

BEFORE THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

In the Matter of La Grande SD

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FINDINGS OF FACT,
CONCLUSIONS,
AND FINAL ORDER
Case No. 16-054-001

I. BACKGROUND

On January 20, 2016, the Oregon Department of Education (Department) received a Letter of Complaint from the parent (Parent) of a student (Student) residing in the La Grande School District (District). The Parent requested that the Department conduct a special education investigation under OAR 581-015-2030. The Department confirmed receipt of this Complaint on January 20, 2016 and provided the District a copy of the complaint letter on January 20, 2016

On January 25, 2016, the Department sent a *Request for Response* (RFR) to the District identifying the specific allegations in the Complaint to be investigated and establishing a *Response* due date of February 8, 2016. The District completed its *Response* which was received by the Investigator on February 5, 2016. The District also submitted its *Response* to the Parent. The District's *Response* included a narrative response, exhibit listing, and the following documents:

1. Middle School Enrollment Form dated August 21, 2012
2. New Student Registration Information dated August 24, 2012
3. 6th Grade Forecasting Form dated August 24, 2012
4. Authorization to administer medication dated September 18, 2012
5. Requests for Cumulative files dated September 18 & 19, 2012
6. Requests for Record Release and Transfer dated September 19 & 27, 2012
7. Notice of Individualized Education Program (IEP) Meeting dated April 28, 2014
8. Achievement Test Results for years 2013 and 2014
9. Bruininks-Oseretsky Test of Motor Proficiency dated May 14, 2013
10. IEP dated May 14, 2014
11. Prior Written Notice for IEP dated May 20, 2014
12. Student Progress report dated May 30, 2014
13. Report card dated June 2, 2014
14. Physical Therapy Evaluation dated September 8, 2014
15. Meeting notes dated September 29, 2014 – May 20, 2015
16. Physical Therapy notes dated October 15, 2014 through May 13, 2015
17. Notes between District and Residential Facility dated April 8, 2015 through January 27, 2016
18. Consent for Evaluation dated April 23, 2015
19. Notice of Team Meeting dated April 23, 2015
20. IEP dated April 23, 2015
21. Occupational Therapy Report dated May 9, 2015
22. Eligibility Statements dated May 13, 2015
23. Autism Spectrum Disorder Three Year Assessment dated May 13, 2015
24. Evaluation Report dated May 13, 2015

25. Individual student report dated May 15, 2015
26. Emails regarding high school transition dated May 18, 2015 through Feb. 1, 2016
27. Functional Behavioral Assessment dated May 20, 2015
28. IEP Progress Reports dated June 2, 2015
29. Report Cards dated June 5, 2015
30. District Disciplinary Policy dated September 9, 2015
31. Prior Written Notice re: IEP/Free Appropriate Public Education (FAPE) dated September 14, 2015
32. Notice of Team Meeting dated September 14, 2015
33. Emails between District and Residential Facility dated September 15, 2015 through January 21, 2016
34. Emails between District and Parent dated September 17, 2015-Jan. 21, 2016
35. Meeting Notes dated September 22, 2015 through Jan. 25, 2016
36. Prior Written Notice of Special Education Action dated September 29, 2015
37. Physical Restraint Report dated September 29, 2015
38. Functional Behavioral Assessment dated September 29, 2015
39. Handwritten Team Meeting Notes dated September 29, 2015
40. Classroom Notes dated October 2015
41. Class admission slips dated November 2015 through January 2016
42. DHS Complaint dated December 1, 2015
43. Consent for Picture release dated December 10, 2015
44. Shoe report dated January 11, 2016
45. Team Meeting Notice dated January 13, 2016
46. Prior Written Notice to Residential Facility dated January 21, 2016
47. Consent for Evaluation dated January 21, 2016
48. Prior Written Notice/FAPE dated January 21, 2015
49. Email invitation to manifestation meeting dated January 21, 2015
50. Manifest Determination Form dated January 21, 2016
51. Prior Written Notice regarding Special Education Action dated January 21, 2016
52. Manifestation Meeting Notes dated January 21, 2016
53. Manifest Determination Notes dated January 21, 2016
54. Prior Written Notice re: Consent dated January 21, 2016
55. Prior Written Notice to Parent dated January 22, 2016
56. Consent for Evaluation dated January 22, 2016
57. Progress Notes dated January 22, 2016
58. Report Cards dated January 28, 2016
59. Email Notes regarding manifestation meeting dated January 28, 2016
60. Staff Directory

