

The Prior Written Notice

September 2023

Welcome Back

Things to Do as You Start the Year

Double-check your caseload in Synergy -- Make sure all your students are in your Portfolio

For each student, open the Team tab and *make sure the team is current and accurate.*

Start planning for student IEP and Reevaluation due dates for the year

Note which students have reevaluations this year -- Case Managers and Evaluators should coordinate to align eligibility and IEP dates wherever possible.

Plan IEPs and/or Eligibility meetings about a month before the earliest due date. This will allow time to reschedule before the due date in case meetings are canceled for any reason.

Review how to send paperwork to SSD records and how to submit CMA tickets.

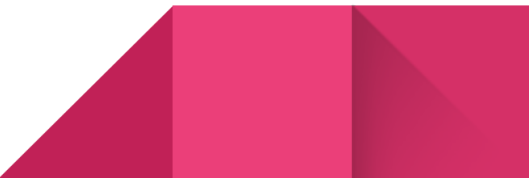
All paperwork from Eligibilities and IEPs must be submitted to SSD Records using a Cover sheet (in the Appendix of the SpEd Manual).

Case Manager Assistants (CMAs) can upload, mail, and file paperwork packets once you've sent them to SSD. The process is in the SpEd Manual.

Bookmark the 4J Special Education Procedural Manual.

<https://sites.google.com/4j.lane.edu/4j-sped-procedural-manual/>

This is your first go-to resource for any process or procedure questions you may have. If you cannot find the answer in the Manual, contact Karen Apgar (apgar_k@4j.lane.edu), for assistance.



New Regular Feature: ASDP Updates

What we know (right now) about Abbreviated School Day Program law

As presented at the September 1st Back-to-School training, ASDP rules apply to any student with an IEP (or 504 Plan), or in the evaluation process, who is receiving a shorter day than the majority of other students at their grade level in their resident school district. There is now a [Step-by-Step Guide](#) in the SpEd Manual. As a reminder, for any student who is on a shortened schedule due to either a *decision of the district* or due to regular HS scheduling practices that *de facto* result in an abbreviated day:

1. Complete the 4J Google [ASDP Request](#) to track which students are being considered for ASDP.
2. Schedule an IEP meeting to discuss Abbreviated Day (and include the **Notice & Info Prior to ASDP Discussion*** with the **Notice of Meeting**).
3. Hold the IEP meeting to discuss the appropriateness of ASDP for the student and amend the **IEP & Placement** accordingly (reminder: at least one full-day placement must be indicated). Use the **SpEd Meeting Notes** to capture discussions, disagreements and decisions.
 - a. If not proceeding with an ASDP, write a *PWN of IEP-Amendment* to capture the events of the meeting. Ensure the student is scheduled for a full day of school. Process ends here.
4. If proceeding with an ASDP, complete the **Written Summary for ASDP***
5. Have parent initial the acknowledgements and provide their signature on the **Informed Consent for ASDP***
 - a. if they provide consent, schedule an IEP meeting to occur within 25-35 calendar days.
 - b. If they do *not* provide consent, then we must provide the student with a full day of school. *IEP* and *Placement* must reflect that.
6. Complete a **PWN of IEP-Amendment** to capture the events of the meeting.
7. Print all documents (Synergy and 4J-specific docs) and submit a CMA ticket for upload/mail/file

NOTE: If the *parent* requests a shortened day and the district alters *any aspect of the IEP* (including transportation) to accommodate that request, then we **must** follow all the ASDP rules and procedures.

*Found in the [SpEd Procedural Manual](#), not in Synergy!



Upcoming Events

Important dates on the SSD Calendar

Sept 7: First day for most students

Sept 11: easyCBM and SAEBRS assessment window opens

This is also a good week to take data on students' goals to use as Recoupement data when determining ESY needs for next summer!

Sept 12: Speech Language Pathologists Meeting (Bailey Hill)

Sept 13: Motor Team Meeting (Mozart Room)

Sept 20: SSD Specialist Meeting (Tower Room)

Sept 21: Student Services Rep Council Meeting (4:00-6:00, Tower Room)

Sept 27: Motor Team Meeting (Zoom)

Oct 4: TAG Coordinators' Fall Meeting (Bailey Hill)

October 13: Professional Development Day (topics to be determined)

Frequently Asked Questions

Some of your colleagues have been asking...

➤ What if I'm scheduling a meeting and it doesn't fall into a category on the Notice of Meeting (or CMA ticket)?

