

**BEFORE THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

In the Matter of Hillsboro  
School District 1J

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FINDINGS OF FACT,  
CONCLUSIONS,  
AND FINAL ORDER  
Case No. 24-054-001

**I. BACKGROUND**

On January 3, 2024, the Oregon Department of Education (Department) received a written request for a special education complaint (Complaint) from the parent (Parent) of a student (Student) attending school in the Hillsboro School District (District). The Complaint requested that the Department conduct a special education investigation under OAR 581-015-2030. The Department confirmed receipt of this original complaint and forwarded the request to the District by email on January 3, 2024.

Under state and federal law, the Department must investigate written complaints that allege violations of the Individuals with Disabilities Education Act (IDEA) and issue an order within sixty days of receipt of the complaint.<sup>1</sup> This timeline may be extended if the Parents and the District agree to the extension in order to engage in mediation or local resolution or for exceptional circumstances related to the complaint.<sup>2</sup>

On January 16, 2024, the Department's Complaint Investigator 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 January 30, 2024. On January 29, 2024, the Department allowed a 4-day extension for the District's *Response*, to February 3, 2024.

The District timely submitted a *Response* on February 4, 2024. The *Response* included a narrative, and the following relevant documents upon which the Investigator relied:

1. District's Written *Response* to Complaint, 2/2/24
2. Placement Determination, 1/4/24
3. IEP, 1/4/24
4. Meeting Minutes, 1/4/24
5. Prior Written Notice (PWN), 1/4/24
6. IEP, 10/19/23 amendment
7. Meeting Minutes, 1/10/23
8. Placement Determination, 1/10/23
9. PWN, 1/10/23
10. Letter re: Covid Recovery Services, 1/10/23
11. Eligibility Determination, 1/12/22
12. ASD Assessment Survey, 12/9/21
13. Psycho-Educational Evaluation Summary, 11/15/21
14. Speech-Language Evaluation Report, 1/6/22
15. PWN, 1/12/22

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<sup>1</sup> OAR 581-015-2030(12) and 34 CFR § 300.152(a)

<sup>2</sup> OAR 581-015-2030(12) and 34 CFR § 300.152(b)

16. Meeting Minutes, 1/12/22
17. PWN for Evaluation/Consent, 1/29/24
18. Consent History, 1/29/24
19. PWN for Evaluation/Consent, 1/30/24
20. Consent History, 2/1/24
21. Student Escalation Cycle, 2022
22. Placement Determination, 9/11/23
23. PWN, 9/11/23
24. Contact Log, 10/15/21 to 12/8/23
25. Meeting Minutes, 10/19/23
26. Agreement re: IEP Meeting Attendance, 10/19/23
27. Placement Determination, 10/19/23
28. PWN, 10/19/23
29. Discharge Instructions from Treatment Program, 10/11/23
30. Treatment Review, July 2023
31. Treatment Review, undated
32. Discipline Referral, 1/10/24
33. Use of Restraint/Seclusion Incident Report, 1/10/24
34. Debriefing Notes re: Behavior Incident, undated
35. Discipline Referral, 11/6/23
36. Use of Restraint/Seclusion Incident Report, 11/6/23
37. Debriefing Notes re Behavior Incident, undated
38. Email, 1/23/24
39. Discipline Referral, 12/8/23
40. Email, 11/17/23
41. Behavior Support Plan (BSP), 2/25/22
42. Email, 10/24/22
43. Email, 1/11/24
44. Email, 10/24/23
45. Email, 1/8/24
46. Email, 11/6/23
47. Email, 11/6/23
48. IEP, 9/11/23 amendment
49. Schedule of Parent Tour/Student Intake, 10/10/23
50. Note re: Behavior Incident of 1/10/24
51. Email, 11/29/23
52. Email, 1/5/24
53. Email, 1/23/24

On February 13, 2024, the Parent timely submitted a *Reply* via email, following a 4-day extension allowed by the Department. The Parent submitted two additional documents: the Student's IEP dated January 10, 2023 (with a September 11, 2023 amendment), and a Special Education Progress Note, dated February 2, 2024.

