

The Prior Written Notice

October 2023

Case Manager Status

Synergy Teams

The first month of school has come and gone, and now is the time to verify which educator is serving as the Case Manager for each of our students with Special Education services. The case manager is the individual who creates and monitors a student's IEP and runs the IEP meetings. Students should only have one case manager. To do ASAP:

- For each student you serve, open the Teams tab, in Synergy SE.
- If you are the person who writes, manages, and monitors the student's IEP, please make sure you are listed as Case Manager.
- If you are not, please either add yourself to the team or change your title to reflect Case Manager status.
- Also, please remove any other case managers from the team, or change their role to their actual job title.

When all the team members are accurate, you can easily populate the names on the IEP or Placement page. If they are inaccurate, you will find yourself adding or replacing names on the actual IEP and Placement for your student's next meeting.

To note: When creating Meeting Notices, IEPs,, and Placement documents, please do *not* list yourself as case manager. Instead, use your actual job title. "Case manager" is a Synergy term that allows you to track your IEP dates and services, but it is not a legal "role" on an IEP or Placement team.

Upcoming Events

Important dates on the SSD Calendar

October 4th: School Psychologist/SpEd Consultant Meeting

October 4th: TAG Coordinators Meeting

October 11th: Referral Review Team

October 11th: Motor Team Meeting

October 13th: Professional Development Day (no students)

- *LifeSkills Teachers & EAs:* STAR + ULS + Goalbook
- *Elem SpEd EAs:* Online FERPA training + Tech training
- *Secondary SpEd EAs:* UDL training
- *Elementary SpEd Teachers:* ELA intervention (Lane ESD)
- *Secondary SpEd Teachers:* UDL training
- *School Psychs/SpEd Consultants:* PWNs and Eval Planning
- *Speech Language Pathologists:* AAC training
- *Motor Team:* TBD

October 19th: Speech Language Pathologist Meeting

October 19th: Student Services Rep Council (4:00-6:00, Tower Room)

October 25th: Referral Review Team

October 24th: Motor Team Meeting

October 25th: Title I Meeting

October 25th: Student Services Parent Engagement Night (Ed Center Auditorium)



Frequently Asked Questions

Some of your colleagues have been asking...

➤ **Now that I have a student on an Abbreviated School Day, and I've followed all the Initial ASDP meeting steps, what happens next?**

When a student with a disability is on an Abbreviated School Day Program, the team is required to meet no less than 25 days and no more than 35 days after the first ASDP meeting. This is called an ASDP Review meeting. Here are the requirements:

- With the Notice of IEP Meeting, send a *Notice and Information Prior to Review of ASDP*.
- At the meetings, discuss student progress and whether the ASDP should be continued, altered, or discontinued. If the team does not return the student to a full day program:
- Complete a new *Written Summary of ASDP* (document found in Synergy, Ad Hoc)
- Ask the parent to complete and sign a new *Informed Consent for ASDP*.
- At this point, we can ask the parent if they would like to meet in 30 days or waive the meeting until a later date (but no later than 90 days away). If they agree, they need to sign the *Waiver of 30 Day Meeting*. The team can now choose a date for the next review meeting.

For all ASDP information, including Step-by-Step procedures, and related documents, please visit the ASDP section of the procedural manual, under the Additional Procedures page, or click this link to the [4J SpEd Procedural Manual](#).

➤ **Remind me when an evaluation is an Initial and when it's a Reevaluation?**

When a child's special education **eligibility lapses**, the child remains eligible for special education services. The child's special education eligibility simply lapsed. This is a Reevaluation.



When an **in-state** move-in arrives with **out-of-date paperwork**, the student remains eligible for special education (unless we have documentation that they were dismissed or revoked from services in their prior district). This is a Reevaluation.

When a student moves in **from out-of-state**, regardless of the dates on their paperwork, they require and Oregon eligibility/IEP. This necessitates an Initial Evaluation.

When a student is already eligible for special education in Oregon, and the student is being considered for an **eligibility addition or change**, the original eligibility must also be evaluated. Since the student is already eligible for services, this is a Reevaluation.

➤ **What if I'm trying to hold an Abbreviated School Day Review Meeting and the parent does not attend or participate?**

If the parent does respond to scheduling attempts, document those attempts then hold the meeting without them within the specified timeframe. If they do not attend the meeting, try to obtain their Consent signature via email (an email response from the parent, attached to the Consent form, will suffice) or in person. If the parent does not respond within a week, please hand-write on the ASDP Consent form, where the parent was meant to sign:

"Parent did not respond. The district is unwilling to change this successful placement without parent involvement."

