

General Supervision and IDEA Implementation Technical Assistance

School Closures during the
COVID-19 Outbreak

April 3, 2020

General Supervision

States and local school systems must implement and maintain a general supervision system in order to:

1. Improve educational results and functional outcomes for all children with disabilities; and
2. Ensure that the requirements of IDEA are met.

The Individuals with Disabilities Education Act (IDEA) was regulated to ensure rights for students with exceptional needs and their families.

IDEA was not built for the COVID-19 pandemic; however, Georgia has strived to build capacity for exceptional teachers, leaders and families to meet the needs of our most vulnerable students during this unprecedented time.



2020 Vision Casting

Provide the necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

Our Beliefs

- Georgia's exceptional leaders and teachers will demonstrate **good faith efforts** to implement the intent of the law even when flexibility is needed to meet the letter of the law.

Our Beliefs

- Georgia will continue to keep our students, teachers, leaders, and families first.
- In light of the global pandemic, Georgia remains committed to ensuring that students with disabilities maintain equitable access to the general curriculum and receive special education services to the greatest extent possible.

Our Beliefs

- Georgia will demonstrate good faith efforts for each student with a disability and consider the following:
 - Health and safety
 - Home access and opportunity
 - Holistic needs
 - Head-first success

Our Beliefs Health and Safety



- Distance learning plans must prioritize **health and safety guidelines** specific to the COVID-19 outbreak for students, families, teachers, leaders and related service providers.
- Is the educational service in the best interest of current health and safety guidance?
- If not, are there alternative methods or modes that would be a viable option?

Our Beliefs

Home Access and Opportunity



- Distance learning plans must be reasonable within the scope of **home access and opportunity** for each student and his/her family.
- Is the educational service accessible in the new learning environment?
- If not, what tools, supports, family trainings can make this a viable option?
- If not, how might we address this need at a later time?

Our Beliefs

Holistic Needs of Learners



- Distance learning plans will consider the **holistic needs** of learners and their families to meet the whole child needs of each learner.
- Did the team consider the contextual and environmental demand of the “new normal” and unanticipated stressors?
- If appropriate, how might curricular accommodations and modifications support a viable option?

Our Beliefs

Head-first Success



- Distance learning plans must continue to consider “**head-first success**” and include decisions to enable students with disabilities to be involved in and make progress with the general curriculum.
- These decisions must be made within the context of the student’s instructional needs and related services.

Change of Placement vs. Mandatory Quarantine

- There is a **significant difference** between issuing prior written notice to propose a change of placement because the IEP Team believes the home environment is most appropriate for FAPE and executing an alternative mode of instructional delivery because of a global pandemic.

Contingency Planning

- If there were no global pandemic, would you have a need to amend the IEP and suggest an alternative instructional mode of delivery?
- If not, what contingency plan will be appropriate for the student moving forward?

OSEP Memo (Question A-5)

- OSEP advised that if school systems are moving to virtual or online instruction based on the school closure recommendation, then you will not be required to amend IEPs.
- This decision will be an alternate mode of instructional delivery for all students.
- The IEP Team can develop a distance learning plan as a contingency plan in the event of a COVID-19 outbreak that requires school closures.

Distance Learning Plans

- Contingent provisions may include the provision of special education and related services at an alternate location.
- Contingent provisions may include alternate modes such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities.
- These provisions may identify which special education and related services, if any, could be provided at the child's home.

Distance Learning Plans

- In light of extended school closures, Georgia recommends that the school system considers contingency planning such as the development of a distance learning plan.
- The distance learning plan will document interim good faith efforts and provision of special education services and related services in the student's IEP to the greatest extent possible.

Distance Learning Plans

- The contingency plan is not necessarily an amendment to the IEP and only relevant during the specific displacement such as COVID-19 School Closures.
- The distance learning plan should adhere to the same process used to amend an IEP, which will ensure that parents can engage in meaningful participation.