The Complaint Investigator interviewed the Parent by telephone on February 21, 2024. On February 22, 2024, the Complaint Investigator interviewed District staff by telephone, including: a Support Specialist, a Special Education Teacher, a Behavior Specialist, a Long-Term Substitute Teacher, a Principal, and the Special Education Director. On February 21, 2024, the District also provided to the Complaint Investigator by email a Functional Behavioral Assessment (FBA) of the Student, dated March 9, 2021. The Complaint Investigator reviewed and considered all of these documents, interviews, and exhibits in reaching the findings of fact and conclusions of law contained in this order. 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. The 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 4, 2023 to the filing of the Complaint on January 3, 2024.

<b>Allegations</b>	<b>Conclusions</b>
<p><b>When IEPs Must Be in Effect (Implementation)</b></p> <p>The Complaint alleges that the District violated the IDEA by not providing special education and related services in accordance with the Student’s IEP. Specifically, in their <i>Reply</i>, the Parent alleged the following:</p> <p>The District failed to implement the Student’s IEP and BSP when responding to behavior incidents that occurred on November 6, 2023 and on December 8, 2023;</p> <p>The District failed to provide Assistive Technology as required by the Student’s IEP;</p> <p>The District failed to provide “Family Training/Counseling/Consultation” as required by the Student’s IEP;</p> <p>The District failed to provide educational services to the Student between October 12, 2024 and October 24, 2024;</p> <p>The District failed to provide opportunities for the Student to interact with typically developing peers;</p> <p>The District failed to adequately inform staff members of their specific responsibilities to implement the Student’s IEP;</p>	<p><b>Partially Substantiated</b></p> <p>The District did not fail to implement the IEP and BSP when responding to these behavior incidents.</p> <p>The District did not fail to provide Assistive Technology required by the Student’s IEP.</p> <p>The District did fail to provide “Family Training/Counseling/Consultation” as required by the Student’s IEP.</p> <p>The District provided educational services to the Student as soon as possible upon the Student’s transition from a day treatment center to the District.</p> <p>The Non-Participation Justification statement in the Student’s IEP indicates that they were removed from general education 100% of the time.</p> <p>The District did not fail to adequately inform staff members of their specific responsibilities to implement the Student’s IEP.</p>

<b>Allegations</b>	<b>Conclusions</b>
<p>The District failed to provide progress reports to the Parent as required by the Student’s IEP.</p>	<p>The District did not fail to provide progress reports to the Parent. At the time progress reports were issued, the Student had not been enrolled long enough for the District to determine progress towards their IEP goal.</p>
<p><b>Requirement for Least Restrictive Environment; Placement of the Child; Parent Participation - General</b></p> <p>The Complaint alleges that the District violated the IDEA by failing to provide an appropriate placement in the least restrictive environment. Specifically, the Complaint alleges that during the 2022-23 and 2023-24 school years the District shortened the Student’s school days without notification or participation of the Parent of this change in placement.</p> <p>(OAR 581-015-2240; 34 CFR § 300.114; OAR 581-015-2250; 34 CFR § 300.116 &amp; 300.327; OAR 581-015-2190; 34 CFR § 300.500, 300.327 &amp; 300.501(b))</p>	<p><b>Not Substantiated</b></p> <p>The Parent acknowledged that the Student began attending a full day of school in the District on October 24, 2023, and that the District did not provide shortened school days to the Student.</p>
<p><b>Evaluation and Reevaluation Requirements</b></p> <p>The Complaint alleges that the District violated the IDEA by failing to reevaluate the Student. Specifically, the Complaint alleges that during the 2022-23 and 2023-24 school years, the Parent requested reevaluation and updating of the Student’s Behavior Support Plan (BSP) but the District failed to do so.</p> <p>(OAR 581-015-2105; 34 CFR §§ 300.301 &amp; 300.303)</p>	<p><b>Substantiated</b></p> <p>The Student was involved in an incident involving aggression on November 6, 2023 that placed the Student and staff at imminent risk of serious bodily injury. As a result, the District should reviewed and, if necessary, revised the FBA and reviewed and, if necessary, developed a new BSP or revised the existing BSP.</p>
<p><b>Extended School Year Services (ESY)</b></p> <p>The Complaint alleges that the District violated the IDEA by failing to collect data, including regression and recoupment data, to consider regarding ESY services during the 2022-23 and 2023-24 school years; and failing to discuss the provision of ESY services for the Student prior to the summer of 2023.</p> <p>(OAR 581-015-2065; 34 CFR § 300.106)</p>	<p><b>Not Substantiated</b></p> <p>The Student was not within the District’s jurisdiction at the time an IEP team determined whether ESY was needed for the 2022-23 school year. The District has not yet determined whether ESY is required for the current IEP but anticipates using data to make that determination following spring break.</p>

