

## Omaha Public Schools Special Education Guidance and FAQ Related to Child Find, Evaluation, IEP Timelines, Services, and Prior Written Notice During District Closure March 2020

### **SPECIAL EDUCATION SERVICES**

Omaha Public Schools will continue to provide special education services to students with disabilities. As the district continues providing enrichment and educational opportunities to students during the closure, this will include the provision of special education and related services as part of a continuity in learning plan. This requirement ensures students with and without disabilities are treated equitably and is required by federal and state anti-discrimination laws, including Title II of the ADA, Section 504 of the Rehabilitation Act, and the IDEA.

The Special Education Division will continue to ensure that students with disabilities have access to similar engagement opportunities. Special Education staff members should follow the district guidelines for continued engagement with families.

Each special education staff member should contact the families of students on their caseload to discuss the provision of special education services. If a family requests changes in the amount of IEP minutes being provided, a service is not possible virtually, or the family does not want any virtual services an IEP meeting should be held to discuss options and a PWN sent after the meeting to outline the team's decision. Please see section titled Prior Written Notice for specific directions.

The chart below is intended to give guidance on how special education staff members can continue to provide services to students with disabilities. This guidance is aligned to the continuity of learning plan sent by Curriculum Instruction and Support on March 22, 2020. This chart in no way should be interpreted as a way to limit ideas during the IEP team discussion if the team is able to provide services differently or in a manner that best meets the needs of the family.

Options IEP teams may consider including: the use of accessible distance technology, online or virtual instruction, instructional phone calls, paper packets or worksheets, textbooks, consultation between the special education and general education teacher and other curriculum-based activities. Options determined should be based on a student's specific need(s) and the family's availability.

Services, such as personal nursing, that require in-person service delivery will not be able to be provided. No services will be provided in person while schools are closed due to the COVID-19 Health Related Closure. IEP services will be provided during normal school day hours and teachers will not be required to work beyond normal duty hours.

<b>Instructional Method (to be provided by general education or self-contained special education teacher)</b>	<b>Examples of Specially Designed Instruction to be Provided by Special Education Staff Members (this is not an all-inclusive list)</b>
Teachers may use district approved applications and websites to provide learning opportunities.	<ul style="list-style-type: none"> <li>Collaborate with the general education teacher on what applications and websites they will be recommending, and problem solve and familiarize</li> </ul>

<ul style="list-style-type: none"> <li>• If an application is not approved by OPS but is approved through <a href="https://www.common sense media.org/">https://www.common sense media.org/</a>, you may use the application. If it is not approved through Common Sense Media, please contact <a href="mailto:melissa.cleaver@ops.org">melissa.cleaver@ops.org</a> in IMS and she will let you know if you should not use the application.</li> <li>• For questions about Secondary ACP curriculum online access, please contact <a href="mailto:abigail.schmidt@ops.org">abigail.schmidt@ops.org</a></li> </ul>	<p>themselves with accessibility features and identify students who may need additional support.</p> <ul style="list-style-type: none"> <li>• Check with families/students to ensure they are able to use accessibility features indicated on the students IEP, such as text to speech, dictation and/or screen reading.</li> <li>• Be available through the school preferred platform for communication if students or teachers have questions.</li> <li>• Check in with families to provide behavior skills support (examples would include social skills lessons, visual schedules, zones of regulation).</li> <li>• Provide low-tech visuals (yes/no, etc.), choice boards to assist in accessibility of applications general education teacher plans to use.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers may provide recorded or live sessions using the <u>MICROSOFT TEAMS platform or other district approved platforms or applications.</u></li> <li>• Student and family communication may be through the phone, email or other approved digital platforms by logging on with their <b>student account</b> through <u>MICROSOFT TEAMS or CLEVER at Clever.com.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Provide virtual ‘office hours’ for availability to assist with questions, accommodation suggestions, student organizational ideas to complete work, assist in problem solving of learning structures.</li> <li>• At the secondary level, Special education co-teachers should co-plan and co-teach.</li> <li>• Special educators should advise general education regarding accommodations and accessibility.</li> <li>• Any expectations for general education should be followed by special educators as well.</li> <li>• Check with the general education teacher regarding use of recorded or live sessions, then request to participate in recorded or live sessions and or preview to provide input on accessibility.</li> <li>• Check with families/students to ensure they can use accessibility features in Microsoft Teams or other district approved platforms or applications.</li> <li>• Students in ACP, BSP, and HI Classroom programs who are mainstreamed to the general education curriculum need to have access to these online lessons. General Education and Special Education teacher need to coordinate together for student access.</li> <li>• Special Education teacher will collaborate with the general education teacher by providing graphic organizers, word banks, sentence starters,</li> </ul>