Further, after the in-person interviews with the District, the District submitted the following documents at the request of the Investigator:

- A. Amended listing of Specially Designed Instruction and Accommodations pages without any interlineations from the Student's April 24, 2015 IEP;
- B. Meeting notes from the October 12, 2015 "staffing meeting"
- C. Excel document evidencing the Student's disciplinary record for the Complaint period.

The Parent did not remit any supporting documents to supplement the District submissions.

The Department's Complaint Investigator determined that on-site interviews were required. On

February 17, 2016 the Department's Investigator interviewed three District employees, the Student's Middle School Special Education Teacher, the Student's High School Special Education Teacher and the District Director of Special Education. On February 22, 2016, the Department's investigator telephonically interviewed the Parent. The Department's Investigator reviewed and considered all of these documents, interviews, and exhibits in reaching the Findings of Facts and Conclusions of Law contained in this order.

Under federal and state law, the Department must investigate written complaints that allege IDEA violations that occurred within the twelve months prior to the Department's receipt of the complaint and issue a final order within 60 days of receiving the complaint; the timeline may be extended if the District and the Parent agree to extend the timeline in order to participate in mediation, or if exceptional circumstances require an extension.¹ This order is timely.

II. ALLEGATIONS AND CONCLUSIONS

The Department has jurisdiction to resolve this Complaint under 34 CFR § 300.151-153 and OAR 581-015-2030. The Parent's allegations and the Department's conclusions are set out in the chart below. These conclusions are based on the Findings of Fact in Section III and the Discussion in Section IV. This Complaint covers the one year period from January 21, 2015 through January 20, 2016.

	Allegations	Conclusions
1.	<p><u>Implementation of IEP:</u></p> <p>The Parent alleges that the District violated the IDEA because it did not create an IEP for the Student which would enable the Student to transition from middle school to high school. The Parent further alleges that the District violated the IDEA because the Student's IEP is not current.</p> <p>OAR 581-015-2225(1)(b);34 CFR 323(a) and 34 CFR 300.323.</p>	<p>Substantiated in part.</p> <p>The IDEA does not mandate a new IEP for the transition from middle school to high school.</p> <p>The Student had a change of placement in October, 2015 where the Student's class time was reduced by 220 minutes per day; the District was required to create a new IEP to reflect the change in Specially Designed Instruction, Services, Modifications and Accommodations, as well as the resulting change in Placement.</p>
2.	<p><u>Re-evaluation.</u></p> <p>The Parent alleges that the district violated the IDEA because it did not timely plan or conduct a re-evaluation of the Student.</p> <p>OAR 581-015-2105, 34 CFR 300.324.</p>	<p>Not Substantiated.</p> <p>The District did re-evaluate the Student in a timely manner after receiving consent from the Student's Residential Facility on April 23, 2015. A full re-evaluation was done and the Parents concurred with the Student's Eligibility Determination for services based</p>

