

The Prior Written Notice

March 2023

Taking Minutes at an IEP Meeting

Meeting Summary/Attendance Form

In 4J, it is expected that meeting minutes are taken for *all* special education meetings: Evaluation Planning, Eligibility, and IEP. This is where the Meeting Summary/Attendance document comes in handy -- not only does it provide a place to list the meeting attendees, but it also provides space to provide a summary of the important parts of the meeting. (*Note:* The form does not actually require *signatures*. If you find that passing this form around to “take attendance” is a nice way to start your meetings, however, go right ahead!)

Meeting notes should cover the Three Ds: *Discussions, Disagreements, and Decisions.*

- *Discussions:* This is usually a few sentences or brief phrases to note what topics were discussed. For example:
 - “The school psychologist reviewed Jordan’s evaluation results, then walked the team through the disability criteria. All team members agreed that Jordan meets criteria for Other Health Impairment disability and this is interfering with Jordan’s ability to learn new academic skills appropriately. The team agreed that Jordan needs special education due to this disability. Each team member signed their agreement to this eligibility.”
- *Disagreements:* This provides more detail when particular concern arises or when team members had differences of opinion about the IEP. The minutes should also explain how the IEP team resolved those concerns. For example:
 - “Ava’s parent requested that math be added to the IEP. However, the math teacher showed the team that Ava is performing similarly to most of her math classmates (39th

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- percentile on Winter benchmark and earning a B in class). The team determined that Ava does not need SDI in math. Ava's parent agreed."
- **Decisions:** This could be as simple as a statement that all team members agreed to the IEP as drafted. Or it may require more explanation, such as:
 - "After a long discussion of the pros/cons of adding direct adult support to Ben's IEP during his time in regular instruction, the team decided that Ben did not require that level of direct support. Ben is making steady progress on his goals with his current small group instruction. An adult working only with Ben would be a more restrictive choice and may interfere with Ben's on-going goal of improving social interactions with peers. Parents did not agree with this decision."

The minutes of the meeting are not technically part of the IEP document, which is why we do not send a copy home to parents when we send home all of the IEP paperwork. However, the minutes *are* part of the official educational record and can be used to help resolve future disagreements about what was agreed to at the meeting, as individual team members may not always share the same memories of the meeting at a later date.

Upcoming Events

Important dates on the SSD Calendar

March is Developmental Disabilities Awareness Month

March 8 - 20: Kindergarten Orientation sessions; date varies by building

March 15: Strength in NeuroDiversity Festival. 6:00-8:30 at South Eugene High School.

March 16: Secondary Only – Grading Day. (No school for students).

IEP Progress Reports should be sent home within 10 days of this grading day. Submit a CMA ticket to have reports printed and sent home! (If you send them yourself, please still submit a CMA ticket to have Progress Reports printed for SSD Records -- this is the legal record.)



March 17: Workload Relief Day.

March 27 - 31: Spring Break.

April 3: Professional Development and Planning Day. (No school for students)

Frequently Asked Questions

Some of your colleagues have been asking...

➤ How do we decide whether or not to add Transportation to an IEP?

Some students need Transportation as a Related Service, but it is not an automatic service provided for all students on an IEP. Related Services are only provided when, due to the student's disability, the student would not otherwise be able to access their specially designed instruction.

The goal should be to integrate students into regular education bus routes to the greatest extent possible. But, when a student's disability would prevent them from getting to their SDI location without specialized transport, we should include transportation on the IEP. Here are some considerations:

- A. The team must consider all factors and determine if specialized transportation is necessary *due to the student's disability or related needs*.
- B. If the student's transportation needs are not immediately clear to the team, the team should conduct an informal [Transportation Assessment](#).
- C. *Note:* Transportation decisions should NOT be made based on parent preference, work-schedule, or convenience.

For more information, please refer to the 4J SpEd Procedural Manual page for [Transportation](#).



➤ This whole Abbreviated School Day thing is very confusing...