	<p>checklists, accommodations for general education curriculum.</p> <ul style="list-style-type: none"> <li>• Encourage use of accommodations such as tens frame and multiplication charts. These were provided in the special education packets.</li> <li>• Special Education teacher will collaborate with parents by helping create visual schedules, visual cues (academic and social/emotions), and social stories.</li> <li>• Special Education teachers will support families by answering academic related questions, brainstorming ways to help a student work through a situation or walking a student/family through on how to complete a task, problem, assignment etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers may provide online book reading with their students.</li> <li>• See <a href="https://libguides.ops.org/online-reading-for-direction-and-guidance">https://libguides.ops.org/online-reading-for-direction-and-guidance</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Check with families/students to ensure they can use accessibility features indicated on the students IEP, such as text to speech, dictation and/or screen reading.</li> <li>• Check with general education teacher on what book the teacher will be using to provide input on accessibility and students who may need added supports such as a graphic organizers, build background knowledge, provide a multiple exposures to the same book, develop/expand on vocabulary.</li> <li>• Special Education teachers may provide reading materials that are on the student's instructional level. Parents may be guided to use instructional level activities in LibGuides that support their child.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers may electronically provide paper packets for learning which may be downloaded for home use.</li> </ul>	<ul style="list-style-type: none"> <li>• Special education teachers can share enrichment or reinforcement activities.</li> <li>• Check with general education teacher on what will be provided in the paper packets and provide input on accessibility and graphic organizers and/or household items that could serve as manipulatives that may be needed. They can also provide information on ways to provide accommodations for students with disabilities.</li> <li>• Check with family to ensure that students are aware of the IEP accommodations and how to use those accommodations at home.</li> <li>• Special Education teachers may provide materials that are on the student's instructional level. Parents</li> </ul>

	<p>may be guided to use instructional level activities in LibGuides that support their child.</p>
<ul style="list-style-type: none"> <li>Teachers may use their school-affiliated social media accounts to deliver approved learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Special education teachers should be included in the planning and delivery and collaborate with general education teachers to support their message; provide district-approved apps/links to social narratives, etc.</li> <li>Preview what the general education teacher will be using to provide input on accessibility.</li> <li>Check with families/students to ensure they can use accessibility features students may need to access the specific social media account.</li> </ul>

- Special Education staff members should regularly communicate with their Principal/Program Director and Special Education TLCs regarding how they are they are providing special education students for students on their caseloads.
- Teachers should not use text messaging to reach out and communicate with or to students.
- OPS recognizes that communicating electronically with students or staff (i.e. through social media) creates its own challenges. Remember all communication needs to remain professional and appropriate. Every communication should reflect the values and standards of Omaha Public Schools.