### III. FINDINGS OF FACT

1. The Student is 11 years old and presently in sixth grade in a District school. The Student is eligible for special education as a child with OHI (Other Health Impairment).
2. Until October 12, 2023, the Student attended school in a day treatment program in another school district. The day treatment program discharged the Student “back to care of Hillsboro SD” on October 12, 2023, due to an increase in the level of harm to self and others. Under ORS 343.961(3)(a), the school district in which an eligible day treatment program is located is responsible for providing the education of a student, including special education services. Therefore, the District’s responsibility for the education of this Student during this Complaint period began on October 12, 2023.
3. Upon the Student’s return to the District, the District held an IEP meeting on October 19, 2023 and the IEP team changed the Student’s January 10, 2023 placement of “Public, separate school focusing on therapeutic, mental health services” (the day treatment program placement) to “Specialized program with emphasis in areas of social and behavioral instruction with opportunities for inclusion in general education”. Otherwise, the District kept in place the Student’s January 10, 2023 IEP from the previous District, including the Student’s Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP), which includes a “2022 Escalation Cycle” for the Student.
4. Consistent with the October 19, 2023 placement determination, the Student received special education and related services in a District Social Learning Center (SLC) classroom, and the Student began attending school in the SLC on October 24, 2023. The SLC consists of three classroom areas, one where students receive services in conjunction with regular education classes, one that is empty and referred to as the reset room, and another with varied uses. The SLC “classroom is run by a Special Education Teacher and Behavior Specialist. The licensed teacher working with the Student collaborates with the sixth grade teacher to create plans that mirror the general education classroom.” District staff reported that the Student is strong academically and is at grade level. This is consistent with the Present Levels of Academic Achievement and Functional Performance reported in both the Student’s January 10, 2023 and January 4, 2024 IEPs.
5. From October 24, 2023 until shortly after a behavior incident on January 10, 2024 (after the January 3, 2024 Complaint in this case), District staff worked with the Student in the portion of the SLC classroom in which other students were receiving services in the SLC. District staff reported that that area of the SLC usually has from 0 to 3 other students during the school day. At all times since October 24, 2023, the Student was accompanied by a teacher and either an educational assistant or the Special Education Teacher at all times in the SLC.
6. Before the Student began attending the SLC on October 24, 2023, the two teachers and all staff working with the Student carefully reviewed the Student’s Behavior Support Plan (BSP) dated February 25, 2022 and the Student’s “2022 Escalation Cycle” that accompanied the BSP. The Long-term Substitute Teacher (Substitute Teacher) had requested “safety care” training before November 6, 2023, but did not receive safety care training until January 4, 2024; however, the Special Education Teacher and the Educational Assistant each received the safety care training before working with the Student.
7. On November 6, 2023, the Student experienced an “escalated state.” Consistent with the Student’s BSP, the Student was able to be alone in another part of the classroom for about 30 minutes to deescalate. The Substitute Teacher believed that the Student had had sufficient

time to calm down. However, when a District staff member announced that it was time for student pictures, the Student broke a pencil then ran toward the Substitute Teacher and struck the Substitute Teacher. The Substitute Teacher was able to direct the Student towards the reset room, where the Student tripped on a mat and fell. The Substitute Teacher then fell over the Student. The Student then went to the reset room. The Substitute Teacher reported to the Complaint Investigator that they suffered a bruised elbow from the fall, and the Student hit their head on the floor.

