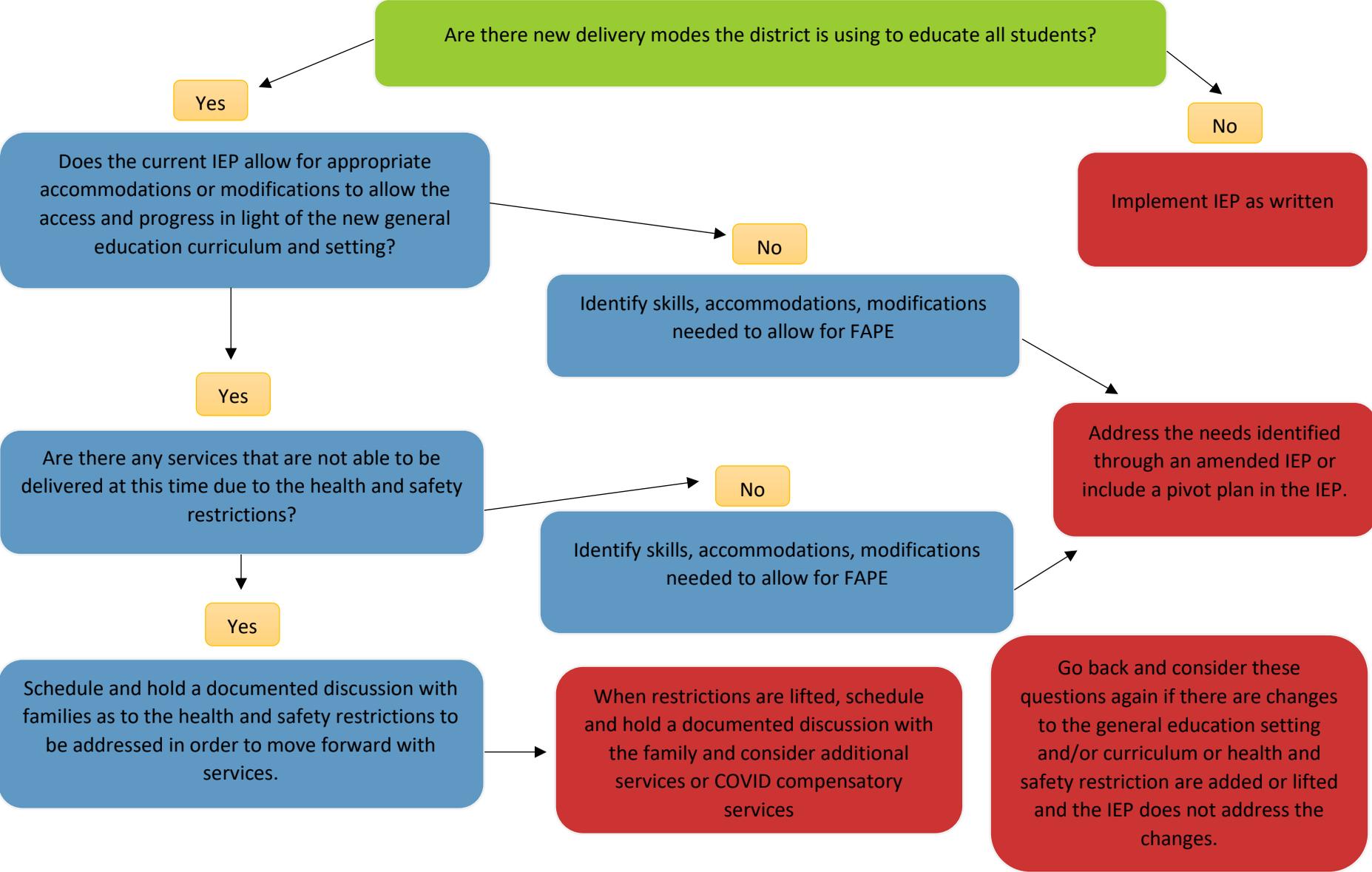


Continuous Learning for Students with Disabilities During COVID-19 Health and Safety Restrictions



Considerations for if the IEP can be implemented in alternate delivery models being used by the district.

- Consider all areas of SDI separately: learning/behavior/social emotional/communication goals and objectives
- Related service by alternative means
- Accommodations and modifications
- Home instructional materials individualized to student needs and family situations
- Providing individual and/or small group instruction for students with and without disabilities as appropriate
- How will data be gathered to determine progress?

Consider any new needs as a result of alternative delivery models being used by the district.

- SDI to access remote learning technology
- Model instruction for parent to practice with their child
- Social skills instruction or opportunities for structured virtual interactions
- Gather parent input on student needs (e.g., training on remote technology) and child's progress as appropriate.

Delivery of services may have been modified as a result of health and safety restrictions. Missed services do not automatically result in a one for one compensatory award.

IEP team analysis for determining whether a student requires an additional/different service is fact specific.

Possible considerations (non-exhaustive list of factors):

- Data on the student's progress during school building closures or other health and safety restrictions (progress monitoring).
- Data on student's ability to recoup skills and make progress on IEP goals.
- Length of school building closures or other health and safety restrictions, including time without instruction, time with virtual or distance learning.
- Documentation of accommodations and or services provided (e.g., amount of instruction and services including dates, times, and duration.)
- Accommodations and/or services the IEP team was unable to provide.
- Additional special education needs that result from the extended health and safety restrictions.

If a new IEP is developed during the COVID pandemic, consider including a pivot plan to address the possibility of future health and safety restrictions.

At all times, and especially as health and safety restricts and general education services change, continue to document services, attempted services, student progress, accommodations attempted. Ensure that you are continuing to involve parents in decisions and document those decisions.

**The Montana Office of Public Instruction (OPI) offers the following decision-making framework to assist LEAs in making decision on how to meet their obligation to provide a FAPE to students with disabilities. This framework does not substitute for legal advice and LEAs are always encouraged to consult with their legal counsel when deciding how to proceed in a specific factual scenario. This framework will be updated as necessary.