

The Prior Written Notice

February 2023

Behavior Support Plans

How do we get one for a student on an IEP?

Behavior Support Plans should be created when school/classroom supports are not sufficient *and* additional supports (Check-In/Check-Out, Check&Connect, social skills instruction, regular meetings with the school counselor, reviewing/adjusting the IEP, or other interventions), were attempted but did not result in positive changes.

Behavior Support Plans (BSPs) should be based on the school team's understanding of *why* the student is engaging in negative behaviors. This can often be deduced by gathering information about the student in a process called Functional Behavior Assessment (FBA).

Step 1: Conduct a basic Functional Behavior Assessment

In 4J, for all students, an initial FBA should be completed at the school level.

- Each school should have several staff trained to conduct basic FBAs and lead teams in developing an initial BSP. This should be a *team* process, not the actions of a single individual.
- For students receiving Special Education, the IEP Case Manager is considered the FBA team lead, with the IEP team (including the parent) as the FBA team.
- If your school does *not* have at least three trained staff, please look for an upcoming FBA training by our 4J Behavior Consultants!

Step 2: Create a Behavior Support Plan


The building team (GenEd students) or IEP team (SpEd students) develops a BSP.

- The data collected from the Tier1 and Tier 2 levels should inform the areas or routines that need the most support.
- The BSP should inform staff how to *prevent* the undesired behavior from occurring, *teach* appropriate alternatives, *reinforce* appropriate student choices, and *respond* when the undesired behavior occurs.
- The team should share the BSP with all adults who work with the student, with the intent that all staff are working to prevent, teach, reinforce, and respond to the student's behaviors in a consistent way.
- The team also creates a method for monitoring the BSP -- how will you know if it's having an impact? This usually involved tracking *daily* behavior (not just office referrals) through a point card, a teacher checklist, or other monitoring tool.

For more information, including specific details about **Consent** and **Prior Written Notice** requirements, see the 4J SpEd Procedural Manual: [Behavior Support Plan process](#) & [FBA/BSP Documents](#)

Step 3: Attach the BSP to the student's record in Synergy

This occurs in Synergy SIS, not in Synergy SE.

- Make sure your Synergy *focus* is set to the student's school.
 - Find the desired student, then, select the Documents tab.
 - Select the +ADD button, which will prompt you to upload your document.
 - Change the DOC DATE to the date the BSP was written.
 - Change the DOC CATEGORY to *Behavior Support Plan*.
 - Click the green SAVE button near the top of the screen.
 - Within 24 hours, this upload will produce the "b" behavior alert on the student's Synergy file and all staff who access that student in Synergy will be alerted that the student has a BSP and will be able to review the BSP when needed.
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For students with an IEP.

- A BSP should be noted in multiple locations on the IEP document.
- For details, see the [SpEd Manual](#).

Step 4: 4J Behavior Consultants

Behavior Consultants are assigned to specific regions or schools across the district.

They are available to answer questions and offer guidance. The Behavior Consultants (and Autism Consultants for students with ASD) can be *directly involved* in the FBA/BSP process if:

- The existing BSP has been implemented for several weeks (at least four, preferably six), but little to no improvement in student behavior has been observed.
 - There has been a substantial increase in the intensity or frequency of the inappropriate behavior.
 - The GenEd staff member leading the FBA process has only recently been trained in FBAs/BSP; or the IEP Case Manager is a newly-hired teacher.
 - The student already has Behavior Consultation or Autism Consultation on their IEP.
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Upcoming Events

Important dates on the SSD Calendar

February 16: SSD Representative Council meeting, 4:00 at Ed Center

February 20: No School -- Presidents Day Holiday



Frequently Asked Questions

Some of your colleagues have been asking...

➤ **In emails, should we use student names, or initials, or another abbreviation?**

Always use the student's full name in emails. If the student's name is Jane Doe, please *do not* refer to the student as *J.D.*, or as *JaDo*, or any other configuration of partial names/initials.

If you want to use Jane D. in the subject line, that's fine -- but be sure to use Jane Doe in the text of the email so it is clear which student you are referring to. Staff who work at multiple schools or with multiple classes cannot easily determine who *J.D.* or *JaDo* or *Jane D* is.


