

Notice of a Team Meeting Form

(Handout)

Points to Remember:

1. Those listed on meeting notice are expected to be present at the meeting UNLESS the parent agrees in writing before the meeting and the staff absent provides a written report for the meeting.
2. Record the required role that attendees are fulfilling after you select the attendees.
 - a. You will need to use the following positions at minimum for most students:
 - Administrative Designee
 - Regular Education Teacher
 - Special Education Teacher
 - b. *You will not need to have the regular education teacher attend meetings for students in the B-2 program, students in the three year old center based program, and separate site programs (e.g., Inn Step).*
3. Document attempts to contact parent in the Notifications section of the Notice of Team Meeting, the Conference Log for the Student in Student Plans or at least on a hard copy of a Learner Action Log. Record contact method, person contacted, and results of contact.
 - a. You may access the Notifications section by clicking on “Follow Up” for this notice (to the right of the “Final” under “Status). Select Notifications from the menu on the left hand of the screen. Click on “Add Notification Record” and then record the contact method, person contacted, and a short note regarding the results of your contact.
4. After an IEP meeting be sure to indicate who attended the meeting by clicking “attended” or “excused” on the “follow-up” screen.
 - a. You may access this screen by clicking on “Follow Up” for this notice (to the right of the “Final” under “Status). Check the appropriate box: Attended or Excused.
5. Make sure to change the meeting date on the IEP so the correct attendees show up on the IEP.

Other Notes:

Prior Written Notice

(Handout)

- I) The parent consent form is now titled “Prior Written Notice.”
- II) An added field on Student Plans is provided to indicate if the Notice was mailed or given to the parent.
- III) A deadline date for the parent to return the Notice or the end of the parent response period is also included and automatically appears once you’ve entered the date of your notice.
- IV) If the parent **disagrees** with the proposal or parts of the proposal:
 - A) Select the option, "Not Implemented".
 - 1) Enter the reason why this status was selected (e.g., a parent disagreed with amount of service proposed by the district) and submit.
 - 2) Contact your special education supervisor to schedule a conciliation conference. (Generally an IEP meeting will be held to develop a new plan.
 - 3) If a new plan is developed, put the previous plan in "Not Implemented" status. You can then copy the previous plan and make changes as needed. Do not change the previous plan!)
- V) If the status is not changed by the deadline date, the tickler list will show the Notice as overdue under the heading of "Prior Written Notice Past Deadline."

Other Notes:

Prior Written Notice

(Handout of Sample Responses)

Things to keep in mind when responding to the five items include:

- *You are restating the decision(s) made by the team and the considerations that were involved in those decisions for the parent's review so they can make an informed decision.
- *You need to complete each item even if it seems redundant.
- *Not Applicable or NA should generally not be used on any item.
- *On the last item (Description of any other factors affecting the proposal) the team may use, "No other factors were considered".
- *Make sure the content is applicable to each item and the situation.

1. Description of the action(s) proposed or denied by the district:

- a. We are changing IEP services, goals, and objectives as indicated in the attached IEP.
- b. IEP services should be discontinued because the student has met their goals and objectives.
- c. The district will not provide reading services.
- d. The district will not provide a full time interpreter.
- e. Discontinue speech services. SLD services will continue in accordance with the attached IEP.
- f. The team will provide behavior and academic services in accordance with the attached transfer IEP.
- g. Infant and Toddler services will be discontinued because the child did not meet special education criteria for children age 3-21 in the last evaluation report and he has met his goals and objectives.

2. Explanation of why the district proposes to take the action.

- a. John's needs at this time require a change in the IEP services, goals, and objectives.
- b. Changes in the student's behavior and the function of the behavior require additional services as well as new goals and objectives.
- c. The student no longer demonstrates a need for special education services.
- d. The student's reading achievement levels are not low enough to qualify for special education services.
- e. The student only needs the interpreter for two subjects.
- f. The student no longer demonstrates a need for speech services
- g. The IEP from Des Moines, Iowa indicates that Jane was receiving behavior and academic services. The team has decided to provide a similar level of services for at least the next thirty school days
- h. The student no longer demonstrates a need for Infant and Toddler services, he did not qualify for special education services for children age 3-21 in the last evaluation, and he has met his goals and objectives.