**EARLY INTERVENTION (Birth-Age3)**

In addition to the options above, Services Coordinators and early intervention providers should consider the following:

- Providers and Services Coordinators will respond within 48 hours to texts, phone calls, or emails initiated by parents or outside agencies.
- Family communication may be through the phone, text, email or other approved digital platforms.
- Services Coordinators will reach out/communicate with families on a monthly basis or as needed to address family needs and services.
- Services Coordinators will follow a shortened version of the Getting Ready format to address parent questions/concerns regarding their family’s needs.
- Services Coordinators will connect families with appropriate outside agencies in order to address their needs.
- Providers will contact/reach out to families as indicated in the IFSP, or as requested by the family to support parent-child interactions and address questions/concerns.
- Providers will follow a shortened version of the Getting Ready format to address parent questions/concerns regarding their child’s development and participation in daily activities/routines.

- Providers will communicate with Services Coordinators regarding parent feedback and child/family needs.
- Communication should occur among team members to address family concerns and questions.
- Providers may offer live sessions using the MICROSOFT TEAMS platform or other district approved platforms or applications.
- Providers may electronically provide paper packets for learning which may be downloaded for home use.
- Providers and Services Coordinators should regularly communicate with the Early Development Network Teaching and Learning Consultant and Lead Teacher regarding how they are engaging with students and families.
- OPS recognizes that communicating electronically with parents or staff (i.e. through social media) creates its own challenges. Remember all communication needs to remain professional and appropriate. Every communication should reflect the values and standards of Omaha Public Schools.

**DOCUMENTATION REQUIREMENTS**

Special Education staff members should keep documentation of all communication they have with families and services they provide to students. A sample documentation chart is below. Special Education TLCs will be regularly collecting your documentation and data.

Student A	Student B
3/25 Emailed Mom; sent directions for logging into Scholastic; discussed reading accommodations she can provide at home.	3/26 Called dad, he does not have email, we talked over the phone about how to create a visual schedule for student.
3/28 Held the annual IEP, parent would like IEP emailed.	4/1 Check in with the general ed teacher to make sure she knew how to accommodate the activity she’s sending to class.

**CHILD FIND**

Special education staff should establish a list of students by school that may need a special education evaluation when students return to school. Evaluations and MDT meetings would need to occur once students are available in a school setting.

**EVALUATIONS**

**Evaluation Testing Not Completed or Unable to be Completed Virtually**

If an MDT team is in the middle of a special education initial evaluation or re-evaluation, and testing has not been completed or is unable to be completed virtually, the special education team member will contact the parent(s)/guardian(s) and share that the evaluation will be completed upon the re-opening of school and the student's return to school. The MDT team leader should document this communication with the parent(s)/guardian(s).

For a student involved with an initial special education evaluation the student would continue to be a non-identified general education student.

For a student involved with a re-evaluation the student would continue to be considered an identified special education student.

### **Evaluation Testing Completed or Able to be Completed Virtually**

If all evaluation testing has been completed or can be completed virtually for a student, the team should hold the MDT with the family following these steps:

1. The special education team members would draft an MDT and agree on a few times all team members are available for the MDT. It is essential that an MDT meeting have all required MDT Team members present on the entire conference call or virtual meeting
  - a. The MDT team member requirements are unchanged. Please refer to the Special Education Handbook regarding required participants.
2. A special education team member will contact parents to schedule an MDT meeting by conference call or virtual meeting.
3. A special education team member will complete the Notice of MDT (or MDT/IEP) form in Infinite Campus. This form is now located in Special Education Documents, can be typed and saved to the student's account. Be sure to include a note at the bottom indicating a summary of the phone call with the parent including the agreed upon meeting time. A pdf copy of this notice should be emailed to the family prior to the meeting. If the parent does not have access to email, the team will call the parent to verbally remind them about the scheduled meeting.
4. The special education team member would email a copy of the draft MDT paperwork to the parent before the meeting. During the meeting, the team can use the Office365 Teams app to host the shared meeting. The team can call the parent through teams so the parent can participate by phone if they do not have access to video conferencing.
5. The MDT signature page is now located in Special Education Documents in Infinite Campus. At the end of the MDT meeting, the team must complete the form, including each participant's name typed and whether they verbally agree or disagree with the team decision. A note should be typed on the signature page indicating the meeting was held by phone or video. This form will be saved in the Infinite Campus account for the student.
6. At the end of the meeting, let the parent know a copy of the paperwork will be emailed to them and also mailed once school resumes.
  - a. If the parent does not have an email account, a copy will be mailed to them after the file has been reviewed.
7. After the meeting, team members should review the MDT/IEP to ensure that every section has been completed prior to emailing a pdf copy to the parent.