8. The Substitute Teacher had read the Student's BSP and 2022 Escalation Cycle and reported that the Student's behavior was unexpected because it followed 30 minutes of leaving the Student alone in a different part of the classroom. The Student's 2022 Escalation Cycle states that during an "acceleration" behavior, the Student may "start punching staff", and during a "peak" behavior, the Student may "target staff by throwing materials, biting, hitting, kicking". The Student's 2022 Escalation Cycle states that during either the acceleration or peak behaviors, "the lead staff member will perform a supportive guide. The supportive guide will change the direction [the Student's] body is facing, allowing staff to exit into a seclusion if needed". The Incident Report for this incident states, as related to the Substitute Teacher, that "Training was requested prior to this incident. Restraint was done out of necessity for physical safety and other trained staff was [sic] in room but could not intervene in time." The Student received a 3-day suspension as a result of this incident.
9. On December 8, 2023, the "Student became activated when another [student] touched [the Student's] supplies. [The Student] responded with physical aggression toward staff and students." The Student received a "1/2 day in school suspension" as a result of this incident.
10. District staff were aware the Student had been discharged from the day treatment program due to behavior issues. District staff reported to the Complaint Investigator that they reviewed the Student's FBA, as noted above. Among other District staff, the Special Education Teacher reported that the IEP team knew the FBA needed to be updated, but that process did not begin because of the understanding that the placement with the District would be a very short term placement. As noted above, two behavior incidents involving the Student occurred, one on November 6, 2023, 13 days after the Student's first day at the SLC, and one on December 8, 2023, slightly over four weeks later. The first of these incidents resulted in bodily injuries to the Substitute Teacher.
11. The Parent filed this Complaint on January 3, 2024.
12. On January 4, 2024, the Student's IEP team met and continued the Student's October 19, 2023 placement of "Specialized program with emphasis in areas of social and behavioral instruction with opportunities for inclusion in general education". The January 4, 2024 IEP changed the amount of Specially Designed Instruction (SDI) from 150 minutes weekly to 240 minutes weekly; removed the related service of "Family Training/Counseling/Consultation" which the January 10, 2023 IEP stated occurred 200 minutes monthly and would be monitored by "COU – Counseling Psych"; and added, under Supplementary Aids/Services/Accommodations, "headphones" throughout the Student's school day. District staff reported that the family training/counseling/consultation by psychiatric staff is not an accommodation that has been provided in the District, and that the day treatment program during which the family training/counseling/consultation originated is uniquely staffed to provide this accommodation. District staff agreed that the District did not provide this accommodation as required by the Student's January 10, 2023 IEP.
13. The January 4, 2024 IEP continued the Supplementary Aids/Services/Accommodations of "Assistive technology for longer writing assignments." District staff reported that the IEP

provides access to Assistive Technology (AT) for longer writing assignments only, and that the Student had not been assigned longer writing assignments during the Complaint period, so AT was not required.

14. In their *Reply* to the District's *Response*, the Parent alleged that the Student was not receiving the access to typically developing peers required by the Student's IEP. The Student's October 19, 2023 IEP placement determination page indicates that the IEP team selected "Specialized program with emphasis in areas of social and behavioral instruction with opportunities for inclusion in general education." The Non-Participation Justification says that the Student is currently removed 100% of the school day from the general education setting.
15. In the Parent's *Reply* in this case, the Parent alleged that the District failed to provide any services to the Student from the date of the Student's discharge from the day treatment program on October 12, 2023 to the Student's first day in the SLC, on October 24, 2023, a total of 7 school days. The Reply states: "The student was to remain at home until the school team was 'ready' for [the Student]."
16. The Parent alleged that the District did not adequately inform the Student's teachers and providers who work with the Student of their specific responsibilities regarding implementation of the Student's IEP. All District staff interviewed by the Complaint Investigator stated that prior to the Student's first day attending the SLC, they reviewed all information regarding the Student available on the District's electronic special education system. This included the January 10, 2023 IEP in its entirety; the October 19, 2023 placement determination, PWN, and Meeting Minutes; the Student's FBA/BSP and the Student's 2022 Escalation Cycle. Additionally, a Behavior Specialist, a Support Specialist, and a Special Education Teacher met on or about October 17, 2023 to discuss the services the Student would be provided upon their start in the SLC.
17. During the Complaint Investigator's interview of the Parent, the Parent acknowledged that the Student's school days in the SLC were full school days.
18. District staff confirmed that the first quarter of the District's 2023-24 school year ended on November 8, 2023, the 12<sup>th</sup> school day the Student attended the District's SLC. At that time, the District did not have sufficient data to meaningfully report progress towards the Student's IEP goal. District staff reported to the Complaint Investigator that report cards are provided in February and June each year, and that the Student's report card has recently been issued.
19. The Parent alleged that the District failed to collect "data, including regression and recouplement date, to consider regarding ESY services" during both the 2022-23 and 2023-24 school years. The District involved in this Complaint did not begin working with the Student until October 12, 2023, and the Student began attending a District SLC on October 24, 2023. District staff indicated that information regarding the Student's progress toward their behavior goal is being collected, and that the IEP team will consider the need for ESY following spring break.