Distance Learning Plans

- These changes can be made either by the entire IEP Team at an IEP Team meeting or by agreement between the parents and LEA.
- The parent(s) of a child with a disability and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. [34 C.F.R. § 300.324(a)(4)(i)]

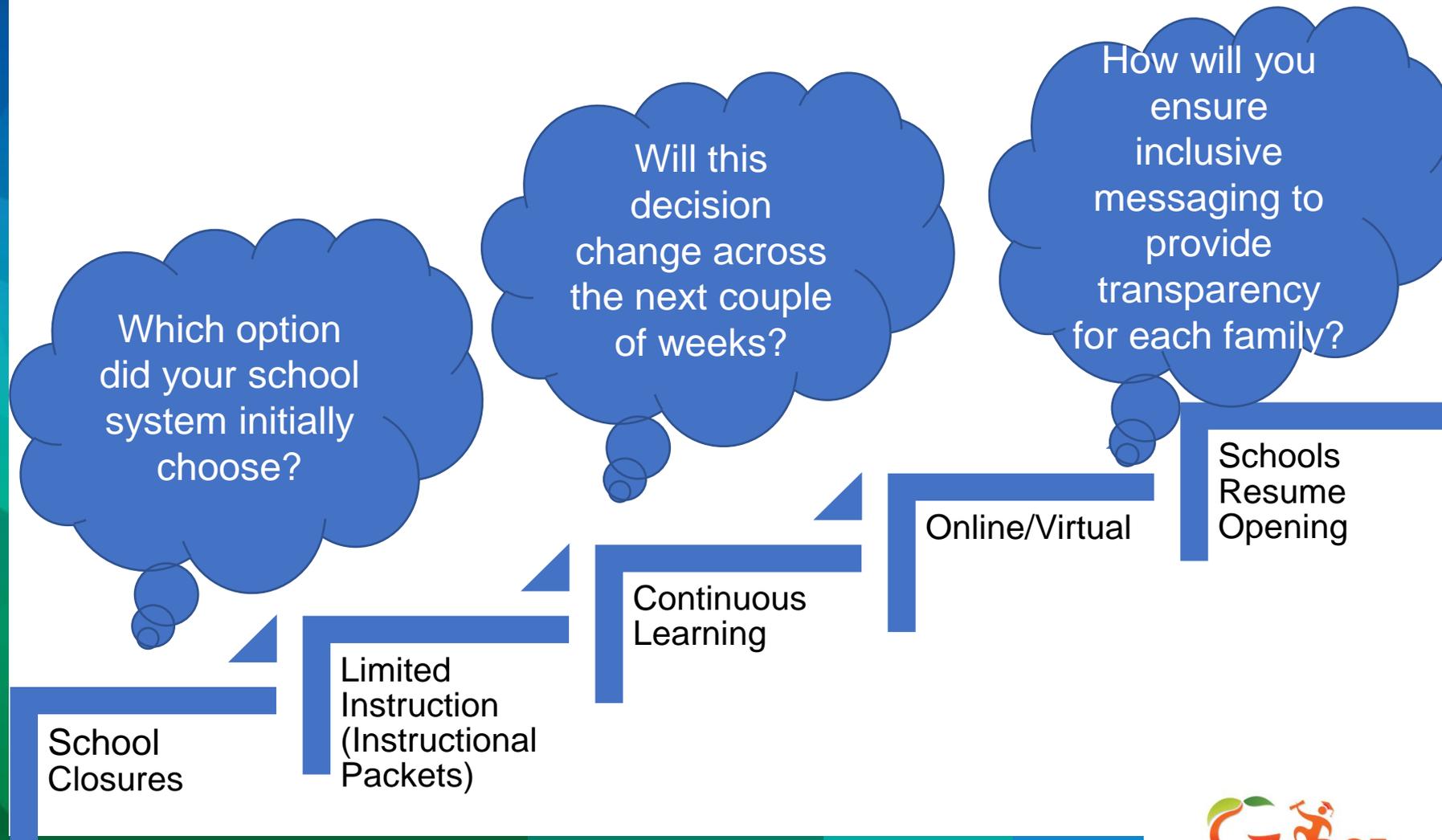
Contingency Planning

- Upon resuming normal school activities, the previously written IEP would remain the legally binding document.
- Even if the IEP has expired during the time of school closures, it remains the legally binding offer of FAPE. The school system should convene the IEP meeting as reasonable as possible.

Contingency Planning with Each Child in Mind

- While individual student progress must be monitored as a result of this disruption, the previously developed IEP will resume upon reopening of brick and mortar schools and the return to regular school hours.
- A consideration of compensatory services must be treated based on an individual analysis and the direct impact for the student.