¹ OAR 581-015-2030 (12)

		on the re-evaluation.
3.	<p><u>Content of IEP and Behavioral Support Plan.</u></p> <p>The Parent alleges that the District violated the IDEA because it has not responded to the Student's need for a modification to the Student's IEP that addresses the Student's continued behavioral and disciplinary problems. More specifically, the Parent alleges that the District has not formulated a Behavioral Plan for the Student in light of repeated and continual disciplinary actions.</p> <p>OAR 581-015-2200, 581-015-2205, 34 CFR 300.324.</p>	<p>Substantiated in part.</p> <p>The Student has had two formal Behavioral Support Plans, one created on May 20, 2015 and the other on September 29, 2015, to address the Student's behaviors. The Parents participated in the September 29, 2015 meeting wherein the last plan was created.</p> <p>However, the Student has been repeatedly excluded from school based on the Student's behavior and/or discipline problems for three periods per day which constitutes a pattern of removal.</p> <p>Since the District engaged in a pattern of removal that exceeded ten days, the District should have held a Manifestation Determination and the Student's Behavioral Plan should have been revisited.</p>

	REQUESTED CORRECTIVE ACTION:	
1.	Parent requests that the school be held accountable and bring all the IEPs, behavioral plans and support plans together immediately for the benefit of the Student's remaining time in high school.	

III. FINDINGS OF FACT

1. The Student is fourteen years old and resides in the La Grande School District at a Residential Facility. The Parents voluntarily placed the Student at the Residential Facility in June, 2012. The Residential Facility enrolled the Student in the District at that time. The Student is currently in the 9th grade.
2. The Parents have never relinquished their rights as the Student's educational decision makers and have never had their parental rights terminated. The Parents also never executed any type of Educational Power of Attorney to the Residential Facility. An educational surrogate has never been appointed for the Student. The District states that they were informed by a law firm that when students reside at this Residential Facility, the District no longer has to communicate with the parents of those students.

3. The Student was initially determined to be eligible for Special Education services on December 11, 2012. The Student qualified for services under Autism Spectrum Disorder (ASD) and Intellectual Disability. The Student was also found to exhibit behaviors that impeded the Student's ability to learn
4. The Student's last annual IEP is dated April 23, 2015, however the IEP Meeting was not held until May 20, 2015.
5. The Student's IEP states that the Student's Math and Reading Comprehension levels are both at kindergarten level
6. The District sent out a Notice of Team Meeting on April 23, 2015 to the Residential Facility noting that the date for the IEP Meeting was May 13, 2015. The April 23, 2015 Notice of Team Meeting was not sent to the Parents.
7. After the Notice of Team Meeting was sent, the District rescheduled the IEP Team Meeting for May 20, 2015, since not all necessary participants could attend at the original time. There is no email notice to either the Parents or the Residential Facility that the IEP meeting was to be rescheduled, however the Parents attended the IEP Meeting as did a staff person from the Residential Facility.
8. On April 23, 2015, the District sent a Prior Notice about Evaluation/Consent for Evaluation regarding the Student's re-evaluation. The Student's re-evaluation was due on December 11, 2015, however the District believed doing the re-evaluation in conjunction with the IEP Meeting would be more efficient. The Parents received the Prior Notice about Evaluation/Consent for Evaluation, which had already been signed by a staff person from the Residential Facility on April 23, 2015.
9. During the May 20, 2015 IEP Meeting, the re-evaluation meeting took place as well. The Student's eligibility was reviewed and agreed to by both the Parents and the Residential Facility. The Student's Determination Occupational Therapy Report was created on May 9, 2015 and the Student's ASD Three Year Re-Assessment Summary was created on May 13, 2015 as part of the re-evaluation. The local Education Services District (ESD) also created an Evaluation Report for the Student dated May 13, 2015.
10. A Functional Behavioral Assessment and Behavior Support Plan were also developed at this time. The Behavior Support Plan included ways to prevent the Student's behavioral problems, options to increase expected behaviors from the Student and methods to address the Student's behaviors. There was also a proactive plan for staff to use to prevent problem behaviors.
11. During the Student's May 20, 2015 IEP Meeting, the Student's Special Education Teacher discussed having a transition meeting to introduce the Student to the teachers and/or administration at the high school. It was common for the middle school Special Education Teacher to offer a "meet and greet" and introduction to the high school for the middle school Special Education students. The Parents believed that the District had discussed holding an IEP Transition Meeting in order for the Student to successfully enter the high school. There was no introductory meeting held for the Student.