The student will continue on the same ASDP until the next scheduled review meeting (within 30 days of this meeting's date) or the parent requests and IEP meeting, whichever comes first. The Prior Written Notice of IEP should reflect the parent's nonparticipation and the fact that the student will continue on their ASDP until the next Review meeting. In addition, the parent can revoke their consent for ASDP at any time, in writing.

Your Student Services administrators are trying to find ways to make this ASDP process less arduous and more logical... Stay tuned for ASDP Alerts in your email to see what we come up with!



Breaking News

SB 756: EA access to IEPs

Senate Bill 756 requires that educational professionals, including classified staff, *who work with a student on an IEP* must have ready access to that IEP. This is the information that was recently provided to principals:


Senate Bill 756 - This law allows any school district staff - including classified staff - who work with special education students - to have access to the students' Individualized Education Plan. While the details are still being worked out as to how to give classified staff access electronically, one simple way to comply with this law is to make paper copies of all IEPs, behavior support documents, and health/safety plans for students served. One 3-ring binder, marked "confidential" with this information available for review in each special educator's classroom will meet the requirement. Please work with your SpEd teachers/case managers and office staff to create one 3-ring binder marked "confidential" to be housed in each SpEd teacher's classroom.

Please do not keep this information in the front office, even if it's in a separate binder. As with all educational records, per FERPA, only individuals with a *legitimate need* should have access to the IEP. Thus, it is suggested that a binder be kept in the special education teacher's classroom. Individuals who work with specific students are welcome to come to your room to review the binder when information is needed. *Note:* Adding a sign-in sheet to the front of the binder will help track access.

SSD Spotlight

Mind Body Divergence Alliance

The Mind Body Divergence Alliance is an affinity group that embarks on a journey of self-discovery, acceptance, and empowerment! In their inclusive and supportive community, neurodivergent/disability students of all backgrounds come together to celebrate their unique minds, share experiences, and foster meaningful connections. Whether they're on the autism spectrum, have ADHD, dyslexia, or any



other disability identities, this group provides a safe space to explore strengths, discuss challenges, and build community. Together, with their affinity group leader, Jené Conrad, they work to break down stigmas, amplify voices, and build a brighter, more inclusive 4J. As students are getting back into the swing of things, some affinity groups are changing their names to better reflect what they would like to be called. For example, Sheldon's is now called the Divergence & Disability Alliance, South's is called Mind Body Alliance, and Monroe's is called Alphabet Soup.

On November 16th, from 5:30 - 7:30, the MBDA will have a Town Hall event for students, parents, and educators to focus on the topics of neurodiversity, disability, and access within our schools. The event will explore what is currently working well in terms of access and inclusivity, as well as identify the areas where students and families still hope to see improvements. The event also offers a valuable chance for parents to connect with other parents and for students to meet their peers. Food and Childcare will be provided

Reminders

Synergy SE Support

If you have a question about, or a problem with, Synergy SE, *please* either:

- Email synergysse@4j.lane.edu, or
- Use the [Freshservice](#) support portal, click "Submit a Ticket," then choose "Synergy SE" from the dropdown.

In either case, please include the student's ID number and specific information about the problem you've encountered. *Please do not directly email an individual staff member about Synergy SE.*

Note: If you have questions about the SIS side of Synergy, please contact helpdesk@4j.lane.edu. If you have questions about special education procedures or laws, please contact apgar_k@4j.lane.edu.



Complaints about ASDP

When parents, or educators, are unhappy about the new requirements around Abbreviated School Days, please let them know that ODE welcomes their input at: ODE.SB819Complaints@ode.oregon.gov

Also, it may be helpful to remind them, with a quick Civics lesson, that state Senators and Representatives create state laws, and constituents are welcome to contact their legislators if they are displeased with a decision an legislator has made or a law they have passed.

Paperwork Reminders

Please don't forget to send your paperwork packets to your CMA when you complete an IEP process (including an ASDP IEP meeting).

- Fill out a quick [CMA Request](#),
- Attach a [Coversheet](#), and
- Send your packet of all documents to the CMA for your region.

The CMA will upload everything to Synergy (to show what was sent to the parent), send a copy to the parents, and file the documents in the official SpEd file at SSD. Even if you give copies to the parents yourself, it's still expected that you send down the packet with a coversheet for uploading and filing.

And, one last request: Please don't hold onto these packets and send them downtown in a huge batch! Sending things downtown as you complete them helps ensure that we maintain accurate and timely special education records.

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

