activity restrictions** upon determination (Re: Max and Jenna)
- Within 10 school days: Full ITAP implementation
- Within 5 school days of implementation of the ITAP: First review
- Every 2 months maximum: Subsequent reviews after first review



School Building Brain Injury Management (SBBIM) Team

1. **Every public education provider must have policies and practices in place to ensure all students have access to a Brain Injury Management Team and receive appropriate accommodations following a brain injury.** Policies and practices must ensure:
2. A symptom-based return-to-school approach that adjusts academic expectations and supports in response to the student's current symptoms and stage of recovery.
3. Implementation and training of concussion protocols across all school buildings.
4. Oversight and consultation are provided for Brain Injury Management Teams.
5. Public education provider-wide **documentation is maintained**, and use of ODE's Immediate Temporary Accommodations Plan (ITAP) form and procedures are regularly reviewed.
6. Public education provider policies are updated and aligned with current state and medical guidelines.

SBBIM Team Composition

1. At a minimum, a School Brain Injury Management Team must include individuals who collectively meet the following qualifications and areas of expertise. **In some cases, a single individual may meet multiple qualifications and fulfill more than one role on the team.**
2. At least one person who is qualified to interpret medical information and determine necessary health related services and accommodations.
3. At least one person who is knowledgeable about brain injuries and concussions including the **physical, cognitive, and social-emotional symptoms a student may experience.**
4. At least one person who is qualified to determine physical, cognitive, and social-emotional accommodations based on the student's circumstances.
5. At least one person who is knowledgeable of the student's baseline functioning.
6. Other school personnel, if not already included, as appropriate (i.e. counselors, behavioral support staff, athletic trainers, school psychologists, or administrators.)

SBBIM Team Responsibilities

1. Initiate ITAP process upon notification of a concussion or other brain injury.
2. Using the ITAP, Identify symptoms and impacts on learning, and determine appropriate accommodations
3. Monitor student progress and adjust supports.
4. Ensure compliance with all timelines.
5. Coordinate with public education provider-level support.
6. Include the student in planning when developmentally appropriate.

Parent or Guardian Participation

The participation of a parent or guardian on the Brain Injury Management Team is strongly encouraged to ensure a comprehensive, student-centered approach to recovery. The Team must:

1. Provide timely notification and invitation to participate.
2. Offer multiple ways to participate (in-person, phone, video).
3. Document efforts to include parents/guardians.
4. Share completed ITAP and provide clear instructions for input.
5. Meaningfully consider parent/guardian input regarding accommodations.

Decision Making Authority

- The team shall work toward **consensus decisions firmly grounded in available assessment data, medical information, educational records, and observed student needs.**
- In the absence of complete information or documentation, **the team shall continue to determine accommodations using this collaborative, student-centered process, documenting the basis for decisions with available evidence.**
- This responsibility includes **implementing** necessary accommodations promptly, **monitoring** their effectiveness through data collection, and **making timely adjustments** as the student's recovery progresses.
- This same evidence based, collaborative approach must also guide decisions to **adjust or discontinue accommodations as the student's needs evolve**, with consistent documentation of the rationale for changes.

Immediate and Temporary Accommodations Plan (ITAP)

[Link via ODE](#)

TBI sustained on: _____ Date Written Notification Received: _____
Return to School Anticipated: _____ Date ITAP completed on: _____ By: _____
List other team members consulted _____
Parent/Guardian Name: _____ Contact _____
Medical Provider Name: _____ Contact _____

A concussion or other brain injury can significantly affect a student's ability to participate in learning by impacting physical, cognitive, emotional, and behavioral functioning. Each student's recovery is unique and may include periods of progress and setbacks. A timely, symptom-based response, including temporary physical, cognitive, and social-emotional accommodations is critical to ensuring safety, supporting recovery, and promoting continued access to education. In accordance with House Bill 3007 (2025) and OAR 581-021-3007 public education providers are required to follow [ODE's brain injury procedure](#) and use this Immediate and Temporary Accommodations Plan (ITAP) upon receiving written notification that a student has been diagnosed with a concussion or other brain injury. Plan components may be adjusted or discontinued by the Brain Injury Management Team as needed and must remain in effect until formally revised/discontinued.

Medical Documentation Date: _____ Notes: _____
Abbreviated Day Recommended? Y N Notes: _____
Related Medication in the Health Room Y N Notes: _____

The student reports the following signs and symptoms:

