



## Northern Lights Special Education Cooperative

16 E. Hwy 61 ~ Esko, MN 55733  
(218) 451-4511 FAX ~ (218) 655-5018  
www.nlsec.org

**Dena Hagen ~ Special Education Director**

---

### **Prior Written Notice Examples for COVID-19 Evaluation Processes**

Below are examples of prior written notices to address the various evaluation situations you may be running into during this time. Each area is broken down for those that have an initial or have been requested to complete an initial evaluation. Re-evaluations can continue to be completed during this time with the understanding that you cannot do face-to-face assessments. You may need to amend re-evaluation plans due to not being able to meet face-to-face and consider reviewing existing information. If you have students in this situation it is okay to communicate with the parent/guardian and explain the situation and rationale to needing to amend the plan. However, the family does have the right to refuse to amend the plan and wait until school reopens in order to complete the evaluation. Finally, you may need to put an evaluation on hold until school reopens due to not being able to meet face to face. Keep in mind that these are suggestions and make sure to personalize your PWN to fit your student's specific situation and needs. Remember, documentation is your friend! If you have any questions or need more guidance please contact your district coordinator.

*Dear (Parent, Caregiver, Guardian):*

*You are receiving this notice because the school district is proposing or refusing action(s) regarding your child's identification, evaluation, educational placement or free appropriate public education (FAPE).*

#### **1. Action(s) Proposed or Refused**

##### **Initial Evaluation**

The district is proposing to delay a Special Education Evaluation that was planned for your child due to the current distance learning period during the COVID-19 crisis.

##### **Re-evaluation**

The district is proposing to complete a special education re-evaluation for your child using existing data and information.

##### **In Progress Evaluation On-Hold**

On \_\_\_\_\_, 2020, the district received your written consent to proceed with an evaluation of \_\_\_\_\_, but the district is now proposing to put this evaluation process on hold during the distance learning period until school buildings reopen.

##### **Stay Put Evaluation (Part C to Part B or DD to Categorical)**

Although your child is due for an evaluation at this time, the district proposes to delay that process and continue to use existing evaluation information to provide continued Early Intervention or Special Education Services.

## 2. Explanation: Why each action is proposed or refused

### Initial Evaluation

Due to the Covid-19 pandemic and Governor Walz's order for schools to be closed and distance learning to be in place, face-to-face evaluation procedures are not permitted. Observations of students and standardized testing are face-to-face initial evaluation procedures. When school buildings reopen, the team will proceed with the initial evaluation.

### Re-evaluation

A re-evaluation is needed to determine if \_\_\_\_ continues to be a student with a disability and continues to need special education services.

### In-Progress Evaluation On-hold

Due to the COVID-19 pandemic and Governor Walz's order for distance learning, face-to-face evaluation procedures are not permitted, and this present evaluation needs to be delayed. At this time, the team has completed the following components of the assessment of your child: \_\_\_\_\_, however, additional standardized assessment tools( \_\_\_\_\_) will still need to be completed once school buildings re-open.

### Stay Put Evaluation (Part C to Part B or DD to Categorical)

Due to the Covid-19 pandemic and Governor Walz's order for schools to be closed and distance learning to be in place, face-to-face evaluation procedures are not permitted. Observations of students and standardized testing are face-to-face initial evaluation procedures. When school buildings reopen, the team will proceed with the initial evaluation.

## 3. Sources of Information: Basis for proposed or refused action

### Initial Evaluation

Guidance documents from the United States government and the Minnesota state education agency were used in this proposal, informing teams how to proceed with evaluations during this time.

### Re-evaluation

Typical sources of information would be entered in this box.

### In-Progress Evaluation On-hold

The district used the following sources as a basis for this proposal: parent, teacher and related service provider input, along with Minnesota Department of Education and the United States Office of Special Education Program guidance documents on Special Education Due Process Compliance during school closings and distance learning periods.

### **Stay Put Evaluation (Part C to Part B or DD to Categorical)**

Guidance documents from the United States government and the Minnesota state education agency were used in this proposal, informing teams how to proceed with evaluations during this time. Since the team is unable to gain evaluation information face-to-face, we will continue to serve the student using current evaluation data and the current service plan.

## **4. Other options considered and why those options were refused**

### **Initial Evaluation**

Due to COVID-19 and the distance learning period, the team considered being able to do observations or standardized testing virtually, but... OR no other options were considered.

### **Re-evaluation**

The team considered conducting new testing in the area of intellectual functioning, academic achievement (or whatever area applies), but decided to review existing information due to not being able to meet face-to-face during the COVID-19 pandemic and distance learning period.

### **In Progress Evaluation On-hold**

The team considered amending the evaluation plan to include more file review of your child, in place of additional standardized assessment, however, the team felt that the new standardized assessment data would give us a much better idea of where your child is currently functioning. This new data will also help us to determine the best supports required to help him/her make progress with the general education curriculum.

### **Stay Put Evaluation (Part C to Part B or DD to Categorical)**

Due to COVID-19 and the distance learning period, the team considered being able to do observations or standardized testing virtually, but... OR no other options were considered.

## **5. Additional factors relevant to the district's proposed or refused action.**

### **Initial Evaluation**

No other factors were identified by the team at this time, however, if you have any additional questions, please feel free to reach out to us for more information.

### **Re-evaluation**

During the distance learning period, your child will continue to receive special education services until the completion of the re-evaluation. Your child's case-manager will contact you when the evaluation is complete and a meeting will be scheduled to discuss the evaluation results and the creation of a new annual IEP, if your child continues to have a need for special education services. No other concerns were identified by the team at this time, however, if you have any additional questions, please feel free to reach out to us for more information.

### **In Progress Evaluation On-hold**

Given this information, your child will continue to receive special education services or intervention support until the completion of the evaluation. Your child's case-manager will contact you when the evaluation is complete and a meeting will be scheduled to discuss the evaluation results and the creation of a new annual IEP, if your child continues to meet criteria to receive special education services. No other concerns were identified by the team at this time, however, if you have any additional questions, please feel free to reach out to us for more information.

**Stay Put Evaluation (Part C to Part B or DD to Categorical)**

Given this information, your child will continue to receive Early Intervention or Special Education Services until the completion of the evaluation. Your child's service coordinator or case-manager will contact you when the evaluation process can begin to determine eligibility for Part B (3-21) or meet Initial Criteria for a categorical disability beyond the age of 7.