4J Student Services Newsletter

The Prior Written Notice

January 2024 - Happy New Year!

Prior Written Notice of IEP

Make it Meaningful

Have you ever wondered *why* we must complete a PWN of IEP after each IEP meeting? Or wondered *what* we are supposed to write? Well, the PWN of IEP meets the parent's legal right to be informed, in writing, about any changes made to their child's educational program. It is meant to give parents the opportunity to respond to the changes before the changes actually occur. That's why the PWN of IEP should be provided to the parent *after* the IEP meeting but *before* we start the services on the IEP.

As for content, the Prior Written Notice of IEP should provide information about *changes* -- additions or discontinuation of services, goals, accommodations, etc. For example:

Explanation of why the district proposes…

> The team reviewed Student's IEP and updated present levels to include recent evaluation results and note parent concerns. Reading goals were updated to reflect Student's current reading skills. Some accommodations were removed, such as avoiding asking the student to read-aloud in class. Placement was discussed and maintained at the current placement of >80% in a general education setting with 30 minutes of pull-out reading instruction daily.

Not appropriate: The team revised Student's IEP because their Annual IEP was due.

Description of other options considered…

> The team discussed adding transportation to student's IEP but rejected that option because there is no evidence that Student's disability requires them to have specialized

transportation. The team considered continuing to avoid asking Student to read aloud in class, but rejected that option because the student has asked to read aloud more often.

Not appropriate: The team considered not revising Student' IEP but rejected that option because the Annual IEP is due.

The key is to write a Prior Written Notice of IEP such that a parent who was unable to attend the meeting understands the changes and major discussion points that occurred.

Important dates on the SSD Calendar

January 2nd: Professional Development day (no students)

January 3rd: School Psychologist/SpEd Consultant Meeting

January 3rd-6th : Collect first Post-Break ESY data
7 school days later, collect second Post-Break ESY data to calculate recoupement

January 10th: Referral Review Team

January 10th: Motor Team Meeting

January 15th: MLK Day (holiday)

January 18th: Student Services Rep Council (4:00-6:00, Tower Room)

January 24th: Referral Review Team

January 24th: Motor Team Meeting

January 31st: Title I Meeting

Frequently Asked Questions

Some of your colleagues have been asking…

➢ How do we handle paperwork for Move-In students?

As soon as a student with a known IEP enrolls, the Case Manager should move that student into the SE side of Synergy. When it asks for the initial process, choose either Transfer Process (in state) or Out-of-State Move-in Transfer, depending on where the student's most recent IEP was written.

For in-state move-ins, determine if the existing IEP can be implemented as written or needs to be adjusted in any way. If it can be implemented as written, upload the existing IEP and Placement into Synergy (attach to Transfer IEP document), enter the actual goals on the Transfer IEP, and write a PWN of Transfer to indicate that the IEP will be continued as written. Finalize the transfer process. If any adjustments need to be made to the existing IEP, write the Transfer IEP to indicate that an IEP meeting will be scheduled to write a new IEP, then finalize the transfer process.

For out-of-state move-ins, upload the out-of-state IEP and Placement in Synergy (attach to Transfer IEP document) and write the PWN of Transfer to indicate that the district will provide services comparable to the out-of-state IEP while the student is evaluated for Oregon eligibility and, if eligible, an Oregon IEP can be written. (Note: Always choose "Out-of-State Eligibility" on the Transfer IEP for the eligibility code!) Finalize the transfer process and alert the school psychologist or speech language pathologist so they can begin an evaluation.

Regardless of the "type" of move-in, *please* send in all existing special education documents that arrive from the previous district. You can send them to the CMAs with the PWN of Transfer.

➢ How long is a Transfer IEP valid?

The Transfer IEP is *not* a legal or valid document. For in-state move-ins, it serves as a "placeholder" until a new Oregon IEP can be written. If the team has accepted the IEP from the previous district and will implement it as written, the Transfer IEP serves only to attach the other district's IEP and as a place to

enter the existing goals so they will show up on your Progress Reports. For out-of-state move-ins, it serves as a "placeholder" in Synergy until the student can be evaluated, found eligible in Oregon, and have an Oregon IEP written.

Again, the Transfer IEP is not "real." It either holds a place in Synergy or holds the actual IEP from another district that's being implemented. Please do not send copies of the Transfer IEP to the parents or to be filed in the record. The *PWN of Transfer* should be filed at SSD, along with any IEP and paperwork from the previous district -- please send those to your CMA.

➢ Does the Superintendent review our ASDP paperwork?

Yes! Per Senate Bill 819, when a student has been on an Abbreviated School Day Program for 90 days, the superintendent must review the documentation and process to determine if the process was compliant with the law. If the superintendent determines that a student was placed on ASDP in a *noncompliant* way, the parent and ODE will be alerted -- and the student must be returned to a full day of school within 5 days (unless the compliance is repaired within those 5 days).

Your principals should be completing the ASDP Superintendent Packet for every student who is approaching their 90th date on ASDP. They should be submitting these packets, on a rolling basis, to Debbie McKim (mckim_d@4j.lane.edu) at least two weeks before each student's 90-day mark.