- a. When the MDT is finished, the IEP Case Manager (or other team member for MDT only meetings) downloads a copy of the unlocked MDT (and IEP if one was held) and emails it with the signature page(s) to the parent.
- b. IEP Case Manager (or other team member for MDT only meetings) electronically completes the Special Education Paperwork Checklist located in Special Education documents in the student's account and saves it.
  - a. Be sure to include the date that the MDT/IEP was emailed to the parent OR if the parent needs a mailed copy in the comments box on the Special Education Paperwork Checklist.
- c. IEP Case Manager (or other team member for MDT only meetings) sends an email to specialeducationdivision@ops.org indicating that the IEP is complete. The subject line should include: "IEP Complete XXXXX (student #)" or in the case of an MDT/IEP, "MDT/IEP Complete XXXXXX (student #)."

### **IEP AND IFSP MEETINGS (including all Initial, Annual, Transfer-In and Transition IEPs)**

If a student's annual IEP/IFSP is due, the special education team must hold the IEP meeting. There is no exception to this annual requirement.

IEPs that are transitioning students to another grade level (EDN to ECSE, ECSE to KG, High School to Transition) should also be held. For grades K-12, IEP teams that are considering changing a student's placement to a more restrictive setting, should not be held while the school district is closed. Any exceptions to this direction must be reviewed and approved by the Director of Special Education.

Exit IEP meetings for high school students who are graduating, will also need to be held. Refer to the Special Education handbook and follow the directions, this includes completing the Summary of Performance document.

The team should hold the IEP with the family following these steps:

1. The IEP Case Manager should make sure all team members are updated in the Team Members tab in Infinite Campus.
2. The special education team members would draft an IEP and agree on a few times all team members are available for the IEP. It is essential that an IEP meeting have all required IEP members present on the entire conference call or virtual meeting.
3. The IEP Case Manager will contact parents to schedule an IEP meeting by conference call or virtual meeting.
4. The IEP Case Manager will complete the Notice of IFSP/IEP Team Meeting form in Infinite Campus. This form, which is now located in Special Education Documents, can be typed and saved to the student's account. Be sure to include a note at the bottom indicating a summary of the phone call with the parent including the agreed upon meeting time. A pdf copy of this notice should be emailed to the family prior to the meeting along with the link for the Parental Rights from the Nebraska Department of Education. Document in the box on the Notice of IFSP/IEP that the link to the Parental Rights was provided. If the parent does not have access to email, the team will call the parent to verbally remind them about the meeting the day of the meeting.
  - a. NDE Parental Rights links:

English: <https://cdn.education.ne.gov/wp-content/uploads/2018/07/Parent-Rights-for-Special-Education-3-21.pdf>

Spanish: <https://cdn.education.ne.gov/wp-content/uploads/2019/03/NE-Parental-Rights-Spanish-2012-2018.pdf>

5. The IEP Case Manager should email a copy of the draft IEP paperwork to the parent before the meeting. During the meeting, the team can use the Office365 Teams app to host the shared meeting. The team can call the parent through Teams so the parent can participate by phone if they do not have access to video conferencing.
6. The IEP signature page is now located in Special Education Documents in Infinite Campus. This form should be completed by typing in the information. This form will be saved in the Infinite Campus account for the student.

