

The Special Education Administration team and MVEA have been in collaboration with district legal counsel to determine the process to proceed with Special Education services under the Federal and State guidelines required during COVID-19. The pathway moving forward is outlined below.

All Special Education Educators will be required to meet the MOU requirements of delivering services under the Distance Learning Plan of 2 lessons and 1 session of office hours per week.

Special Education Temporary Learning Plan

1. A letter will go to all parents of special education students acknowledging our requirement to continue to provide services per the IEP while schools are in a Distance Learning model. This is not a Prior Written Notice or an Amendment IEP.
2. Beginning April 10th an individualized letter will be sent to each parent of a special needs' student describing the contingency plan for how the district will provide service minutes during the school shut down mandate. The current minutes will be applied to a matrix to determine each student's required service minutes. This letter will also state that full services will resume once school resumes to a normal schedule. This is not a Prior Written Notice or an Amendment IEP.

Assessments - Initial & Triennial

Special Education assessments DO NOT need to be conducted.

- SB117 waives timelines during school closures. COVID-19 has created a school closure.
- Assessment timelines are paused effective March 13th and will resume when schools reopen for students to attend classroom instruction.
 - If a Triennial assessment process was complete prior to the shut down, and the team would like to proceed with the IEP meeting, please partner with SELPA Admin to proceed.

IEPs (Annual, Triennial and 30-Day) -

IEPs will resume on May 4, 2020.

- IEP timelines **HAVE NOT** been waived by the Department of Education
- Allow for time to implement Distance Learning and determine the processes and procedures to conduct virtual meetings.

IEP teams that consist of all required team members will convene a virtual meeting to discuss and consider individualized educational benefit: present levels, goals and services.

- The team will complete as much of the IEP as possible given the data available to the team

- At a minimum the team will update the Annual/Triennial dates to preserve the timeline and then close the meeting
- It is assumed IEPs will be incomplete. Meetings will close and reconvene once students are available for staff to gather data to complete the IEP.

Special Ed FAQ:

1. **How do we complete Special Ed assessments?** At this time assessments will not be done until students are available to meet the norming standards required of the assessment.
2. **Is there a way to get guidance for mod/severe students and distance learning?** Guidance will be coming out over the next few weeks. Please work with your Program Specialists to determine what and how.
3. **How can Instructional Assistants support Special Education during Distance Learning?** CSEA is negotiating their own MOU. As soon as we have that information, we will be able to have that discussion.
4. **What do we do about IEP's/ Triennials, etc?** See the guidelines above. IEP meetings will resume on May 4, 2020.
5. **Will IEP meetings be expected to be held? If so, how will they be facilitated and held?** Video conferencing, phone conferencing with the required IEP team members in attendance.
6. **How will related services such as speech be provided? Is the District looking at tele-therapy?** The District is considering tele-therapy as a viable delivery method.
7. **Will there be a separate meeting to address Special Education?** Yes, we will schedule Webex meetings next week.
8. **What data will case managers use to assess progress to goals?** Data that is available to the team will be considered to assess progress to goals.
9. **How will case managers have access to the confidential files?** Case managers will need to rely on the SEIS file contents.
10. **How will case managers coordinate IEP team members with flexible schedules?** Meetings will be scheduled to meet the availability of all team members. IEPs will need to be held within the guidelines of the MOU.

- 11. What will RSP look like under the MOU? Elementary/Secondary?** A letter will be sent to parents identifying the services provided during Distance Learning. Case managers will be given the data as well. Special Education teachers work under the MOU as outlined.
- 12. How do we implement the IEP? Track data? Meet minute requirements?** You should implement the IEP and track data to the best of your ability to do so under the guidelines of the MOU.
- 13. Are we asking parents to digitally sign IEPs and assessment plans? For parents that prefer “hard copies”, how are we mailing these or any other information that needs to be sent?** The District is exploring Docusign for signature gathering.
- 14. Is our offer of FAPE based on regular school sessions or distance learning?** FAPE will not change. A Temporary Learning Plan will be implemented to provide appropriate services during Distance Learning.
- 15. Can we continue with school psych meetings?** School Psychologist should continue to have regular meetings at a mutually agreed upon time within the guidelines of the MOU.
- 16. Shelley was going to order new laptops for some psych’s that needed new ones, diagnosed to their IT specialist. We’ve followed up a couple times and she said she would get back to us and that it was not a financial issue, but we haven’t heard back. I will follow up with SELPA for a status update.**
- 17. The MOU talks about “work hours” and being paid if asked to do things outside of these hours. What are they? Are they site-specific, or our previous normal work hours? (These hours were different from one psych to another) If you are asked to work outside of your normal work hours you will be paid at the extra duty rate of pay.**
- 18. How meetings are conducted with interpreters?** TBD - I will follow up on this.
- 19. I think that the MOU, and follow-up meetings with Salina stressed that live lessons are not mandatory. I think there are very good reasons for this, mainly liability, which was coincidentally observed in the virtual union meeting (you cannot predict and control environments), we heard cursing, shouting, dogs barking, and kids crying. Our IEPs will be live. We will need unique training on live IEP meetings, to minimize distractions and promote productiveness. IEP meetings are a unique situation. We will work with SELPA to provide a confidential, safe, and secure virtual platform.**