Distance Learning Continuum



GaDOE Distance/Remote Learning Approaches

Distance/Remote Learning Approaches¹

¹These approaches and strategies are provided for district discussion and consideration. The Georgia Department of Education does not mandate specific approaches or strategies.

The Georgia Department of Education (GaDOE) strongly encourages districts to be sensitive about the realities students and staff are dealing with, including but not limited to challenges accessing devices/internet connectivity, caring for siblings/loved ones, and other roles/responsibilities during the COVID-19 pandemic.

<i>District-adopted Approaches</i>	<i>Expectations During Mandated School Closures</i>	<i>District Considerations</i>
Limited Instruction	<ul style="list-style-type: none"> Educators curate and/or share learning activities for families and students Families participate in learning activities with their child(ren) and/or students direct their own learning with very limited or no direct instruction provided by educators 	<ul style="list-style-type: none"> Districts should ensure these limited instructional opportunities do not adversely impact students' grades/completed courses
Supplemental Instruction	<ul style="list-style-type: none"> Educators provide targeted direct instruction and/or periodic virtual/phone check-ins for their students Instructional delivery focuses on remediation, reinforcement, and/or enrichment of key skills/concepts Students are given the opportunity to make up missed/unfinished assignments or projects, complete practice assignments, and/or participate in activities that reinforce or preview key skills/concepts 	<ul style="list-style-type: none"> Districts should consider how these instructional opportunities (i.e. graded assignments, allowing students to redo/resubmit assignments) can be leveraged to assist, not penalize, students academically
Wholesale Instruction	<ul style="list-style-type: none"> Educators are regularly providing direct instruction to students via an online learning platform, routine delivery/collection of learning packets, and/or regular virtual check-ins/lessons Students routinely engage with their teachers, instructional materials, lessons, and assignments Consistent implementation and application across specific grade-levels/courses, clusters, and/or district-wide with high levels of student engagement 	<ul style="list-style-type: none"> Districts should set clear, realistic, and attainable academic expectations (i.e. appropriate amount of time spent on assignments, realistic number of graded assignments, allowing students to redo/resubmit assignments) for all students participating in distance learning opportunities

Contingency Planning (COVID-19 School Closures)

What is the Good Faith Reasonable Effort to address the individualized needs **of each student** such as a student with a disability?

What are the processes to ensure general supervision for targeted groups of students such as students with IEPs, 504s, Student Support Team plans?

School Closures (Implement Distance Learning Plans for All Students)

Free and Appropriate Public Education(FAPE)

F	Free means that all eligible students with disabilities will be educated at public expense
A	Appropriate means that your child with a disability is entitled to an education that is appropriate for him/her considering the IEP and progress in the general education curriculum.
P	Public refers to the public-school system
E	Education must be provided to every eligible school-age child with a disability. The education should prepare the child for the future - employment, education and independent living.

34 CFR § 300.17

Understood.org

FAPE

- What is the most appropriate decision for the free appropriate public education in light of the COVID-19 outbreak?
- Home is not the least restrictive environment for many students; however, it is the most appropriate setting in light of the current crisis.



Scenario: Sam is a preschool student with a disability. He receives two thirty-minute (face-to-face) segments of speech in a small group setting and occupational therapy.



Contingency Planning

- Would it be appropriate to offer the speech services online as telepractice?
- Should we consider individual virtual sessions as compared to small group?
- Using a small group model, do we have the appropriate permission for the virtual interface with students?



Contingency Planning

- Are there supplemental instructional learning tools that could assist learning?
- Does the student have access to technology and wi-fi capability?



Contingency Planning

- Would it be appropriate to offer the occupational therapy online as telepractice?
- If not, are there instructional tools or packets that could support this learning goal?
- Will the parent be able to video small snippets of the activities?
- Will the occupational therapist be available for weekly instructional calls to check in with the family?



Federally, compensatory services are considered within the context of school age students. Georgia does not differentiate between preschool and school age in this manner.



Scenario: Sara has dyslexia and receives face-to-face tutoring several times a week. The parent and tutor are open to continue. If not face-to-face, the parent will decline services. How should you proceed?



In light of health and safety, you want to follow your local procedures for adult-child interactions. If not appropriate, offer alternatives and document the good faith effort.