### **Directions for completing the IEP signature page**

Since the IEP/IFSP meeting is being held via phone conference or a virtual meeting, the IEP/IFSP case manager would complete the IEP/IFSP signature page using the following language:

#### IEP/IFSP Team Meeting Attendance

- Parent/Guardian line: *Parent, (insert name), attended via phone conference or virtual call*
- Gen Ed Teacher line: *Teacher, (insert name), attended via phone conference or virtual call*
- Sp Ed Teacher line: *Teacher, (insert name), attended via phone conference or virtual call*
- LEA line: *LEA, (insert name), attended via phone conference or virtual call*
- Interpreter of Results line: *IR, (Insert name), attended via phone conference or virtual call*
- Student line (if applicable): *Student, (insert name), attended via phone conference or virtual call*
- Include any other team members not listed above and use the same statement above
- Include the date after each name

#### Procedural Safeguards

Read each procedural safeguard with the parent and upon the parent(s)/guardian(s) agreement, write:

*Parent, (insert name), attended via phone conference or virtual call*

#### Medicaid in Public Schools

For students who receive occupational therapy, physical therapy and/or speech therapy, read the statement and ask whether the parent consents or refuses for the public school to access Medicaid funding

Write the parent/guardian initials in the appropriate section and on the signature line write:  
*Parent, (insert name), attended via phone conference or virtual call*

7. At the end of the meeting, let the parent know a copy of the paperwork will be emailed to them and also mailed once school resumes. Remind the family that they will have access to the



finalized IEP document in the Parent Portal as well. If the parent does not have an email account, a copy will be mailed to them after the file has been reviewed.

8. After the meeting, team members should review the IEP to ensure that every section has been completed prior to emailing a pdf copy to the parent.
  - a. When the IEP is finished, the IEP Case Manager downloads a copy of the unlocked IEP and emails it with the IEP signature page to the parent.
  - b. The IEP Case Manager will electronically complete the Special Education Paperwork Checklist located in Special Education documents in the student's account and save it.
  - c. Be sure to include the date that the IEP was emailed to the parent OR that the parent needs a mailed copy.
  - d. IEP Case Manager sends an email to [specialeducationdivision@ops.org](mailto:specialeducationdivision@ops.org) indicating that the IEP is complete. The subject line should include: "IEP Complete XXXXX (student #)" or in the case of an MDT/IEP, "MDT/IEP Complete XXXXXX (student #)."

## **PROGRESS REPORTS**

3<sup>rd</sup> quarter progress reports must be completed and sent to parents via email during the closure or mail when the district opens. Please keep track of progress reports you can email, and which will need to be mailed when school reopens.

4<sup>th</sup> quarter progress reports must be completed and sent to parents via email during the closure or mail when the district opens. Please keep track of progress reports you can email, and which ones will need to be mailed when school resumes.

Utilize data collected during virtual or phone contacts to complete the progress report. If contact was not made with a student, this still needs to be documented on the progress reports.

## **PRIOR WRITTEN NOTICE**

If an IEP team determines that a change in services will occur while schools are closed, case managers will create and save a Prior Written Notice (directions for completion included below) in Infinite Campus for each student on their caseload. These must be completed and sent to parents via email. If the parent does not have email access, please email [specialeducationdivision@ops.org](mailto:specialeducationdivision@ops.org) including the student's name and student number and that a copy of the Prior Written Notice form needs to be mailed to the family because email is not available. Please keep a list of all students and their families for whom you sent this notice.

A new document has been created in Infinite Campus for this specific use. It is titled **OPS Prior Written Notice**.

