



OSEP UPDATES

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Implementation of Part B and Part C of IDEA during the Pandemic



Considerations:

- ▶ Engaging Families
- ▶ Collaborating in an intentional and thoughtful manner
- ▶ Implementing Evidence Based Practices
- ▶ Supporting the neediest children and families
- ▶ Supporting social emotional health



Supporting Continuity of Learning

Information Briefs on Evidence-Based and Promising Practices to Support Continuity of Learning

► Practices and Resources to Support:

- Families - <https://osepideasthatwork.org/sites/default/files/SWDLearning-Families-508.pdf>
- Teachers - <https://osepideasthatwork.org/sites/default/files/SWDLearning-Teachers-508.pdf>
- Service Providers - <https://osepideasthatwork.org/sites/default/files/SWDLearning-Providers-508.pdf>

Links to COVID Q & As

- [IDEA Part B Use of Funds](#)
- [IDEA Part C Use of Funds](#)
- [IDEA Part B Procedural Safeguards](#)
- [IDEA Part C Procedural Safeguards](#)
- [IDEA Part B Dispute Resolution](#)
- [IDEA Part C Dispute Resolution](#)
- [IDEA Part C Evaluation and Assessment Timelines](#)
- [Flexibility in Implementation of IDEA Part B Fiscal Requirements](#)

Implementing Inclusion during Covid-19

- ▶ State and local programs must keep in mind the foundation of what inclusion is and the benefits of high-quality inclusive practices for all infants, toddlers, and young children. Though it might seem impossible to provide inclusive practices the way we had prior to the pandemic, **it is important that leaders and practitioners think of inclusion not as a place or a classroom, but as high-quality practices that can be provided in person, or in a hybrid or a virtual version.**
- Embrace the mindset that some practices being implemented are new and unfamiliar and that collaboration is critical.

New Collaborative Resource Document

Coronavirus disease 2019 (COVID-19) has deeply impacted early childhood programs, children and families, and their communities. This handout, jointly created by the Office of Special Education Programs (OSEP), the Office of Head Start (OHS), and OSEP and OHS TA National Centers may be helpful when seeking guidance and resources to help leaders, services providers, teachers, support staff, children, and families during this re-opening and continuity of services period.



RESOURCES AND STRATEGIES TO SUPPORT CHILDREN WITH DISABILITIES AND THEIR FAMILIES DURING COVID-19

The Coronavirus disease 2019 (COVID-19) has deeply impacted early childhood programs, children and families, and their communities. This resource, jointly created by the Office of Special Education Programs (OSEP), the Early Childhood Technical Assistance Center (ECTA), the Office of Head Start (OHS), and the OHS TA National Centers may be helpful when seeking guidance and resources to help leaders, services providers, teachers, support staff, children, and families during this re-opening and continuity of services.

GENERAL

- Keep Children Healthy during the COVID-19 Outbreak (CDC)
<https://www.cdc.gov/coronavirus/2019-nCoV/daily-life-coping/children.html>
- Resources to Support EI/ECSE During the COVID-19 Outbreak (DEC)
<https://www.dec-spel.org/covid-19>
- Responding to COVID-19 E-book on ECLKC
<https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19>
- ECLKC Inclusion Webinars
<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-webinars>
- Teacher Time Special Episode
<https://event.on24.com/evt/2207474/SF6B37236346ABDCB421A9CC9D59C208?partnerref=MyPeers>
- ECLKC Ask the Expert Series: Caring for Children with Special Health Care Needs During Covid-19
https://oto.webcasts.com/starthere.jpf?ei=1317257&tp_key=d2e59e8715&cid=c4ec95e36f0a511a44ee9b1909390e
- Coronavirus (COVID-19) Resources (ECTA)
<https://ectacenter.org/topics/disaster/coronavirus.asp>
- Information for Families of Children and Youth with Special Health Care Needs (AAP)
<https://www.healthychildren.org/english/health-issues/conditions/COVID-19/Pages/COVID-19-Youth-with-Special-Health-Care-Needs.aspx>