12. The Student's Service Summary under the current IEP is as follows:

Specialty Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
Adaptive PE	50 minutes weekly	In the gym	4/24/2015	4/23/2016	LEA
Extended School Year	3 weeks of half day instruction	General Ed/Special Ed Classroom	4/24/2015	4/23/2016	LEA
Life Skills Instruction	90 minutes daily	General Ed/Special Ed Classroom	4/24/2015	4/23/2016	LEA
One-on-one academic instruction in core academic areas	120 minutes daily	General Ed/Special Ed Classroom	4/24/2015	4/23/2016	LEA
One-on-One behavioral intervention support	90 minutes daily	General Ed/Special Ed Classroom	4/24/2015	4/23/2016	LEA
Related Services					
Supplementary Aids/Services, Modifications, Accommodations	Anticipated amount/frequency	Anticipated Location	Starting Date	Ending Date	Provider
One-on-one aide for academic and behavioral support	7 hours per day	General Ed/ Special Ed Class	4/24/2015	4/23/2016	LEA
Protocols for constipation, asthma and hydration	7 hours per day	Special Ed Class	4/24/2015	4/23/2016	LEA
Support for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
Autism coaching and training	5 hours per year	General Ed/ Special Ed classroom	4/24/2015	4/23/2016	Regional
OT consultation	2 hours per year	General Ed/ Special Ed classroom	4/24/2015	4/23/2016	LEA/ Occupational Therapy
Staff protocol training	60 minutes per year	General Ed/ Special Ed classroom	4/24/2015	4/23/2016	LEA

13. The Student entered high school as a freshman in September, 2015, as a full time student. On September 10, 2015, the Special Education Teacher gave notice to the Residential Facility that the Student was having outbursts almost on a daily basis.
14. On September 14, 2015, the District sent a Prior Written Notice (PWN) to the Residential Facility stating that the Student's time in school was being reduced. The Student would be brought to school for first and second period, return to the Residential Facility for periods three through five and then return to school for the final two periods at the end of the day. The average amount of time the Student would be in school is two hundred minutes per day. This PWN was not sent to the Parents.
15. The Student's time in school has remained reduced since that time; however the Student's IEP was not revised to reflect the decrease in instructional time.
16. The District's High School Bell Schedule is as follows:

1 st Period:	8:20 – 9:10
2 nd Period:	9:15 – 10:05
3 rd Period:	10:10 – 11:00
4 th Period:	11:05 – 11:55
Lunch	11:55 – 12:25
5 th Period:	12:30 – 1:20
6 th Period:	1:25 – 2:15
7 th Period	2:20 – 3:10

17. On September 22, 23, and 25, 2015 the Student was suspended from school. Although the District attendance log indicates that these absences were excused, the Special Education Teacher informed the attendance officer via email that these absences should be categorized as days of suspension.
18. On September 29, 2015 the Student's wrists were restrained due to hitting and kicking staff, throwing objects and attempting to attack other students and staff members.
19. There was a meeting to develop a Functional Behavioral Assessment and Behavioral Intervention Plan for the Student on September 29, 2015. The participants included District Special Education staff, staff from the Residential Facility and the Student's Parents. The behaviors to be addressed included threatening others, vandalism, oppositional conduct, self-abuse, non-compliance and anger. The Behavioral Intervention Plan included both a Support Plan and a Proactive Plan to prevent problems and increase expected behaviors. The Proactive Plan, however, did not contain a provision reducing the Student's total time in school and did not authorize repeated removal of the Student or reduction in the Student's instructional time.
20. The notice emailed to the parties on September 24, 2015 indicated that the September 29, 2015 meeting was to be a Manifestation Determination Meeting; however, there is no evidence that a Manifestation Determination was actually made at that time.
21. On October 8, 2015, the District emailed the Parents and the Residential Facility to set up an IEP Meeting on October 12, 2015 to discuss the Student's behavior. There was no formal Notice of Team Meeting sent to the Parents or the Residential Facility. The email did not

inform the Parents that they had a right to invite other persons who may have relevant information regarding the Student, did not inform the Parents that the meeting could still be held if they were unable to attend and failed to give the Parents contact information if they wanted to reschedule the meeting.