20. I know this is a day-by-day thing, but I am hoping there will be a plan when we return to school for the backlog of assessments and IEPs that happen as a result of school closures. Also, there will be bogus initial referrals due to lack of appropriate instruction (SLD) and regression in academic and behavior skills—which may lead to assessment requests or change of placement requests. Can we rethink allowing psyches to write Prior Written Notice's (PWN) denying or proposing assessment at a later time? At this time PWNs will not be written. Distance Learning is a fluid situation. We will reconvene discussion to consider next steps when given updated timelines to return to a traditional school schedule.
21. Can we get a “roster” on Q so we can message our caseload using our new Q communications system, instead of finding each kid individually? We are working with District IT on this.
22. Can we add IAs to our google classroom so they can “assist” any students with questions on work? Once we are made aware of the MOU agreed upon by CSEA we will be able to better plan for IA instruction.
23. What will the offer of FAPE look like for annuals, triennials, initials? Will we have to amend IEPs for online learning? FAPE is not changing. We are providing services under a Temporary Learning Plan.
24. How will we hold IEPs for parents that do not have access to video conferencing? Teleconferencing is a viable option.
25. How do we deal with advocates right now? TBD
26. Will our students have access to ERMHS? All services will be addressed under the Temporary Learning Plan individualized for each student based on their IEP.
27. What do we do about progress reports? TBD
28. How do service providers (APE, OT, SLP etc...) provide services? Did not see anything in the MOU about that? Depending on our students age, disability, language level, processing skills etc. I foresee that many of our special education students would not be able to participate in virtual platform therapy. See Q 26
29. For RSP teachers are they just to consult with the gen. ed teacher on accommodations and checking with their students through office hours? You will

determine how best to support your students during Distance Learning under the guidelines of the MOU.

- 30. What if we need special education files?** If you require any materials or resources from your site, make an appointment with your site Admin to retrieve those materials. Special Ed confidential files should not be removed from the site.
- 31. Many providers have old computers that do not have a video camera and cannot do virtual meetings. How would they do this?** Contact your site Admin regarding technology needs.
- 32. Will APE, OT, SLP, Psychologists, Nurses etc... also get the \$25 stipend for internet costs?** All MVEA members under this MOU will qualify for the \$25 stipend for internet costs depending on the Distance Learning platform model you adopt.
- 33. Pre School Unlike other sites we are getting referrals from IRC daily. If timelines resume once distance learning starts, we will need to have access to those referrals to process, see what assessments are needed, do intake interviews with parents, get PWN and AP's to parent. We typically get like 10-15 a week. How would we do this?** TBD
- 34. Pre School What does this mean for transition to TK/K? Many AP's still need to be sent out. How do we do that? Would it be appropriate to just do file review, teacher interview, and parent interview?** TBD
- 35. Direct speech therapy services cannot be provided via packet nor can a twice weekly recorded lesson be individualized to meet the needs of the 62 students on my caseload. We will support MVEA SLPs to navigate services under the guidelines of the MOU.**
- 36. Teletherapy is an option but it comes with its own set of requirements and regulations regarding privacy not to mention a whole new skill set for SLPs. It will also require much more time to implement than the district's 3-hour expectation for teachers. We will need lots of support from the district. See Q 35**

SPED MOU Chat (April 7th& 9th)

1. **Will there be work packets created for sped that parents can pick up? or only for gen ed?** If your gen ed teacher is supplying packets, they will go to special education students as well. There will not be something separate. Collaborate with your general ed teacher so you can recommend accommodations.