FAMILIES

- National Center on Parent, Family, and Community Engagement Parent Tip Sheet:
<https://eclkc.ohs.acf.hhs.gov/publication/tips-family-services-staff-working-remotely-families>
- Supporting Children and Families During the COVID-19 Pandemic
<https://ectacenter.org/topics/disaster/coronavirus-talking.asp>
- Family Resources on Remote Service Delivery and Distance Learning
<https://ectacenter.org/topics/disaster/familiesathome.asp>
- Helping Children and Families Cope
<https://challengingbehavior.dcs.usf.edu/emergency/index.html>
- Wearing Masks
https://challengingbehavior.dcs.usf.edu/docs/Wearing-Masks_Story.pdf
https://challengingbehavior.dcs.usf.edu/docs/Wearing-Masks_TipSheet.pdf
https://challengingbehavior.dcs.usf.edu/docs/Washing-hands_story.pdf
- Helping Your Child During the Pandemic
https://challengingbehavior.dcs.usf.edu/docs/Pandemic_family_infographic.pdf
- Spanish version
https://challengingbehavior.dcs.usf.edu/docs/Pandemic_family_infographic_sp.pdf

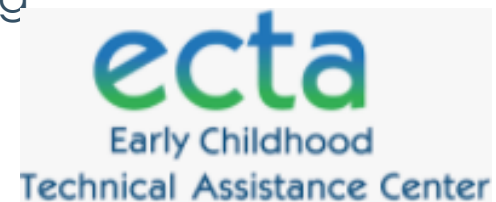


Early Childhood Technical Assistance Center (ECTA)

- ▶ Hub of resources on COVID-19 for programs serving infants, toddlers and preschoolers with disabilities and their families

- Topics

- Remote Service Delivery and Distance Learning
- Provider and Educator Use of Technology
- (Re)opening
- Equity in Services
- Supporting Children and Families



<https://ectacenter.org/topics/disaster/coronavirus.asp>



National Center on Systemic Improvement (NCSI)

- ▶ Hub of resources for programs serving K-12 students with disabilities
- ▶ Topics
 - COVID-19 Policy Guidance
 - Distance Learning
 - Tele-Practice/Tele-Therapy



<https://ncsi.wested.org/>



Center for Parent Information and Resources (CPIR)

► Hub of resources on COVID-19 for families of children with disabilities

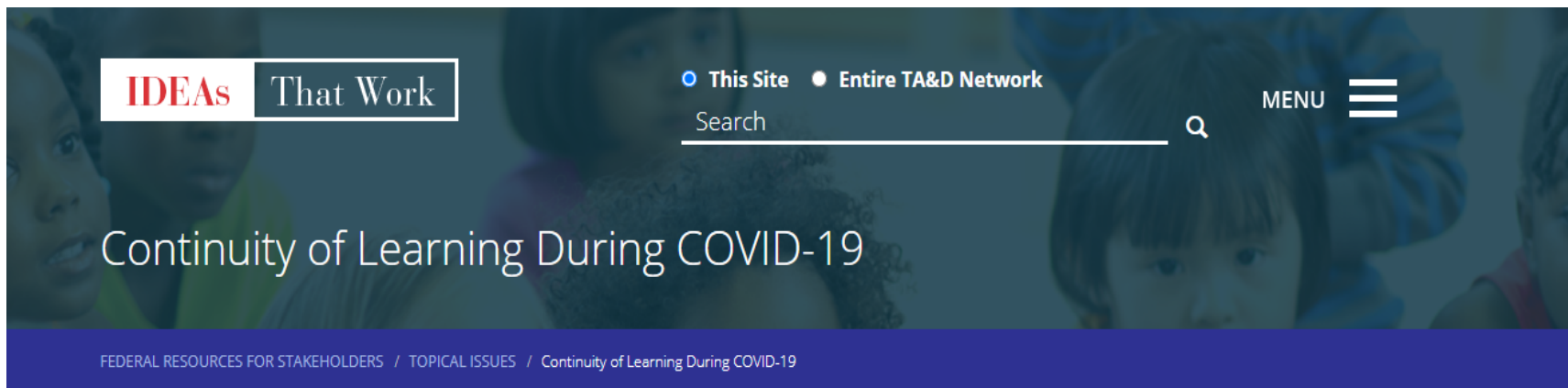
- Topics

- COVID-19 Info in Other Languages or Formats
- Schooling at Home
- Telecommuting Technology and Tips
- Coping with COVID-19 for Adults and for Children
- Planning for when Workplaces and Schools Reopen