22. The October 12, 2015 participants included the Parents, staff members of the Residential Facility, and District personnel. There was no revision to the IEP or to the Behavioral Intervention Plan during this meeting. Since September 29, 2015 the Student has been suspended on five more occasions for behaviors similar to those that resulted in previous suspensions.

IV. DISCUSSION

1. Implementation of IEP

The Parent alleges that the District violated the IDEA because it did not create an IEP for the Student which would enable the Student to transition from middle school to high school. The Parents further allege that the District violated the IDEA because the Student's IEP is not current. OAR 581-015-2225(1)(b); 34 CFR 323(a) and 34 CFR 300.323.

A. Transitional IEP meeting

The Parent alleges that the Student did not have a "transitional" IEP meeting to discuss the Student's transition from middle school to high school. There is no IDEA requirement for such a meeting.

Although the Special Education Teacher discussed a "transition meeting" to help the Student acclimate to high school, there was no indication that it would rise to the level of a formal IEP Meeting. It was suggested that the Special Education students entering the high school be introduced to the high school Special Education Teacher, but because of time constraints, that "meet and greet" did not occur. Since the Student had already been placed at the high school for life skill assistance, the Student had some familiarity with the high school. There is no evidence that the Parents actually requested a formal IEP Meeting at this time to discuss the Student's transition into high school.

This portion of the allegation is not substantiated.

B. Current IEP

Pursuant to OAR 581-015-2225(1), a student's IEP must be reviewed periodically but at least once every 365 days. The Student's IEP date for the school year 2014-15 was May 14, 2014. Due to issues regarding staff availability, the Student's IEP was not reviewed until May 20, 2015.²

The Student's services were modified on September 16, 2015 following an email discussion between a staff member of the Residential Facility and the Special Education Teacher. The Student was removed from school from third through sixth period, in effect cutting the Student's

² Doug C. v. State of Hawaii Board of Education, 720 F3d 1038 (9th Circuit, 2013)

instructional time by 220 minutes. As part of the Student's Accommodations from the May 20, 2015 IEP, the Student is to have 7 hours per day of one-on-one behavioral support or a total of 420 minutes of one-on-one behavioral support. Further, the Student is to have Specially Designed Instruction of 120 minutes of one to one academic support, 90 minutes of Life Skill instruction and 90 minutes of behavioral intervention for a total of 300 minutes of Specially Designed Instruction (SDI).

The Student currently has 199.8 minutes of one-on-one behavioral support and 200 total minutes in school which does not satisfy the SDI requirements in the IEP listed in the previous paragraph. It is unclear how the Student's one-on-one behavioral support is presently being provided, although notes from a January 21, 2016 meeting indicate that the High School Special Education Teacher is providing this support. All other services to the Student were also reduced due to the Student's exclusion from school. The reduction in instruction is a modification to the Special Education services provided to the Student; however, no amendment has ever been made to the IEP.

This portion of the allegation is substantiated.

2. Re-evaluation.

The Parent alleges that the District violated the IDEA because it did not timely plan or conduct a re-evaluation of the Student, as required by OAR 581-015-2105 and 34 CFR 300.324.

The Student's re-evaluation was scheduled to occur on December 11, 2015. However, the District combined the Student's re-evaluation meeting with the May 20, 2015 IEP Meeting for convenience.