Breaking News

Neurodiversity Town Hall

Since the Fall neurodiversity event was canceled, our district's Neurodiversity Equity Manager has rescheduled the event for February 6th. The event will be an opportunity for students to meet other neurodiverse students to socialize and share experiences, and for parents to do the same. Be on the lookout for an flier that shares the time and location, as well as times and dates for screening the film "The R Word."

SSD Spotlight

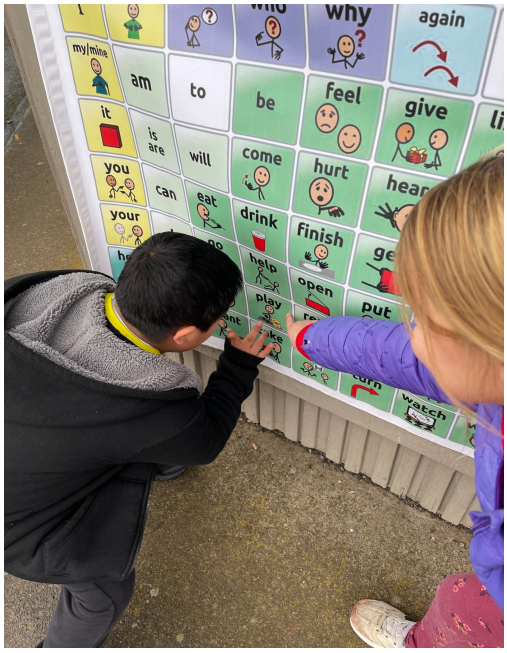
Update from your 4J AAC Team

Keep your eyes out for some new additions around the district! Some elementary schools have been working hard to install large communication boards in high traffic areas. Communication boards are focused on core words-- a small number of words that make up about 70-90% of what we say. Augmentative and Alternative Communication (AAC) core boards combine pictures and core vocabulary words to support communication. Core boards may benefit many students, including students who are nonspeaking, whose verbal speech is limited, whose verbal speech is hard to understand, and students with language disorders. For why and how to use these boards click here, ask your building's SLP, or contact your region's AAC consultant.

North Region - Halie Kestermann
Sheldon Region - Jessica Zeeb
Churchill Region - Chelsea Wilkes
South Region - Abby Nehls-Lowe
EOA - Becca Ansen



Morgan Fossen, SLP, with a McCornack student sharing his feelings



Gilham students chatting on the playground



Willagillespie students playing red light / green light

Reminders

Scheduling SpEd Meetings

When asking a CMA to schedule Special Education meeting, please follow these courtesies:

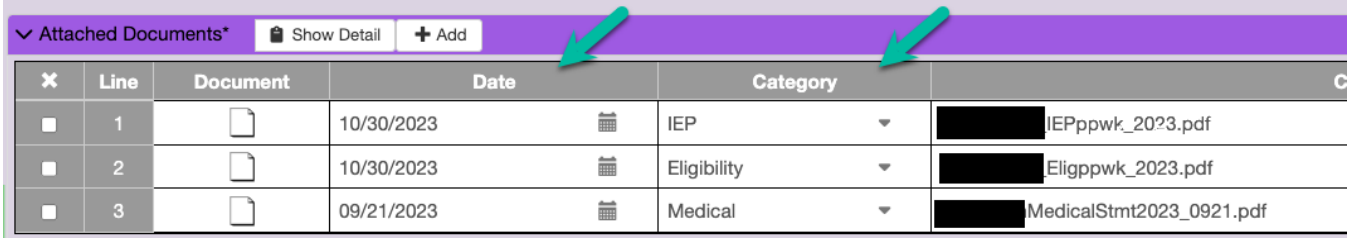
- Once you have proposed possible dates on your CMA ticket, please hold those days/times *open* on your calendar until the meeting has been officially scheduled.
- When requesting meetings, do not submit the same date/time option for more than one student. This only delays the scheduling process, as one student's meeting must be fully scheduled before the other student's Doodle poll can be created.
- Please turn in meeting requests at least two weeks prior to the first proposed date on your request. The CMAs will do their best to accommodate all meeting requests, but they have been authorized to return the task to the Case Manager if there is not enough time to schedule the meeting before a due date. Also, the Notice of Meeting is supposed to be sent *sufficiently in advance* to allow the parent to arrange to attend the meeting. So, two weeks please!

SpEd Paperwork

Special educators must be skilled in providing specially designed instruction to students with disabilities -- but we also must be skilled in creating accurate and legally-compliant paperwork. Here are some reminders:

- *All* Sped paperwork must be printed by the Case Manager and sent to the CMAs for filing at the SSD office -- even if you have already uploaded the packet to Synergy and sent a copy to the parents. **Do not wait until the end of the year to send these in!** Send them as soon as possible after IEP or Evaluation processes are finalized.
- When sending paperwork to the CMAs, please provide *single-sided* copies with *no staples*.

- *Please* use the paperwork packet Cover Sheets *and* create a CMA Request when you send paperwork to SSD.
    - Change in procedure: Please create a CMA Request *even if you're just sending paperwork to be filed* (e.g., you already uploaded the packet to Synergy and send copies to the parents). This is the best way to measure CMA workload and allows them to advocate for additional support if needed!
- When uploading your own paperwork to Synergy (e.g., consent forms, other signed documents, etc.), please change the date in Synergy to the date of the *document*, not the date you uploaded. Also, please select the Category of the document:



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