All vs. Each (Good Faith Efforts)

- Ensure that your Good Faith Effort meets the test of each and not just all.
- **Nonexample** – We will not host any IEP meetings until we resume in a couple of months.
- **Example** - Are there alternative meeting modes that could be appropriate such as virtual or phone conference call to address the individual need for an IEP meeting?

All vs. Each (Good Faith Efforts)

- Ensure that your Good Faith Effort meets the test of each and not just all.
- **Nonexample** – We will not complete any additional evaluations.
- Are there alternative meeting modes that could be appropriate?

All vs. Each (Good Faith Efforts)

- Ensure that your Good Faith Effort meets the test of each and not just all.
- **Nonexample** – We will not conduct any child find activities.
- While you certainly would not host a public screening event, you may have instances in which students receiving interventions and supports are currently suspected as having a disability.

Moving Forward

- How will you ensure ongoing communication between home and school?
- How will you ensure that this process is appropriately documented?
- How will you ensure that the necessary tools and supports are available to chart a path moving beyond the global pandemic?
- How will you ensure FERPA compliance?



Resources for Teaching Remotely

- Webinars
- Teaching Special Education Online During COVID-19
- COVID-19 Concerns for Special Education Administrators

Webinar: COVID-19 Considerations for Special Education Administrators

Join leaders in special education for current information about COVID-19 and how special education administrators are navigating. Presenters will discuss what we know to date and provide some options for meeting the needs of families and students in your communities.

Navigating the COVID-19 Crisis: Considerations for Special Education Administrators

A presentation from the Council of Administrators of Special Education (CASE). Original air date March 27, 2020.

[Click here to watch the recording.](#)

[Click here for the webinar slides.](#)

Facilitated by Phyllis Wolfram, Executive Director, CASE. Presented by Laurie VanderPloeg, Director of the Office of Special Education Programs; Erin Maguire, CASE President; Kevin Rubenstein, CASE Policy & Legislative Chair; Myrna Mandlawitz, CASE Policy Consultant; and Julie Weatherly, Esq.

CASE's COVID-19 Resources:

- CASE's Considerations for Special Education Administrators
- Sample documentation log
- Sample distance learning plan
- Form for follow-up questions

Federal Guidance:

- FERPA Virtual Learning - March 2020
- OSERS/OCR Supplemental Fact Sheet (03/21/2020)
- OCR Fact Sheet (03/16/2020)
- FERPA Guidance (03/12/2020)
- OSEP Guidance (03/12/2020)

Previous webinar recordings:

- March 20th webinar recording
- March 20th webinar slides
- March 13th webinar recording

Council for Exceptional Children (CEC) Resources for Administrators

Georgia Virtual Professional Learning



Open and free for in-state and out-of-state teachers

Just in Time for Teachers: Digital Learning Days: [Enroll](#)

Online Support for Special Needs – 1: [Enroll](#)