The District provided a Prior Notice about Evaluation/Consent for Evaluation to the Residential Facility which was signed by a staff member of the Residential Facility. The District then performed a re-evaluation with a current ASD evaluation and occupational therapy report. The ESD created an Evaluation Report for the Student. During the combined re-evaluation/IEP Meeting on May 20, 2015, the Student's eligibility was discussed and the Parents agreed to the eligibility determination.

This allegation is not substantiated.

3. Content of IEP and Behavioral Support Plan.

The Parent alleges that the District violated the IDEA because it has not responded to the Student's need for a modification to the Student's IEP that addresses the Student's continued behavioral and disciplinary problems. Specifically, the Parent alleges that the district has not formulated a Behavioral Plan for the Student in light of repeated and continual disciplinary actions as required by OAR 581-015-2205 and 34 CFR 300.324.

A. Need for modification of IEP due to behavioral issues.

A student who has an IEP and who has been subject to discipline for up to ten days will be treated in the same manner as a regular education student and hence, no modification or

change to the child's IEP is necessary.³ However, if a child is removed for more than ten cumulative days from their current educational placement in a school year and those removals are due to substantially similar behavior in previous incidents resulting in removals and the proximity of these removals is not far apart, a change in placement occurs.⁴

In this case, the District has engaged in a pattern of disciplinary removal of the Student due to the Student's inability to comply with school rules and/or the inability to refrain from outbursts or aggressive behavior. Beginning September 14, 2015, the District removed the Student from school for at least three periods each day because the Student was unmanageable, aggressive or non-compliant with school rules. The continued exclusion of the Student's school every day from 10:10 am to 1:20 pm constitutes a pattern of removal. This pattern continued during the time period for this Complaint.

These removals exceeded a total of ten days as of October 19, 2015 (three periods removed per day for a total of seventy-five periods of removal from September 14, 2015 through October 19, 2015. Seventy-five periods of removal equals 10.7 days of school time total). The District should have held a Manifestation Determination in regard to the pattern of continual removal from school and should have also examined the Student's IEP to determine if the Student's educational needs were being met. Although a meeting was held, there is no evidence that a Manifestation Determination was actually made at that time.

An IEP must be modified if the child has been subject to removal for ten consecutive days or more or under a pattern of discipline that exceeds ten days.⁵ The current IEP does not reflect the Student's change in placement.

This allegation is substantiated.

B. Behavioral Plan

OAR 581-015-2400 defines a Behavioral Intervention Plan as an individualized plan designed to assist a child in decreasing inappropriate behavior and increasing appropriate behavior or in teaching the child an alternate appropriate behavior.

The Student had a Functional Behavioral Assessment and a Support Plan created in May, 2015 when the Student was in 8th grade. The Behavioral Intervention Plan included options to prevent the Student's behavioral problems and plans to increase expected behavior. The Special Education Teacher and Residential Facility staff participated in this Functional Behavioral Assessment.

On September 29, 2015, the Student's Behavioral Intervention Plan was revised in response to repeated behavioral problems and disciplinary suspensions. The Student's IEP Team participated in this process, including the Parents. This plan also contained options designed to address the Student's behavioral problems and options for staff to take to either avoid the behavioral problems or replace the undesirable behavior with acceptable behaviors. More importantly, the September 29, 2016 Functional Behavioral Assessment included the Student's IEP Team, including the Student's Parents.

³ OAR 581-015-2405

⁴ OAR 581-015-2410; OAR 581-015-2415

⁵ OAR 581-015-2410

This allegation is not substantiated.

4. ADDITIONAL FINDINGS

The Department finds that the District prevented the Parents from fully participating in the education of their Student throughout the Complaint period (January 21, 2015 - January 20, 2016) by failing to provide proper notice of multiple IEP Meetings as required by OAR 581-015-2190 and OAR 581-015-2195 and failing to obtain consent from the Parents prior to re-evaluating the Student as required by OAR 581-015-2110. The Parents had legal educational decision making responsibility for the Student during the time period for this Complaint. The District also failed to review the Student's current IEP in accordance with OAR 581-015-2225, as May 20, 2015 (the date of the IEP Meeting) was six days after the effective date of the previous IEP. It should be noted that the District has recently obtained consent from the Parents for additional testing and re-evaluation for the Student. That action occurred after the relevant dates for this Complaint.