2. **Where is this plan posted?** It was attached to the transcript of the Friday call from our Superintendent.
3. **Will IAs be able to distance teach too?** The IA's are under CSEA. They are still working on their MOU. We will let you know as soon as we have information.
4. **How are we proceeding with assessment referrals that were started prior to the shutdown?** We won't be continuing with assessments until we are back in school.
5. **What will IEPs look like when we hold them in May? What will services, accommodations, and goals look like if we don't have a way to progress monitor goals and present levels info?** If you do not have the documentation to hold a complete meeting, then you won't hold a complete meeting. You will open the meeting, discuss and consider as much as the team is able to with the documentation that is available and then close the meeting to be reconvened when school resumes.
6. **What would the process be on hold IEP Meetings with parents who do not have access to a computer?** We will work that out. We can participate via telephone as well. It doesn't have to be via computer.
7. **Can I have a phone conference to hold my IEP?** Yes, this is a great idea.
8. **Is the state still requiring us to take attendance for us to get the ADA funds for schools?** No, we do NOT have to take attendance.
9. **Are we able to utilize our classroom aides during this time?** Not yet. Not until we are given a green light to utilize our classroom members.
10. **Who is writing these letters?** The letters are sent out from Jason Ramirez, Executive Director of Special Education.
11. **Where's the matrix?** The matrix is inside SEIS. It is an algorithm that will be deciding what will need to be done. It will be passed down to the case carriers.
12. **Will letters be issued to families where assessment is in progress but will not be completed?** A letter will go to every parent of a student with an IEP.
13. **What about students who are new to the district?** No 30-Day IEP meetings will be held.
14. **Will this also be on top of the MOU time of instruction the District put out for all teachers?** The MOU is for Special Education teachers, too. The MOU covers all members.

15. **How will that work if a student is a Senior, and their assessment was not completed? The assessment will not continue the following year. We might be able to hold the exit process.**
16. **What if we don't have what we need to hold the Annual due to school closure? The team will open the meeting to discuss what is available to consider and then close the meeting to preserve the timeline.**
17. **Is there a way to request that the state waive the late times? Unfortunately, any timeline exceptions during Covid-19 are driven by the Federal Government.**
18. **What about interpreters/translators/ instructional assistants? These positions are part of CSEA and until we have confirmation from CSEA, we are not partnering with translators and instructional assistants.**
19. **Will we need to keep track of service minutes during school closures? It is best practice to document IEP services provided. The Program Specialists are collaborating on an easy spreadsheet that can be used to track services.**
20. **What about students in the third grade who will be going to another school next year? My third graders will be leaving my school and going to the 4th grade in another school? Transitions will happen. IEPs that need to be amended when school resumes will have to be done at that time.**
21. **Who does the scheduling for IEPs? Case managers should continue to coordinate IEP meeting dates and times that are mutually agreeable for school personnel and parents.**
22. **Will Instructional assistants be required to support students online? CSEA is working on their MOU. At this time, we do not have the answer. It's important to understand that CSEA is under a different Collective Bargaining Agreement. They negotiate their own set of working conditions for their own members.**
23. **How will IEPs be scheduled remotely? SELPA is working on the process and procedures.**
24. **How will we call everyone? MVEA is exploring Google Voice.**
25. **Can we get training on meeting notes and minutes since the rest of this year it is different? We will make this request for training known to SELPA.**
26. **Is there any recommended program/app that will allow us to conduct conference calling without sharing our personal number with parents? See #24**
27. **What about students transitioning from elementary to middle school, or middle to high school? Students will transition forward to next year. If IEPs need to be held to update services when school resumes, they will be done at that time.**

- 28. So general education teachers know that they will be participating in IEP Meetings?**
Yes, they do know. It is in the MOU.
- 29. What if we cannot contact the parents? Or if the parents need a translator? The District is providing access to Q Communications.**
- 30. Will we be getting a copy of the three components? Not sure what the three components are.**
- 31. SELPA sends the letters, correct? Yes**
- 32. Could we utilize our aides who speak Spanish for IEPs? If so, can they get training on the terminology? See Q 18**
- 33. How do we utilize our aides, and 1:1's? Once we are notified that CSEA can provide support to our students the discussion of what that looks like will happen based on the terms of both MOUs.**
- 34. How do we conduct conference calls? What app? Google Voice is blocked for our gmails. Please contact haroldmvea@aol.com to help get you the information you need for conference calls.**
- 35. Will we have SPED trainings to show how to conduct meetings? Yes, training will be provided on virtual IEP meetings.**
- 36. Will we be given a statement regarding the services/FAPE in regard to distance learning on IEPs? We will notify SELPA that our teachers are requesting a uniform statement to use regarding closing IEPs to reconvene when traditional school resumes.**
- 37. Do you still want us to make transition referrals 90 days prior to a child's 3rd birthday for those children in the Early Start Program? SELPA will be addressing Preschool transition in the next few weeks.**
- 38. It is being strongly suggested my site use Google classroom by site admin. I also got an email directing me to have all students in ULS AND BE READY TO USE THAT PLATFORM by the 20th. Not sure what the question is here. Is there capability for ULS lessons linked to your Google classroom?**
- 39. When you say we will be given service minutes does that mean we will be required to do live/virtual meetings with students? No, that is not what is being stated. SAI services are not required to be delivered in a live format.**