<https://www.parentcenterhub.org/coronavirus-resources/>

OSEP Ideas that work – COVID-19 resources



Welcome

With the extended school closures happening throughout the United States, many States, districts, schools, parents, families, and students are having to learn in entirely new ways and facing challenges when it comes to learning during these unprecedented times. It is important to provide continuity of learning and growth for all children and youth, particularly those with disabilities. The links below offer information, tools, and resources to help educators, parents and families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning.

**Visit the Continuity of
Learning During COVID-
19 Resource Database**

ED/OSEP Guidance and Resources

- ▶ **U.S. Department of Education**
<https://www.ed.gov/coronavirus>
- ▶ **Office of Special Education (OSEP)**
<https://www2.ed.gov/about/offices/list/osep/index.html>
- ▶ **Office of Elementary and Secondary Education (OESE)**
<https://oese.ed.gov/resources/>
- ▶ ***OSEP Ideas That Work website – Continuity of Learning during COVID***
<https://osepideasthatwork.org/continuity-learning-during-covid-19>
- ▶ **OSEP Newsletters**
<https://sites.ed.gov/idea/newsletters/>
- ▶ ***Early Learning Newsletter -***
<https://www2.ed.gov/about/inits/ed/earlylearning/newsletter.html>



Silver Lining

The COVID pandemic has presented very difficult challenges for families and children.

There are some positive nuggets or aspects of providing early intervention and 619 services that we are learning or being reminded of during COVID

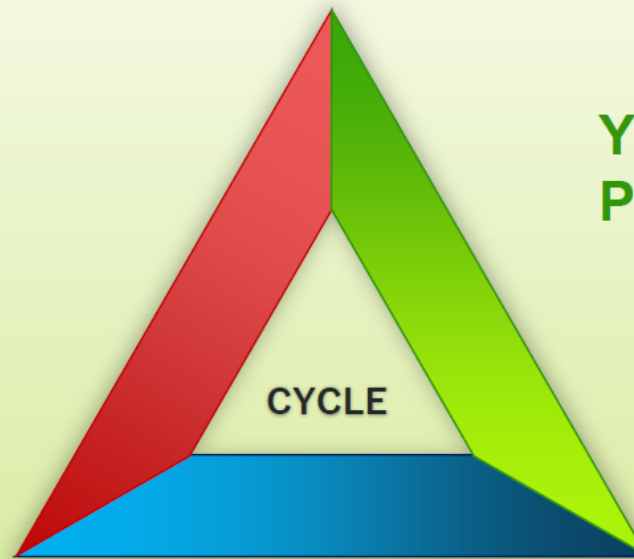


Differentiated Monitoring and Support (DMS 2.0) Updates



3 Phases of Monitoring

**Year 3: Post-monitoring
Correction and
Technical
Assistance**



**Year 1: Pre-site and
Preparation**

Year 2: Monitoring

Major Components of DMS 2.0



Every state receives a monitoring visit in each 5-year cycle.

Reserve resources off-cycle to monitor States based on emerging issues.

Year 1: Pre-site and Preparation
Year 2: Monitoring
Year 3: Post-visit Correction and Technical Assistance

Focus monitoring on systems of general supervision, aligning results and compliance.

Based on analysis of all available information

Improving Educational Results and Functional Outcomes for All Children with Disabilities

8 Key Components



State Performance Plan and Annual Performance Reports (SPP/APR) Updates

FFY 2018 SPP/APR Updates



IDEA

Individuals with Disabilities Education Act



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State Performance Plans (SPP) Letters and Annual Performance Report (APR) Letters

AAA

[Home](#) » State Performance Plans (SPP) Letters and Annual Performance Report (APR) Letters

Select IDEA Part B/C



Select Year



Select State



Submit

Alabama

2020 SPP/APR and State Determination Letters PART B – Alabama

(Grant Year 2018-2019—Issued June 25, 2020) How the department made determinations