3. Description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action:

- a. The three year reevaluation report and the most recent IEP PLEP were used as a basis for the change.
- b. See the evaluation report dated 5/15/06 for a summary of the FBA procedures and results.
- c. See the Progress Report for a summary of progress on goals and current performance as well as the Evaluation Report dated 1/13/07 for a summary of the procedures and test results that were used as a basis for discontinuing services.
- d. See the Evaluation Report dated 12/10/06 for a description of the test results that substantiate that she does not demonstrate a need for special education services in this area.
- e. See the report, Interpreter Needs of John Doe, dated 11/10/06 for a description of the observation data and student information used to determine that the student did not need a full time interpreter.
- f. The IEP PLEP summarizes the accomplishment of his goals and substantiates that he no longer has a need for speech services.
- g. Current services are based on the IEP and Evaluation Report from Des Moines, Iowa, until eligibility for special education in Minnesota and current service needs can be determined.
- h. See the Progress Report for a summary of progress on goals and current performance as well as the Evaluation Report dated 1/13/07 for a summary of the procedures and test results that were used as a basis for determining that he did not qualify for special education services for children age 3-21

4. Description of any other options that the district considered and the reasons why those options were rejected:

- a. The team considered providing services in the resource room but decided that increased direct service time in the classroom would be better for John.
- b. The team considered placing the student in Day Treatment but was unable to place him this time.
- c. The team considered providing indirect services but decided that this level of support was no longer needed.
- d. No other special education options were considered or rejected at this time.
- e. Continue providing an interpreter on the previous schedule (4/5 classes). This was rejected because the student does not need or want a full time interpreter.
- f. The team considered indirect services but decided that this was not needed because his performance has been very stable for the last year.
- g. The team considered the parent's request to not provide services but determined that it would be in Jane's best interest to continue special education services.
- h. The team considered doing another evaluation but determined that previous evaluation results were valid and that progress data substantiates that services are not needed at this time.

5. Description of any other factor affecting the proposal:

- a. No other factors were considered.
- b. There are currently no openings in Day Treatment so the team decided to add mental health related services and goals.
- c. The team recommended that Title 1 services or Reading First be explored.
- d. If he does not maintain a production level of 90% accuracy for the "r" sounds, the team will discuss resumption of services within the 12 month period of discontinuing services.

Notice of a Team Meeting Form

(Training Script)

The physical changes to this form are not significant; however keep the following in mind when completing it:

Regarding Meeting Participants:

- 1) The notice must include a list of individuals who the district invites **or is requiring to be at the meeting**. We recommend that you only list those individuals required to be at the meeting. We know this will include at least the roles of parent, special education teacher, general education teacher, administrator/designee, and student when transition needs are being discussed.
 - The significant change in procedure is that individuals listed on this meeting notice **are to be in attendance at the meeting**. There are only two exceptions for an individual listed not attending.
 - if the parent and the district agency ***agree, in writing***, that the attendance of the member is not necessary because the member's area of the curriculum or related services *is not being modified or discussed* at the meeting.
 - A member of the IEP team may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's areas of the curriculum or related services if:
 - The parent and the district ***agree in writing, AND***
 - ***The member submits input*** into the development of the IEP ***in writing*** to the parent and the IEP team ***prior to the meeting***

- As a result:
 - o We strongly encourage case managers to carefully reflect on who is really needed at the IEP meeting and insure they are able to attend before finalizing the Notice of a Team Meeting. Once the name is on the plan, finalized, and sent out to the parents/guardians prior to the actual meeting, those named are expected to attend!
 - o Remember the saying “Less is more” when completing this form as in most situations inviting the minimum required representatives is recommended.
 - o Speak with your building administrator and supervisor if general education representation is problematic.

With that in mind let’s walk through completing a “Notice of a Team Meeting”

- 1) Pull up a student you’re familiar with and go to the Special Education Documents page selecting “Create New Special Education meeting notice”
- 2) Enter the initial notice date if different from the default date, select “draft,” then “submit.”
- 3) On the next page most information will be automatically entered except for meeting date, time and location. Be aware that you should be providing parents ample time to be aware of this meeting and respond. There is a pop up calendar on the screen to assist in determining time lines.
- 4) “Ample time” defined by rules generally means “14 days notice.” Yes – sometimes you will be sending out notices in less time than that, but don’t make it a habit. The biggest thing about working in special education is that you constantly have to be planning ahead.