V. CORRECTIVE ACTION⁶

In the Matter of La Grande School District
Case No. 16-054-001

No.	Action Required	Submissions ⁷	Due Date
1.	<p><u>Special Education Behavior and Discipline Procedures</u></p> <p>Provide training to district administrators and special education staff members regarding special education disciplinary requirements. Training will include how to:</p> <ol style="list-style-type: none"> 1. Conduct a functional behavioral assessment; 2. Develop a behavioral support plan; 3. Determine whether student behavior is a manifestation of disability; 4. Identify allowable removals and patterns of removal for 	<p>Submit evidence of completed professional development, including Materials, Agenda. Sign-in Sheet listing names, signatures, and positions of participants.</p>	<p>May 13, 2016</p>

⁶ The Department's order shall include corrective action. Any documentation or response will be verified to ensure that corrective action has occurred. OAR 581-015-2030(13). The Department requires timely completion. OAR 581-015-2030(15). The Department may initiate remedies against a party who refuses to voluntarily comply with a plan of correction. OAR 581-015-2030(17), (18).

⁷ Corrective action submissions and related documentation as well as any questions about this corrective action should be directed to Rae Ann Ray, Oregon Department of Education, 255 Capitol St. NE, Salem, Oregon 97310-0203; telephone — (503) 947-5722; e-mail: raeann.ray@state.or.us; fax number (503) 378-5156.

	<p>disciplinary purposes; and</p> <p>5. Use behavioral information in identifying assessment needs, developing IEP content, determining instructional program decisions, and making placement decisions based on the IEP. This section will include a review of IEP development and Placement procedures</p>		
2.	<p><u>Procedural Safeguards and Parent Participation</u></p> <p>Provide professional development to district administrators, district special education staff members, and representative staff of the residential facility regarding procedural safeguards and parent participation requirements for students placed in residential facilities. Training will include the purpose of parental decision-making in special education and how to determine who has parental responsibility for educational decision-making.</p>	<p>Submit evidence of completed professional development, including Materials, Agenda. Sign-in Sheet listing names, signatures, and positions of participants.</p>	<p>May 13, 2016</p>
3.	<p><u>Re-evaluation and IEP Meeting</u></p> <p>By April 19, 2016 complete the additional testing and re-evaluation for which the District recently obtained consent. Provided a re-evaluation report to the Parent. Following this re-evaluation meeting, hold an IEP Meeting to discuss needs and services with appropriate notices and documents.</p>	<p>Submit to the Parent and to the Department copies of :</p> <ol style="list-style-type: none"> 1. IEP Team meeting notice; 2. Evidence of parent responses to proposed IEP team meeting date 3. The completed IEP and any behavioral support or intervention plans needed to implement the IEP; 4. Prior Written Notice(s) 5. Copy of any notes or minutes from the IEP meeting 	<p>May 13, 2016</p>

4.	<p><u>Extended School Year (ESY)</u></p> <p>Develop a plan to provide eight weeks (40 days at 3.5 hours per day) of ESY services between June and August 2016.</p>	<p>Submit to ODE: Copy of the education services plan and the schedule for delivering the services, including names of service providers</p> <p>Submit to ODE the following information: service log identifying date, time, and amount of instruction provided following the completion of the services.</p>	<p>June 1, 2016</p> <p>August 30, 2016</p>
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Dated: this 18th Day of March 2016



 Sarah Drinkwater, Ph.D.
 Assistant Superintendent
 Office of Student Services

Mailing Date: March 18, 2016