Below are suggested statements that can be used for each section of the Prior Written Notice:

### **Description of the action proposed by the district:**

*Due to the Covid-19 health-related closure of Omaha Public Schools on March 16, 2020, your student will be receiving special education services virtually. (Describe the specific services and how the IEP services will be provided based on the IEP team discussion).*

### **Explanation of why the district proposes to take this action:**

*Due to the Covid-19 health related closure of Omaha Public Schools, providing specially designed instruction in person at a school building is not an option. Therefore, the IEP team has determined alternate options to support your child's access to their curriculum.*

**Description of any options the IEP team considered and the reasons for the rejections of those options:**

*Omaha Public Schools considered attempting to provide in-person special education services during school closure. Rejected since schools are closed.*

*Omaha Public Schools considered not providing any support services during the Covid-19 health related school closure. Rejected since there are opportunities to connect with students and families virtually, by phone and with provided paper packet lessons.*

**Description of each evaluation procedure, assessment, record or report the district used as a basis for the proposed action:**

*List the information used by the IEP team to determine the services and service delivery method.*

**Description of any other factors that are relevant to the district's proposal:**

*The IEP case manager will communicate with you once school is back in session to review your child's progress.*

**SUBMITTING MDT & IEP SPECIAL EDUCATION PAPERWORK**

IEP Team case managers (or other team member for MDT only meetings) will be required to complete the special education paperwork and submit for review after an IEP and/or MDT has been held. The timeline remains that this paperwork be completed and submitted within three days of the meeting.

After the meeting is held, team members should review the IEP to ensure that every section has been completed with any additional meeting notes and then follow these steps:

1. IEP Case Manager (or other team member for MDT only meetings) electronically completes the Special Education Paperwork Checklist located in Special Education documents in the student's account and saves it
  - I. Be sure to include the date that the IEP was emailed to the parent OR if the parent needs a mailed copy in the comments box on the Special Education Paperwork Checklist.
2. IEP Case Manager (or other team member for MDT only meetings) sends an email to specialeducationdivision@ops.org with the subject "IEP Complete XXXXX (student #)" or in the case of an MDT/IEP, "MDT/IEP Complete XXXXXX (student #)."

**Please Note**

Staff are expected to maintain IEP timelines, processes, and submission of paperwork. If you have questions about IEP/MDT paperwork and/or processes, please reach out to your special education Teaching and Learning Consultant.

## **FREQUENTLY ASKED QUESTIONS**

### **1. What do we do if the family insists on an in-person IEP meeting?**

No face to face meetings will be held during the district closure. If a family prefers a face to face meeting please document that request on the Notice of IFSP/IEP Meeting form and save the document in the documents tab in Infinite Campus. The IEP will need to be held once school resumes. Also notify your Special Education TLC of the family's request.

### **2. How will IEP teams determine ESY (data was already being collected) as well as ESY due to closure?**

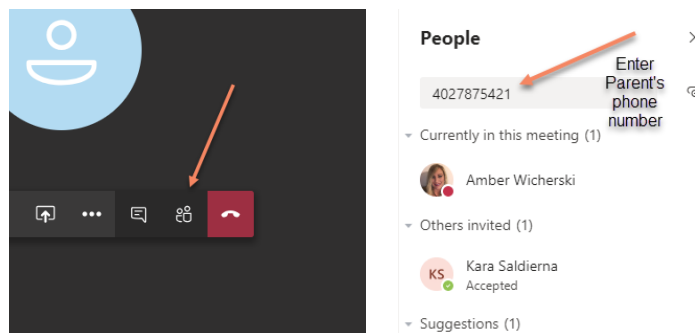
During annual IEP meetings teams should follow the guidance available in the Special Education Handbook.

### **3. What is the difference between ESY and Compensatory Education?**

ESY is extended school year and is not the same as compensatory education. Compensatory education is special education that may need to be provided to students to make up for lost services. Individual IEP teams will make these decisions when the district opens. IEP teams should not have conversations while the district is closed about compensatory education.

### **4. How does the team use Teams for a meeting with a parent?**

The team can all log into a Teams video meeting and then call the parent so they can participate by phone. When calling the parent through Teams, it will show a phone number that is different from your personal phone number.



### **5. If a parent does not attend the first scheduled IEP meeting, does a 2<sup>nd</sup> Notice of IFSP/IEP Team Meeting need to be sent to a parent?**

Notification procedures as outlined in the special education handbook should be followed. If parents are unavailable for the annual IEP, the IEP should still be held following the notification procedures. Please see question 1 for additional information.