- 5) After submitting, click on “Meeting Purposes” on the left hand side of the page. Check the purpose(s) of the meeting or enter a description under “other” and submit.
- 6) Click on “Meeting Attendees” on the left hand side of the page. As you complete this page keep in mind what we talked about earlier regarding required participants and their roles.
 - a. After you select the meeting attendees, click on "edit" and select the required role that they will fulfill (e.g, regular education teacher). It is mandated that we specify the roles each member has at this meeting and it isn't always evident by their relationship.
 - b. In regard to the building administrator(s), you will note that their role when you plug in their name you will see printed their name/designee. This is intentional, in the off event that an emergency arose and the administrator who expected to be there couldn't make it. You may then seek a designee to step in for them and not worry about the designee's name not being on the notice. When you know the administrator cannot make it and you have an identified designee do list their name on the notice.
 - c. You may want to speak with the parent about who should be at this meeting when you call to set a time to meet. Again, you make these decisions based on the student's or family's needs. Identifying who is needed and wanted at the meeting ahead of time can help completion of this form and compliance with rule.
- 7) After this you “Check Completeness” and “Make Final” then “Print Notice.”

Let's just finish this with a few reminders regarding Parent Participation:

- 1) Always keep a record of your attempts to arrange a mutually agreed upon time and place
- 2) If parent does not/cannot attend the meeting document methods to ensure their participation including conference calls.

- 3) Document attempts in the Notifications section of the Notice of Team Meeting, the Conference Log for the student in Student Plans or at least on a hard copy of a Learner Action Log. Using the Notifications section is preferred.
- 4) To access the Notifications section, click on “Follow Up” for this notice (to the right of the “Final” under “Status”). Select Notifications from the menu on the left hand of the screen. Click on “Add Notification Record” and then you can record the contact method, person contacted, and a short note regarding the results of your contact.
 - a. Attempts may include:
 - i. Phone calls with number dialed, time call was placed, date, message left or gist of conversation that took place.
 - ii. Copies of letters mailed and responses received
 - iii. Copies of notes sent home with the student and responses received
 - iv. Detailed record of visits to parents home or work site and results of visit(s).
- 5) At the meeting be sure to follow best practice recommendations and have a signature page for all attendees to sign.
- 6) The last reminders are for when these meeting notices are for an IEP:
 - A) Make sure to go into the Team Meeting Follow-Up Screen to record who actually attended the meeting. You’ll need to mark them as attended or excused.
 - B) Make sure to change the meeting date on the new IEP so the correct attendees show up on the IEP.

Prior Written Notice. (Training Script)

- I) The “Notice of Proposed Action/Denial” form has been replaced with the “Prior Written Notice.” Changes to this form are minor.

- II) Create this form by clicking on “Create New Prior Written Notice” on the Special Ed. Documents screen.
 - A) Enter the notice date if the default date is not correct – submit.
 - B) Enter the proposal this notice is for or use the drop down menu to select the appropriate IEP.
 - C) A deadline date for the parent to return the Notice or the end of the parent response period is also included and automatically appears once you’ve entered the date of your notice.
 - D) You will see an added field to indicate if the Notice was mailed or given to the parent.
 - E) Check the Notification List to insure you’re notifying the appropriate parents/guardians, etc.
 - F) Complete the five questions for proposals and/or refusals.
 - G) Check completeness and finalize
 - H) Status will be noted as “pending” until a parent response has been received or you record the parent decision after the 14-calendar day waiting period has passed.

- III) If the parent **disagrees** with the proposal or parts of the proposal:
 - B) Select the option, "Not Implemented".
 - 1) Enter the reason why this status was selected (e.g., a parent disagreed with amount of service proposed by the district) and submit.
 - 2) Contact your special education supervisor to schedule a conciliation conference. (Generally an IEP meeting will be held to develop a new plan.
 - 3) If a new plan is developed, put the previous plan in "Not Implemented" status. You can then copy the previous plan and make changes as needed. Do not change the previous plan!)

- V) If the status is not changed by the deadline date, the tickler list will show the Notice as overdue under the heading of "Prior Written Notice Past Deadline."