#### **IV. DISCUSSION**

##### **When IEPs Must Be in Effect (Implementation)**

The Complaint alleged that the District violated the IDEA by not providing special education and related services in accordance with the Student's IEP and failed to provide accommodations and failed to support the Student's behavior, as required by the Student's IEP.

School districts must provide special education and related services to a child with a disability in accordance with an IEP. As soon as possible following the development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP.<sup>3</sup>

The Parent alleged in their *Reply* that the District failed to implement the Student's IEP and BSP when responding to behavior incidents that occurred on November 6, 2023 and on December 8, 2023, that the District failed to provide Assistive Technology as required by the Student's IEP, that the District failed to provide "Family Training/Counseling/Consultation" as required by the Student's IEP, that the District failed to provide educational services to the Student between October 12, 2024 and October 24, 2024, that the District failed to provide opportunities for the Student to interact with typically developing peers, that the District failed to adequately inform the Student's teachers and providers who work with the Student of their specific responsibilities regarding implementation of the Student's IEP, and that the District failed to provide progress reports to the Parent.

On November 6, 2023, the Department notes that the behavior of the Student followed a previously escalated state some 30 minutes prior to the behavior incident. The staff member believed that the Student had calmed down by this point as a result of providing the calming down opportunity required by the Student's IEP. An announcement resulted in a demand being placed upon a Student, and the Student immediately became physically aggressive. As such, there was no opportunity for the District to provide the "supportive guide" referred to in the Student's BSP prior to the escalation.

The Department does not substantiate this portion of the allegation.

The Parent also alleged that the District failed to implement the Student's IEP by failing to provide AT to the Student. However, the Student's IEP states only that AT is to be provided for "longer writing assignments." The Student was not assigned longer assignments during the Complaint period.

The Department does not substantiate this portion of the allegation.

The Parent also alleged that the District failed to implement the Student's IEP by failing to provide the related service of "Family Training/Counseling/Consultation". During interviews of District staff by the Complaint Investigator, District staff clearly indicated that the District did not implement this particular related service from October 12, 2023 due to the removal of this related service from the Student's IEP on January 4, 2024 (the day after the submission of the Complaint on January 3, 2024). Therefore, this portion of the IEP was not implemented between October 12, 2023 and January 3, 2024 as required by the Student's IEP.

The Department substantiates this portion of the allegation.

The Parent alleged that the District failed to implement the Student's IEP by failing to provide education or services to the Student from the date of the Student's discharge from the day treatment program on October 12, 2023 to the date the Student began attending the SLC, October 24, 2023. The District began preparing for the Student's admission, by reviewing appropriate information and planning where the Student would attend school with the District, and that the District began providing special education and related services in a classroom setting within seven school days after the Student's discharge from the day treatment program. OAR 581-015-2220(2)(b) provides: "As soon as possible following development of the IEP,

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<sup>3</sup> OAR 581-015-2220



special education and related services must be made available to the child in accordance with the child's IEP." Considering the need to ensure that appropriate supports were in place to provide for the Student's unique needs, seven school days is not an unreasonable period of time.

The Department does not substantiate this portion of the allegation.

The Parent states in their *Reply* that the District failed to implement the Student's IEP by failing to provide for opportunities for access to typically developing peers in the Student's school environment. The Student's placement indicated "Specialized program with emphasis in areas of social and behavioral instruction with opportunities for inclusion in general education," and states "increased inclusion time with typical peers as appropriate." The Non-Participation Justification indicates that the Student will be removed from general education 100% of the time. The Student's aggressive behavior shortly after arriving in the District prevented the District from increasing inclusion time with typical peers due to safety concerns.

The Department does not substantiate this portion of the allegation.

The Parent alleged that the District did not adequately inform the Student's teachers and providers who work with the Student of their specific responsibilities regarding implementation of the Student's IEP.

Each school district must ensure that the IEP is accessible to each regular education teacher, special education teacher, related services provider, and other service providers who are responsible for implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for or on behalf of the child in accordance with the IEP, and that they have been informed of their specific responsibilities for implementing the child's IEP. <sup>4</sup>

Every staff person providing services to the Student, including the Substitute Teacher, had been provided access to the Student's January 10, 2023 IEP and reviewed the Student's special education documents before they began working with the Student in the SLC on October 24, 2023.

The Department does not substantiate this portion of the allegation.

The Parent alleged that the District failed to timely provide IEP progress reports and report cards during, as relevant to this Complaint against the District, the 2023-24 school year.