Using the full name is also recommended by legal counsel. Why? Because every email written about a student is considered part of the student's Educational Record, no matter how we disguise their name. Emails are considered "discoverable evidence" in legal proceedings -- and emails with the student's initials or partial-names in them will be examined when a records request is filed by parents or their lawyers. It makes everyone's work easier to use full names.

➤ **For a student who moves into 4J with an IEP, what do I do with the SpEd records from the previous district?**

Once the in-state or out-of-state move-in process is completed and finalized, please do two things:

1. Scan/upload the previous district's documents and attach them to the Move-In Process in Synergy. [You could also submit a CMA Request to have these records scanned/uploaded];
2. Send all records from the previous district to SSD Records.

The files at the SSD Records office are the Legal Record of the student's special education history -- not Synergy documents, and not documents kept in a teacher's files or in a school's cumulative file. This is why all special education documents -- created by our district or by a previous district -- need to have a physical copy located in the SSD Records room.



➤ How should we handle it if a parent asks for us to provide ABA therapy in school?


Many parents have asked IEP teams to include ABA therapy as part of the student's IEP. However, this is almost *never appropriate* because:

- Districts are not required, nor is it best practice, to specify the *curriculum* or *instructional method* that will be used to implement the IEP (which should be designed to allow the student to make reasonable progress in light of their disability and circumstances). ABA is a method.
- If we put ABA therapy on an IEP, then the district is obligated to deliver the therapy or pay for an outside agency to deliver it for this student.
- If a student is receiving ABA therapy from an outside agency, we should still not indicate that therapy as part of the student's IEP program, because we are not providing it.
- If the parent pulls the student out of school to receive ABA during the school day:
 - We should not alter the IEP, or abbreviate the student's school day, to accommodate this.
 - The IEP team should let the parent know that the student may be missing important GenEd instruction and/or special education services when they go to therapy; and,
 - The case manager should write a PWN of Stand Ready to alert the parent that we will provide the student's full IEP whenever they attend school for the full day.

Breaking News

Increasing Student Work Completion

McCornack Elementary special education teacher Lisa Winter is helping students make huge strides in completing their schoolwork. With Lisa's guidance, students across the school are using Google Read&Write to compose paragraphs in the classroom -- and not just students with IEPs! Any student who is challenged by writing to this. The engagement and excitement for written work has increased throughout the school. Students are also using Read&Write to fill in text boxes, using the microphone, to complete assignments on Seesaw, and some students are using AVID strategies (three-column notes) with the aid of Read&Write. This Google tool supports students by increasing



work completion and helping them keep pace with their peers; they can now communicate effectively and efficiently. Lisa believes we are just scratching the surface of the many possibilities of accessibility tools for students...all students. Way to go, Lisa!

SSD Spotlight

Special Education Consultants

Special Education Consultants occupy a unique position within the Psych/Consultant group and Eugene 4J School District. The job consists of a hybrid of evaluation and case management tasks. Special Education Consultants often conduct reevaluations and initial evaluations in their assigned buildings and programs, as well as develop and review IEPs. They are able to conduct academic testing and hold the meetings needed to establish eligibility or complete the IEP process. In addition, they facilitate student transitions between special programs and treatment programs such as Lane School, The Child Center, Bridgeway House, Jasper Mountain, Looking Glass programs, and Fox Hollow's ESD programs. The Consultants also meet with teams to facilitate out-of-district placements, ESD Life Skills placements, and alternative education placements. They serve as the point of contact for enrollment and information about the various transition programs and alternative education programs. Special Education Consultants are also involved in specialized tasks such as coordinating the Extended Assessment Program in 4J.

As licensed special education teachers, Special Education Consultants grasp the skills required for teaching and case management, and this places them in a unique position to be problem solvers in cases that involve unique issues with complex children. Often, buildings and programs rely on Special Education Consultants as the primary source of information to help address issues with families or staff. They also facilitate the exchange of information between in-district and out-of-district itinerant specialists. A particular skill required for Special Education Consultants is to develop strong relationships with families whose children are going through difficult transitions into or out of a variety of programs. They may investigate alternative education options, behavior programs, and transition programs to find openings and determine if a program is a good fit for a student and the family.

Have an idea or a topic for a future newsletter? Contact Karen Apgar at apgar_k@4j.lane.edu