40. **How do we get the IEPs signed, use DocuSign for those parents that can get online? How about those that are not comfortable or are not I-net savvy?** The format for signatures has not been determined. SEIS is currently building a Docu-sign platform into their program.
41. **Some of my students do not have reliable internet. In that case how will I provide services to those students?** MVUSD.net lists resources that are offering free internet listed.
42. **When will we know how many minutes we are required to work with each student?** You should know each student's individualized distance learning plan the week of April 12.
43. **Can we work in virtual groups on Zoom if kids have similar goals?** Yes, however MVEA does not recommend live zoom interactions.
44. **Will we have to meet with students individually to provide the specific service minutes?** It depends on the student's IEP. Typically, SAI services are offered in a group setting.
45. **Are we required to log services?** SELPA will provide an easy way to track service contacts for IEP data tracking.
46. **Any idea what speech services will be like? Will we be required to do live sessions with each student?** Depends on the individualized distance learning plan.
47. **Is it ok for another one of our team members to translate the meeting?** SELPA is working on interpreters for IEP meetings. It is important that the interpreter is familiar with the IEP vernacular for correct interpretation.
48. **Who will be in charge of getting the IEP signed by the team and how?** SELPA is still working on this process.
49. **I have done phone conference meetings BUT only with parents attending by phone... not an entire team... how will that work? To be determined.** SELPA is working on the process and procedures for virtual meetings.
50. **What if we cannot contact them with the phone numbers they have provided? Do your best to make contact with the information you have.**
51. **How will we be able to hold general education teachers accountable for attending the IEP meeting?** MOU Section C #11 states that all required IEP team members shall participate in IEP meetings virtually.
52. **What technology is available for both video and conference calls since we are all in different settings during the conference?** To be determined.

53. Do we have a possible sample letter that will be mailed to parents? SELPA will share a sample template.
54. Are Program Specialists going to be our go-to contacts for updated information, will we have another meeting, etc.? Will we be able to have program specialists attend our meetings? Asking because I have some difficult parents, and I have had them attend those meetings. Continue to reach out to your Program Specialists on a case by case basis.
55. Students at Rainbow Springs who are going to TK or K next year will need to have a change of placement IEP prior to going in the fall. Without assessments how will these IEP's go forward? They can't stay at our school next year because we don't report ADA so they must move on to the elementary. We have a lot of students in this predicament. RS will work with SELPA to determine the process for transition.
56. So are students with tris and initials don't have a mtg this year? Triennials will be held to preserve the dates. No Initials will be held.
57. If we hold IEPs in May, do we create the goals as normal and then say that they would begin in the new school year? Goals are based on present levels. If the team has present levels data to proceed goals and services should be written as if school was in session.
58. How about service providers, are they still being paid/will they attend. Eg SLP, OT etc. All service providers will be required to attend the IEP.
59. What if we need to hold both an Annual and a Triennial? Will that also be helped when school opens up again? You will offer FAPE as if school is in session. You will not be offering FAPE based on distance learning. IEP meetings will continue to be held. The depth of the meeting will be determined based on data available. FAPE will be offered as though school was in session, not in distance learning.
60. Will there be a general statement for the notes page rather than everyone coming up with their own? Yes, SELPA is working on creating a general statement.
61. Should we avoid amendments about next year's minutes being changed due to entering junior high or high school? Please wait for further directions on transition IEPs.
62. What if you need to present information for parents to see for a Triennial for them to understand the assessment results? Every IEP will be an individualized meeting. The team should always consider the level of participation needed to provide informed consent.

63. **Will program specialists still be the one to contact for the first line?** Yes, please utilize the program specialists.
64. **How do we provide these service minutes if students are not REQUIRED to participate in distance learning?** If you can't get a hold of a student, have your administrator check on them.
65. **Do we have any information on ESY or Summer School?** We have not had those conversations yet. No conversation regarding ESY or summer school has taken place. This will be a conversation that will happen in May.
66. **I have 14 gen ed teachers to consult with to support my students in RSP (grades K-3). Even in a supporting role for my students to provide them equity and access, collaborating with all these teachers will take lots of time. Will guidelines be provided in this case?** Yes. MVEA is working to support the unique situation of an RSP teacher.
67. **I am wondering if there is a way, we could have PD as to what ELL is going to look like for this time period. I have many of my students that cannot read (regardless of language), but there are some that can and need to be provided with the resources to accomplish that part of their education. Also, how is this supposed to work for a student that cannot access online without help (parent may not help) or the student is blind and non-verbal?** Every situation is unique. Please continue to work with your Program Specialist and Admin regarding resource requirements for your students.