The IEP must include: A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.<sup>5</sup>

The Student began attendance in the District on October 24, 2023, just 11 school days before the end of the District's 1<sup>st</sup> quarter of the 2023-24 school year, on November 8, 2023. Although the District that provided special education and related services to the Student before the Student's discharge from the day treatment program had an obligation to report on the Student's progress towards IEP goals during the first quarter of the 2023-24 school year, Hillsboro School District did not. The brief period between October 24, 2023 and November 8, 2023 did not

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<sup>4</sup> OAR 581-015-2220(3)

<sup>5</sup> OAR 581-015-220(1)(c)

provide an opportunity for the District to gather sufficient information for the District to provide a quarterly report on the Student's progress towards the Student's IEP goal.

The Department does not substantiate this portion of the allegation.

### **Requirement for Least Restrictive Environment; Placement of the Child; Parent Participation – General**

The Complaint alleged that during the 2022-23 and 2023-24 school years, the District shortened the Student's school days without notification or participation of the Parent of this change in placement.

The District named in the Complaint in this case became responsible for the Student's education on October 12, 2023. The Student began attending a SLC in the District on October 24, 2023, and attended school for a full day.

The Department does not substantiate this allegation.

### **Evaluation and Reevaluation Requirements**

The Complaint alleged that, despite requests made by the Parent, the District failed to reevaluate and update the Student's BSP.

If an FBA has been previously completed, the school district must review and/or revise the existing FBA within 45 school days of receiving parental consent to conduct the assessment for every student who has placed the student, other students or staff at imminent risk of serious bodily injury as a result of the student's behavior.<sup>6</sup>

In its *Response*, the District states: "Here, the District concedes that a new FBA and BSP was not conducted and written between October 2023 and January 2024. However, during that time the District was – like discussed in the case above – implementing the most recent BSP and gathering information about the efficacy of that BSP before making a formal determination that a new FBA and corresponding BSP was necessary. The team met on 1/4/24, though not documented in the notes, the team did discuss reviewing the FBA and BSP at the next check-in meeting. The team then met on 1/29/24 to plan for the FBA and BSP update. The team decided to do observations, and teacher, student, and parent interviews prior to the review meeting. Parent signed consent for an FBA and BSP on 1/29/24. The FBA and BSP meeting is scheduled for March 1, 2024."

The Department finds that the District should have reviewed, and, if necessary, revised the Student's FBA and subsequently drafted a new BSP based upon the aggression displayed during the November 6, 2023 behavior incident, in which the Student placed themselves and staff at imminent risk of serious bodily injury. As of February 23, 2024, the District has mostly completed the FBA reevaluation, with a review meeting to occur on March 1, 2024.

The Department substantiates this allegation.

### **Extended School Year Services (ESY)**

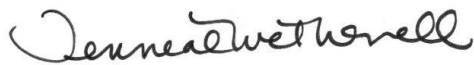
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<sup>6</sup> OAR 581-015-2181



<p>The District must hold an IEP meeting with the Parent to develop a plan to deliver the Family Training/Counseling/Consultation services.<sup>9</sup></p>		
<p>2. The District must ensure that all District staff responsible for reviewing, revising, developing, and implementing IEPs for this Student receive training in each of the following areas:</p> <ul style="list-style-type: none"> <li>• IEP Review/Revision;</li> <li>• IEP Implementation;</li> <li>• Review/Revision of FBAs and BSPs.</li> </ul>	<p>Training agenda/materials to district support specialist for review/approval.</p> <p>Sign-in sheet for training.</p>	<p><b>April 1, 2024</b></p> <p><b>June 15, 2024</b></p>

Dated: this 1st Day of March, 2024




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Tenneal Wetherell  
 Chief of Staff  
 Oregon Department of Education

E-mailing Date: March 1st, 2024

Appeal Rights: Parties may seek judicial review of this Order. Judicial review may be obtained by filing a petition for review within sixty days from the service of this Order with the Marion County Circuit Court or with the Circuit Court for the County in which the party seeking judicial review resides. Judicial review is pursuant to the provisions of ORS § 183.484. (OAR 581-015-2030 (14).)

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<sup>9</sup> The Department provides IEP Facilitation services when it is mutually desired by parents and school districts and is available to support the Student's IEP team in this meeting. If a Facilitated IEP meeting is desired, please email [ode.disputeresolution@ode.state.or.us](mailto:ode.disputeresolution@ode.state.or.us).