A parent may ask to meet to problem-solve a situation, or the team may want to have a "person-centered planning" session, or the team wants to discuss an Alt Ed referral...these are *all* considered IEP Meetings. **Anytime a case manager is meeting or otherwise interacting with parents to discuss the student's needs, it's an IEP meeting** -- and a meeting notice, meeting notes, a PWN, and a



duly constituted IEP team are required. This is true even if there is not any actual change/amendment to the IEP as a result of the meeting.

Historically, we are seeing a lot of "informal" stand-alone meetings without full IEP teams, where changes in services are being discussed but official process and documentation have not been followed. To be clear: it is acceptable to have an informal conversation with the parent by phone, or in person, to talk about logistics or other issues not related to the student's services or progress. But if the discussion has the potential to change something on the IEP, Placement, or other provision of educational services (or the potential for the district to refuse a request regarding any of these items), the discussion needs to happen in an IEP Meeting.

Note: The "Other" section of the CMA Request does not mean "Other type of meeting" – there are no other types of meeting than the ones on the Notice of Meeting. The "Other" section of the CMA request is there for you to provide details of your request or additional information to fulfill the request.

➤ **When should we provide Transportation on an IEP?**

Special Education transportation is a Related Service. This means that the IEP team has determined the student *requires* specialized transportation in order to benefit from their special education services.

Therefore, specialized transportation is not provided as a result of a parent request or due to child care issues. Transportation requests should be considered by the IEP team – but transportation should only be provided if the IEP Team determines the student does, in fact, *require* specialized transportation in order to receive their special education.

IEP teams should consider transportation in terms of student participation in the general education setting. Start by considering the least restrictive environment (in this case, the regular school bus), then consider a more restrictive option (e.g. riding the regular bus with accommodations). Then, if the student would be unable to ride the bus with accommodations, consider specialized transportation.

Because teams want to support parents, it can be difficult to say "no" to this request. However, specialized transportation removes the student even more from non-disabled peers. Please reference



the [SpEd Procedural Manual](#) for more information as well as examples of scenarios that would or would not qualify for specialized transportation.

➤ What happens if we can't schedule the IEP meeting before the expiration date?

ODE will not accept *any* reason for the IEP going over 365 days.

That means holding any IEP meeting past the due date will be marked as *non-compliant* when we report to the state.

While we should be scheduling our IEPs to occur three or four weeks in advance of the due date, to allow for unexpected reschedules, there are occasions when this planning was unsuccessful.


The recommendation, in those cases, is to schedule the meeting to occur *before* the due date. Let parents know that we are holding the meeting in order to ensure the student's right to a continuous educational plan. Then, offer to review the IEP with the parents at a later date.

On the rare occasion that an IEP meeting cannot be arranged before the due date, **and** a parent insists that *no meeting occur without them*, then we must allow that. This is related to a decision made by the U.S. 9th Circuit Court of Appeals. [ODE will still count it as non-compliant, however.]

In these situations, please explain the situation on the Prior Written Notice of IEP, and include a statement that indicates that the student's services continued uninterrupted, despite the brief lapse in IEP dates.

Breaking News

September is **National Suicide Prevention Awareness Month**. According to the Centers for Disease Control and Prevention (CDC), individuals with disabilities are three-times more likely to report having suicidal ideations than individuals without disabilities.



Educators are often the ones to recognize the signs of suicidal ideation, so we must all learn how to intervene and connect our students with the support they may need. The best first step is to be trained in *QPR – Question, Persuade, & Refer* – an simple, straightforward way to let the student know you care about them and connect them with a school-based mental health provider (counselor, psychologist, social worker) who can provide support.

Check out the [4J Mental Health Website](#). If you have not been trained in QPR, you can request it through this site.

SSD Spotlight

A brand new position in 4J: Inclusion Advisor

Please welcome Liz Johnson, Inclusion Advisor for EEA and 4J. The association and district have partnered to create this position with the goal of strengthening the Equity & Inclusion model in our district. This work will follow a Continuous Improvement Model: Listen & Assess, Design to Improve, and Implement & Reassess.

Phase 1 includes hearing from educators, students, and parents about their experience in our schools and how it could be better. Liz will be working closely with 4J's Student Services and Instruction departments, and will serve as a conduit of communication for teachers, case managers, and staff working to support students. By the end of September, there will be opportunities for Liz to come to schools to talk with Special Education teams about what's going well and where more support is needed in terms of Inclusion. Liz can be reached at johnson_li@4j.lane.edu

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

