

Using SpEd Forms in Year Two of the Pandemic

Panel Discussion

October 29, 2021

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SpEd Forms creates forms and tools for schools, districts and cooperatives to use.

SpEd Forms works hard to be responsive and create compliant due process forms.

SpEd Forms does not give advice. *While I am never short of opinions (just ask my 7 younger siblings) that not is the role of SpEd Forms.*



2

March 15, 2020 - Gov. Tim Walz announced Sunday that he is ordering K-12 public schools across the state to close by Wednesday and remain closed through March 27 in an effort to slow the spread of COVID-19.

April 24, 2020 - The state's public K-12 schools will remain closed for the rest of the academic year.



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We pulled together group of leaders: **Thank you to Kori Ryan, Sarah Mittelstadt, Nicole Woodward, Jamie Nord, Michelle Cuka, Melissa Hanson and our MN Advisory Team!**

- Created Individualized Distance Learning Plan (IDLP) and PWN with dropdowns -April 2020
- Created Contingency Learning Plan (CLP) with dropdowns -August 2020
- Created association admin quick reports

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As of July 1, 2021, Minnesota's state of emergency for the COVID-19 pandemic had ended.



Effective July 1, 2021, Minnesota law entitled Special Education Recovery Services and Supports requires IEP teams to meet as soon as practicable but no later than December 1, 2021,17 "to determine whether special education services and supports are necessary to address lack of progress on IEP goals or in the general education curriculum or loss of learning or skills due to disruptions related to the COVID-19 pandemic." Laws of Minnesota 2021, 1st Special Session, chapter 13, article 5, section 1, subd. 2(a).

We called the team and they came up with two options!

Develop a Form Letter that will be made available to the users in your district/co-op/server.

- This option would allow you to very specifically design how you want your case managers to communicate information to your students' parents. .
- You will not be able to pull reports of the services for students in your district/coop.

Steps to complete this option:

Your SpEd Forms administrator could go into Admin Organization → Form Letters and craft a document that would be available to all of your case managers.

Cooperatives and districts can do different letters for different districts.

Case managers will create an amended IEP to document special ed. recovery services on the IEP service grid.

- For this option, an administrator at your district/co-op will need to set up new dropdowns in the Admin Organization.
- This option will allow you to run a Services Report and sort out Recovery Services.
- The LRE section and PWN would be used to further describe the recovery services.

Steps to complete this option:

1. Go into Admin Organization
2. Go to Drop down lists
3. Go to dropdown #13 Services and add Recovery Services (If you don't use the SpEd Forms options)
4. Go to dropdown #87 and add all the services you want such as math, reading, etc. to Customs Values.
5. If you choose to, go to LRE Dropdown #200 if you want to create Custom Values for your district/coop to use in the LRE section.

#13 Services List (trunk)

#87 Services List Child (branch)

Notice of Team Meeting -Dropdown # 31

The purpose of this meeting is to decide if CHLD had a lack of progress due to the COVID-19 pandemic. The team will decide if any more special education services or supports are needed to address any lack of progress.

PWN Action proposed/refused - Dropdown #61

NO RECOVERY SERVICES NEEDED:

The District is proposing to implement CHLD's Individualized Education Program (IEP) as written, with no changes or additional COVID-19 recovery services.

RECOVERY SERVICES NEEDED:

The District is proposing to amend CHLD's Individualized Education Program (IEP) to include the following special education recovery services and supports: [Insert specific recovery services and supports here, including start and end date of services, here]:

The District is proposing to amend CHLD's Individualized Education Program (IEP) to include the following special education recovery services and supports: The specifics of these recovery services are outlined on the services grid in the IEP.

PWN Explanation: Why each action is proposed or refused - Dropdown #62

NO RECOVERY SERVICES NEEDED:

A comprehensive review of CHLD's present levels of academic achievement and functional performance, including progress toward their IEP goals, progress within the general curriculum, and maintenance of learning in skills indicated that there was no loss due to disruptions from the COVID-19 pandemic.

RECOVERY SERVICES NEEDED:

A comprehensive review of CHLD's present levels of academic achievement and functional performance indicates that disruptions related to the COVID-19 pandemic had an impact on CHLD's progress. Specifically, CHLD [insert child-specific information regarding lack of progress on IEP goals, lack of progress in the general curriculum, or loss of learning or skills

PWN Sources of Information: Basis for the proposed or refused action - Dropdown #72

ANY SCENARIO

CHLD's present levels of academic achievement and functional performance prior to COVID-19 related school closures in the spring of 2020.

- Parent input
- Service Provider input
- General education teacher input
- Review of progress monitoring data
- Review of attendance data specific to time periods when the District provided special education services through distance learning or a hybrid model

PWN Other Options Considered -Dropdown #58

NO RECOVERY SERVICES NEEDED:

The district considered providing recovery services, but determined that they were not necessary because CHLD made adequate progress on their IEP goals and progressed adequately in the general education curriculum throughout the COVID-19 pandemic.

RECOVERY SERVICES NEEDED:

The district considered meeting CHLD's educational needs through the services and supports outlined in their current IEP, but determined that additional special education recovery services were necessary to provide a Free and Appropriate Public Education (FAPE).

PWN Additional Factors Affecting this Proposal or Refusal - Dropdown #59

NO RECOVERY SERVICES NEEDED:

The Parent and District voluntarily agreed to consider CHLD's need for recovery services outside of an IEP meeting and without convening a full IEP team.

RECOVERY SERVICES NEEDED:

The Parent and District voluntarily agree to amend CHLD's current IEP to reflect the necessary COVID-19 recovery services outside of an IEP meeting and without convening a full IEP team. In agreeing to amend the IEP in this manner, it is understood that amending the IEP does not change the required annual review date and the entire IEP team will be informed of the changes made to the IEP.