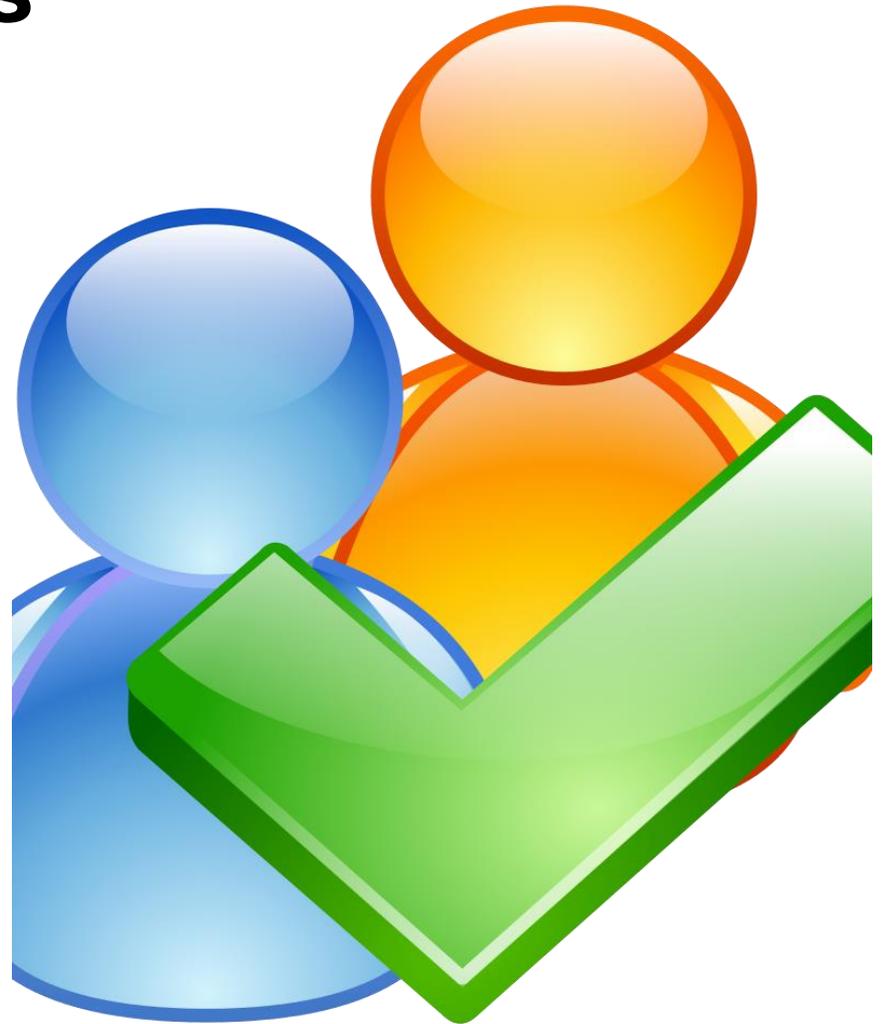
Accessibility
Inspector

Accessibility Training and Resources



Fiscal Resources Matter

- Equipment and other electronic devices are allowable to be paid from IDEA for students with disabilities.



Fiscal Resources Matter

- Allocability allows IDEA funds to be used pay for internet services and hotspots for access to the curriculum for students with disabilities in proportion to the benefit to the grant.



**Budget and Financial Data Reporting
FAQ COVID-19 Updated 3/25/2020**

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/default.aspx>

Timelines Matter

Document attempts to mutually agree to extend the timeline



on-and-Assessment/Special-Education-Services/Pages/Data-Collection-and-Reporting.aspx
 gaDOE.org Federal Programs FAQs Sample Special Education Council for Exceptional... teckdale parks - Bing Login Accelerated Reader Subject G

7aDOE
 The Department of Education
 Richard Woods, Georgia's School Superintendent

ices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Teaching and Learning Special Education Services and Supports Data Collection and Reporting

Files, Manuals & Forms
 Social Education Rules
 Implementation Manual
 Sample Forms
 Applications

Eligibility Categories
 Autism
 Deafblind
 Emotional and Behavioral Disorder
 Intellectual Disabilities
 Hearing Impairment
 Physical Health Impairment
 School Special Education
 Significant Developmental Delay
 Specific Learning Disability
 Speech Language Impairment
 Traumatic Brain Injury
 Visual Impairment & Blindness

Data Collection and Reporting

Data Conference
 Federal Data Reports
 Guidance for District Submissions to the GaDOE

- FY19 Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
- FY19 Continuation of Services Reporting Guidance
- Coordinated Early Intervening Services, Reporting Guidance
- FY19 Postsecondary Outcomes Survey for 2017-2018 Exiters Reporting Guidance
- FY19 Preschool Outcomes Reporting Guidance

Special Education Annual Reports (Data Sources, Rules and Definitions)
 Special Education Due Dates FY20
 State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Contact Information
 Linda Castellanos
 Special Education Services and Supports
 Part B Data Manager
 Email: lcastellanos@doe.k12.ga.us



Data Collection and Reporting

In light of the global pandemic, the Georgia Department of Education will demonstrate flexibility on data reporting and collection timelines.

Privacy Matters



The screenshot shows the GaDOE website with a prominent orange arrow pointing to the 'COVID-19 (Coronavirus) Information' section. The page features a search bar, navigation menu, and various resource links.