[OSEP Response to SPP/APR](#)



U.S. Department of Education



Office of Special Education and Rehabilitative Services (OSERS)



Office of Special Education Programs (OSEP)

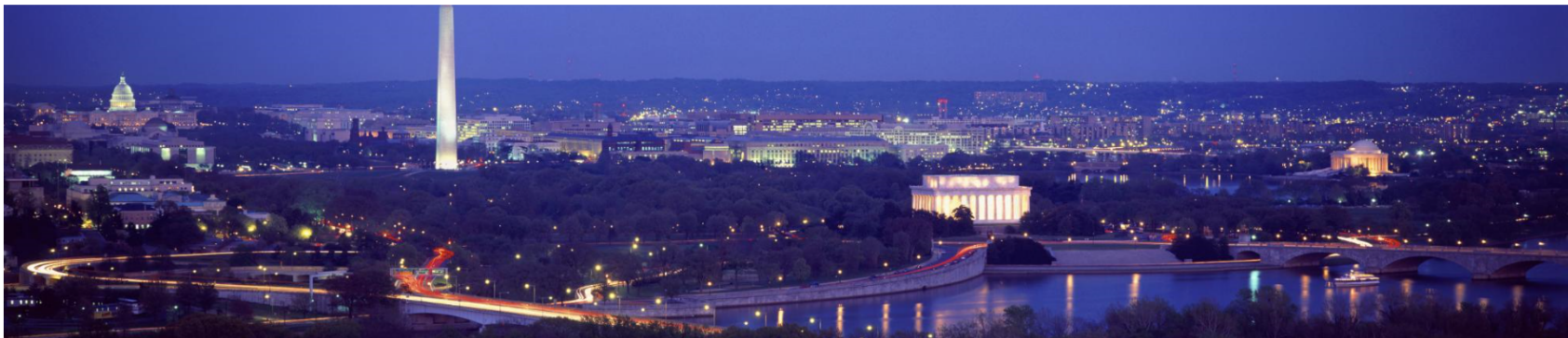


OSERS Blog



FFY 2019 SPP/APR Updates

🏠 Portal



ED Facts Portal

[Paperwork Burden Statement](#)

State Performance Plan / Annual Performance Report

[IDEA Part B SPP/APR](#)

[IDEA Part B State Systemic Improvement Plan](#)

[IDEA Part C SPP/APR](#)



FFY 2020 SPP/APR Information Collection Package Update

APPROVED

Significant Disproportionality

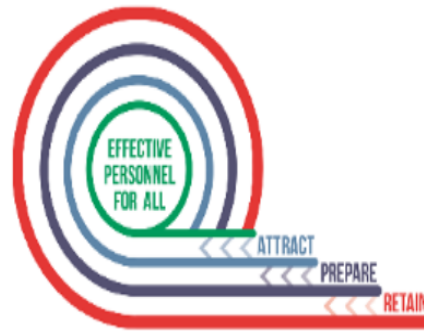
- ▶ New OSEP Significant Disproportionality Workgroup
- ▶ Technical Assistance added into two TA Centers
- ▶ Presentation to Office of Management and Budget
- ▶ Monthly conversations with Data Managers
- ▶ Recent letter providing additional flexibility with preschool data

OSEP Summit

Tuesday October 27, 2020 at
3pm EST Panel on
Attracting Effective
Personnel

Wednesday, October 28,
2020 at 3pm EST: Panel
on **Preparing** Effective
Personnel

Thursday, October 29, 2020
at 3pm EST: Panel
on **Retaining** Effective
Personnel



2020 OSEP Summit

Attract, Prepare, Retain:
OSEP National Summit on
Improving Effective Personnel
for Children with Disabilities

[https://
osepideasthatwork.org/
federal-resources-
stakeholders/attract-prepare-
retain-osep-national-summit-
improving-effective-
personnel-children-disabilities](https://osepideasthatwork.org/federal-resources-stakeholders/attract-prepare-retain-osep-national-summit-improving-effective-personnel-children-disabilities)



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OFFICE OF SPECIAL EDUCATION PROGRAMS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION



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