Yes, it is! Part of the confusion comes from the fact that the Oregon Department of Education never wrote any administrative rules (OARs) to tell school districts how to enact this legal requirement, even though the law went into effect over five years ago. And now, just to make it more fun, the Oregon legislature is currently working on rewriting the original statute on this topic...

So, for now, these are the top tips we can offer:

- Shortening a student's school day should be the choice-of-last-resort after all other options have been exhausted. All students are entitled to a full school day.
- If an IEP team *does* decide that an abbreviated day is truly the least restrictive option for a student, they should follow the procedures laid out in the SpEd Procedural Manual, [here](#).
- If a *parent* requests a shortened day, the IEP should *not* be amended. The IEP was designed to provide a Free Appropriate Public Education (FAPE) for this student, based on a full day of school. If the parent wants to shorten their child's day, the Case Manager should remind the parent that taking the student out of school may affect the student's ability to make progress on their goals. Then, provide a Prior Written Notice to the parent indicating that we stand ready to provide FAPE to their child when they choose to return them to a full day of school.

If the legislature passes the amended statute, we will hope that ODE writes some administrative rules to explain our requirements. Stay tuned!

➤ Remind me how to get a language interpreter at my meeting?

Spanish is the most common home language for 4J students, other than English. If you need Spanish interpretation at a meeting:

- Submit a CMA ticket and request a Spanish interpreter to attend an already-scheduled meeting and the CMAs will set this up.

If you need an interpreter for a language other than Spanish:



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- We are using the [Language Link](#) service. This can be set-up by you directly, or you can send a CMA ticket.
 - Please also use Language Link whenever you need to make a brief phone call to a parent -- this is for any language other than English.

On a related note, if you need official SpEd documents translated and sent to parents, you may send a CMA ticket for that.

- CMAs will use the Synergy translation tools to create documents for the parent.
- *Evaluation reports will not be translated.* This is why it is imperative that the report is *explained* to the parent at the meeting using an appropriate interpreter. Some individuals have created short evaluation summaries and used [DeepL](#) to provide a decently-interpreted summary for the parents to keep.

Breaking News

Goalbook Superstars!

SSD provides access to the Goalbook system to help create *data-based Present Levels* that lead directly to *standards-based goals* that are measured using *appropriate progress-monitoring tools*. Even highly-skilled teachers can improve their practice by using this tool! A great big Shout Out to our most-frequent Goalbook users for this school year (so far):

Kim DeLeon, Bob Reed, Tracy Lightner, Kathryn Young, & Taylor Eldridge

Our top users are creating excellent targeted goals for their students' IEPs. Across the district, special educators have accessed 4840 resources through Goalbook this year! We challenge every IEP author to dive into Goalbook and find dozens of easy-to-use, high-quality goals for your IEPs. Log in to Goalbook here: https://goalbookapp.com/accounts/users/sign_in

If you need help accessing the program, please contact Shawna Scroggins at scroggins_s@4j.lane.edu.



SSD Spotlight

Behavior Consultants



Say “hello!” to your SSD Behavior Consultants. They work collaboratively with teachers, administrators, and school-based teams to provide practical strategies and interventions for promoting positive behavior in schools. Using a *Multi-Tiered System of Support* and *Collaborative Problem Solving* focus, Behavior Consultants partner with school staff to brainstorm about building-based intervention needs as well as individual student needs.

Some key activities for Behavior Consultants include:

- Supporting school based teams to determine interventions for students, based on data
- Collaboratively developing Escalation Cycle Plan / Safety plans for individual students
- Attending IEP meetings/ Serving Consultation minutes on IEPs
- Collaborating with IEP teams to refine or redesign behavior plans that are not meeting a student’s needs (*Remember: the IEP team is responsible for a student’s initial Functional Behavior Assessment and Behavior Support Plan*)

Behavior Consultants also provide training in approaches, strategies, and best practices to support all students such as:

- Social skills interventions, planning, data collection strategies, tips and tricks
- Preventative strategies, such as Collaborative Problem Solving
- Functional Behavior Assessment/ Behavior Support Plan procedures
- Mandt (de-escalation strategies)

For any other questions about what they can help with, just ask!

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