### **6. What, if any, data are teachers required to take during this time?**

Teachers should document all contacts with students and families as well as note any progress that is made on IEP goals. Special Education teachers should be keeping documentation of all services provided. See section titled “Documentation Requirements”.

**7. How do special education staff members know which IEPs and MDTs are due?**

Staff members should reach out to their TLC if they need information regarding which students have an MDT or IEP due.

**8. What if we need interpreters? Do we use the school’s or the hotline number?**

This procedure remains the same. Staff would contact the assigned bilingual liaison to schedule the virtual meeting. If a contracted interpreter is needed, they could contact that person as well. If a bilingual liaison or contracted interpreter is not available for the language needed, the language line can be used. Attached are instructions for the language line.

**Certified Languages International: Steps to a Connect with an Interpreter**

If you need Interpretation Services on Demand:

1. Dial: 1-800-218-4906
2. You will be greeted and asked for the language needed
3. You will be asked for your **School Code (School Building number)**  
(Northwest’s PIN is 336 (Building number) or 3215 (This is the PIN for TAC))
4. You will be promptly connected to an interpreter

**9. What if I am not comfortable using my personal phone to call a parent.**

You can set up a meeting in Teams for yourself and call the parent through Teams using the directions in number 6 if you do not want your phone number to show when you call.

**10. How do I involve contracted staff if a contracted staff member is part of the MDT or IEP team?**

Contracted staff should be involved in the same way they would be if the district was opened. If you have difficulty getting in touch with your contracted staff member, please contact your special education TLC.

**11. How do minutes on the IEP need to be written if the IEP is held while the district is closed?**

The services minutes on the IEP should reflect what is currently being provided and what will be provided when school is open. In the educational needs section, the team should outline what will be provided during a district closure due to a pandemic. The services section should reflect the service minutes being provided virtually as well as what services will be provided when school re-opens.

**12. How do we contact parents who are deaf or hard of hearing to schedule IEP and or MDT meetings?**

The teacher or service provider will ask/text parent what program they use to communicate on the phone and the best way to contact them using that system. District Sign Language Interpreters could be a part of meetings via Teams and could interpret via Teams vide. Contact Melissa Prante for assistance.

**13. What do we do with files for MDTs/IEPs that were held before Spring Break but not sent to TAC yet?**

If you have them at home with you, scan and email the files as PDF to [specialeducationdivision@ops.org](mailto:specialeducationdivision@ops.org) or contact your Special Education TLC if you do not have access to a scanner or the Office Lens scanner application. If the files are not at home with you, please send them to Special Education – 3<sup>rd</sup> Floor when the school district reopens.

**14. Are we still allowed to consider reverifying a disability through the IEP (the Review of Existing Data) even if the MDT is past due now due to the closure?**

Teams may still consider reverifying a student's disability through the IEP using the Review of Existing Data form instead of reverifying through a new MDT for cases where the MDT date expired during the COVID-19 school closure, as long as the MDT expiration date occurred after March 16, 2020.

**15. How do I get the parent(s)/guardian(s) signature on the Prior Written Notice for Initial Provision of Services?**

Read the form to the parent/guardian and get verbal permission to provide special education services. Document in the parent signature line that the parent verbally consented (or did not consent) to services. Write "(Parent name) has verbally consented to special education services" and include the date.

***If you have questions related to this document, please reach out to your Special Education TLC, Christine Young, Amber Wicherski or Kara Saldierna.***

**In addition to Rule 51 & 52 the following references have been used:**

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#) from United States Department of Education – March 2020

[Special Education Services during the Coronavirus School Closures Clarification](#) from Nebraska Department of Education – March 16, 2020

[Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#) from United States Department of Education - March 16, 2020

[Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) from United States Department of Education - March 21, 2020

[Frequently Asked Questions](#) from Nebraska Department of Education – March 22, 2020