COVID-19 (Coronavirus) Information
 UPDATED REGULARLY • IMPORTANT LINKS • RESOURCES • FAQ

Parents

- Special Education State Advisory Panel
- Parent Advisory Council

Teachers

- Teacher Resource Link
- Teacher/Leader Effectiveness
- Professional Learning

Students

- Student Advisory Council
- Career Clusters/Pathways
- Assessments

ABCs

- Accountability
- Accounting Services
- Advanced Placement

Twitter **Facebook** **Newsletter Sign-Up** **News**

Richard Woods, Georgia's School Superintendent

The screenshot shows the Georgia Insights website with a blue banner and a grid of resource links.

GEORGIA INSIGHTS
 stay home and away from other people.

For more information, please visit **CORONAVIRUS.GOV**

School Closures **Students** **School Districts**

School Meals **Graduating Seniors** **Testing**

Distance Learning **Families** **Special Education**

Educators

Click Here on the GaDOE Webpage to access additional information.

Federal Programs

FAQs about School Closures 2020

The screenshot shows a web browser window with the URL <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/FAQ-About-School-Closures.aspx>. The browser's address bar and tabs are visible at the top. Below the browser, a green navigation bar contains the following menu items: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, and Contact. The main content area features a breadcrumb trail: Home → School Improvement → Federal Programs → Federal Programs FAQs About School Closures 2020. On the left, a sidebar titled "Federal Programs" lists various program categories, including Title I, Part A (Improving Academic Achievement of the Disadvantaged, Academic Achievement Awards, Foster Care Program, Family-School Partnership Program, Education of Migratory Children, Programs for Neglected or Delinquent Children), Title II, Part A (Supporting Effective Instruction), Title III, Part A (Language Instruction for English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title IV, Part B (Nita M. Lowey - 21st Century Community Learning Centers), Title V, Part B (Rural Education Initiative), Title IX, Part A (McKinney - Vento Homeless Assistance Act), English Learner Programs, and Private Schools/Equitable. The main content area is titled "Federal Programs FAQs About School Closures 2020" and contains the following text: "The following frequently asked questions about federal ESSA and IDEA programs are provided here as a resource for our LEA partners. Additional questions will be added over the coming days. Please check back for updates." Below this text, it states "If you have additional questions, please submit to:" followed by contact information: "ESSA Programs: John Wight (jwight@doe.k12.ga.us)" and "IDEA Programs: Zephine Smith-Dixon (zsmith@doe.k12.ga.us)". A bulleted list of programs follows, with several items marked as "NEW": "Overarching ESSA and IDEA Programs - NEW", "FY21 Consolidated LEA Improvement Plan (CLIP)", "FY20 Cross Functional Monitoring (CFM) and Program Monitoring (McKinney-Vento; 21st CCLC)", "Title I, Part A Including Family Engagement - NEW", "Title I, Part A Foster Care Education - NEW", "Title I, Part A 1003 School Improvement", "Title I, Part C", "Title I, Part D Neglected and Delinquent - NEW", "Title II, Part A", "Title III, Part A - NEW", "State English to Speakers of Other Languages (ESOL) Program", "Title IV, Part A", "Title IV, Part B 21st Century Community Learning Centers (21st CCLC) - NEW", and "Title V, Part B Rural Education Initiative - NEW".

New Resource for Administrators

- Child Outcome Summary Professional Development Resource Overview
- The webinar can be found on the [Preschool Special Education page](#) under the resource tab.



More Resources

- During school closures Audible is allowing students to stream stories on phones, tables, laptops etc. for free. Copy and paste the link into your browser or google audible stories.

<https://stories.audible.com/start-listen>



New Resources for Educators

U.S. Secretary of Education Betsy DeVos issued new resources today that will assist education leaders in [protecting student privacy](#) and [ensuring students with disabilities continue to receive services](#) required under the Individuals with Disabilities Education Act (IDEA) in the event of school closures due to the Coronavirus (COVID-19) outbreak.

The Education Department also released important [information for K-12 educators](#) on flexibilities the Department could grant when it comes to the accountability standards required by law under the Elementary and Secondary Education Act (ESEA).

View departments' [press release](#).

View the department's [COVID-19 information and resources page](#).

View the OSERS [Q-and-A on providing services to children with disabilities during coronavirus outbreak](#).

View department's [ESSA and coronavirus guidance](#).

View the department's [FERPA and coronavirus Q-&A document](#).

Next Steps

The Georgia Department will continue to update guidance, as appropriate. Please forward questions to zsmith@doe.k12.ga.us.