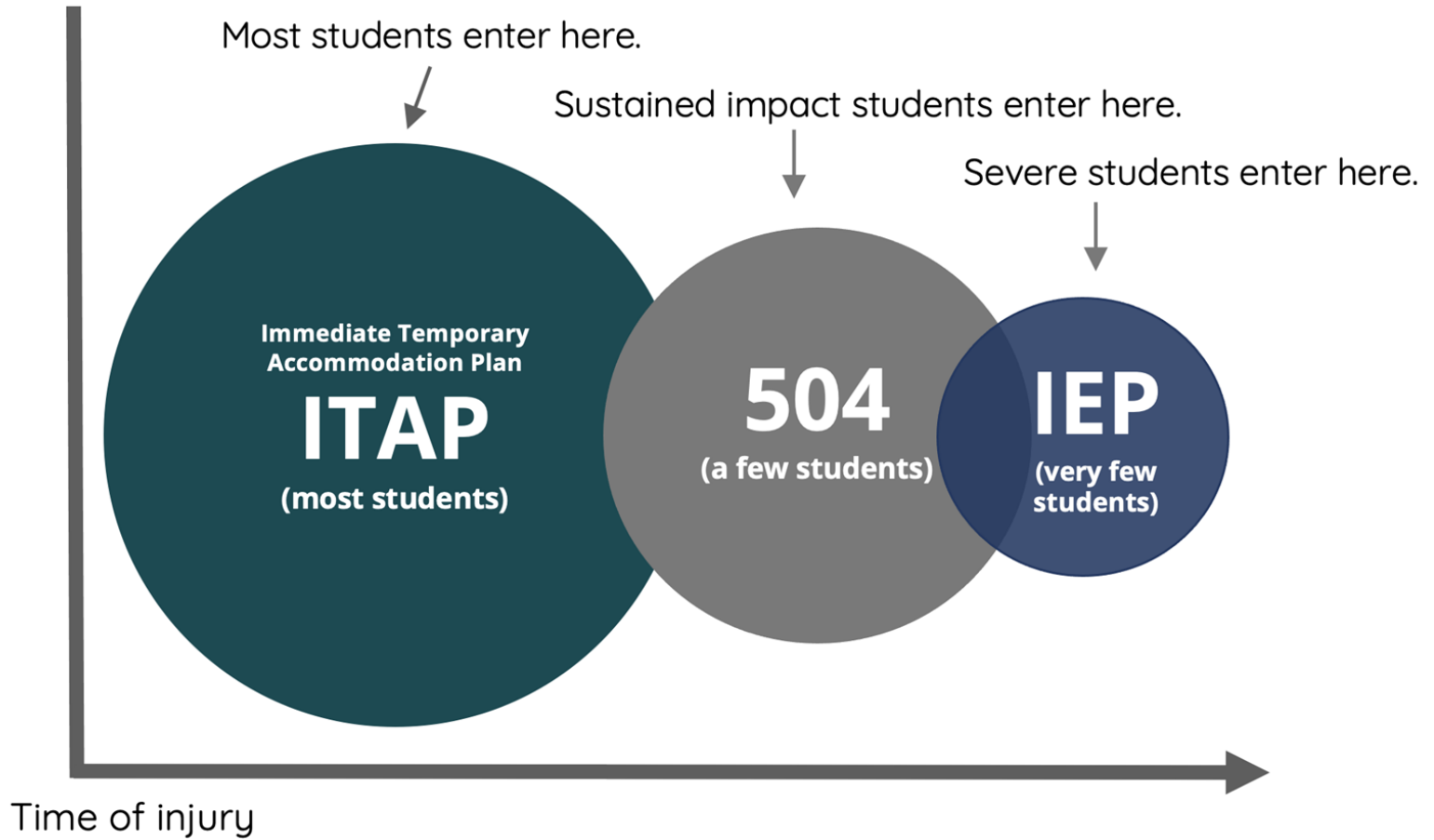
(See: [ODE's Symptom-Based Accommodation Guide](#))

PHYSICAL:

- Headache or head pressure
- Light sensitivity
- Sound sensitivity
- Smell sensitivity
- Fatigue
- Dizziness,
- Balance problems
- Nausea and vomiting
- Numbness or Tingling
- Ringing in ears
- Impaired sleep (more, less, or fragmented)
- Blurry or double vision
- Trauma associated seizures
- Other: _____
- Other: _____

COGNITIVE:

- Slowed information processing
- Difficulty with Attention and concentration
- "Brain fog"
- Difficulty with memory
- Trouble learning new information or retaining it
- Unable to follow instruction
- Inability to multitask or organize
- Difficulty tracking conversations
- Feeling "slowed down"
- Other: _____
- Other: _____



ITAP Procedures

The ITAP sample form provides a structure to support teams to:

- Determine if immediate physical activity limitations are necessary to ensure the safety of the student and minimize risk of additional injury.
 - Activities such as P.E., recess, unstructured play and activities that involve running, jumping, climbing, throwing, catching or movements that pose a risk of falls, collisions or physical injury.
- Identify present challenges and symptoms associated with the student's concussion or other brain injury.

ITAP Procedures (continued)

The ITAP sample form provides a structure to support teams to:

- Ensure that the accommodations are in effect within ten school days after receipt of written notification
- Review within 5 days, and then no later than two months.

ITAP Procedures (continued)

The ITAP sample form provides a structure to support teams to:

- **Determine** physical, cognitive, social emotional and other necessary accommodations that support the student's meaningful participation in educational activities.
- **Communicate** the accommodations to all teachers who provide instruction to the student and other school staff who have regular responsibilities for the student's supervision or health
 - May include school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervising recess or other physical activities.

A Quick Guide to Oregon's ITAP for Students with Brain Injury

Oregon's House Bill 3007 (passed in 2025) mandates an Immediate Temporary Accommodations Plan (ITAP) to support student recovery after a brain injury diagnosis.

WHAT IS AN ITAP?



A Required, Temporary Support Plan

Mandated by HB 3007 for students with a diagnosed brain injury.



Not a 504 Plan or an IEP

It is a short-term, symptom-based plan that may lead to a 504/IEP if needed.



Flexible and Collaborative

The plan is designed to be responsive to the student's recovery needs.

THE ITAP PROCESS: KEY TIMELINES

1. Triggered by Parent Notification

The process begins upon written request from a parent with medical documentation.



2. Immediately Limit Physical Activity

The team must determine if activity limitations (PE, recess, etc.) are necessary.

3. Within 10 School Days: Implement Full ITAP

The complete plan with all accommodations must be in effect.



4. Within 5 Days of Start: First Review

A follow-up is required to assess if the initial plan is appropriate.



5. Every 2 Months (Max): Ongoing Reviews

The plan is reviewed and adjusted as needed until formally discontinued.





cbirt

The Center on Brain Injury
Research and Training

The Center on Brain Injury Research and Training is located at the University of Oregon under the Department of Psychology.

Our team conducts research and training to improve the lives of children and adults with brain injury.

