Agenda

• Review Q&A
• Resources
• GSFR Process
• Additional Q&A
When IEPs are expired when students transfer in from other districts/schools, does the new receiving district enact "stay put" and continue to serve the student in a manner consistent with the expired IEP until a new IEP can be agreed upon? If the Eligibility Report is expired too, does the district still enact "stay put" with the IEP services or comparable services until testing can be completed?

It is important to remember that there are only four ways for a student to be exited from special education:

1) the student is evaluated and found no longer eligible for special education services;
2) the student graduates with a regular diploma;
3) the student ages out; or
4) the parent revokes consent.

Even if an IEP has expired, or the evaluation is more than 3 years old, if a student has not been exited from special education the student must continue to receive special education and related services as set forth on an “expired” IEP until an updated IEP can be developed.
SPED COVID-19 Resources

sde.idaho.gov/sped

sde.idaho.gov/re-opening

HIGHLIGHTS

RESOURCE CENTER

NEW & EXPERIENCED
FEDERAL PROGRAMS DIRECTORS MEETING

COVID-19 RESOURCES

2021–2022 Back to School Guidance

As school resumes for the 2021-2022 year, Idaho public schools are still facing many of the same issues that made last year challenging. Superintendent Ybarra, the Department of Health and Welfare and education stakeholders around the state are committed to supporting school districts and charter schools to ensure students have a successful school year.

Latest Guidance

1. CDC Guidance for COVID-19 Prevention in K-12 Schools
2. COVID-19 Return to School Flow Chart
3. IDOE Guidance: How to Prioritize the Health and Safety of Students, School Personnel, and Families
4. IDOE Guide for K-12 Schools and Communities for the 2021-2022 School Year
5. IDOE Return to School Roadmap
6. AAP COVID-19 Guidance for Safe Schools
7. Register for Idaho K-12 School SARS-CoV-2 Screening and Testing Program
8. School Testing Menu
9. Idaho back to school framework 2020 (Updated October 2020)
Our district has a large number of staff sick with COVID-19 symptoms and we have been unable to find substitutes to staff classrooms, including special education classrooms. How should we provide educational services to students with disabilities when there is no staff available? Can services cease for 10 school days due to the unavailability of staff? Can a change in placement occur due to lack of staffing?

The lack of available staff is an issue that is plaguing school districts around the nation. Districts must be creative in determining how educational services will be provided to all students, including students with disabilities, when staff is unavailable. Various options that might be available to districts include providing compensatory services; contracting with a neighboring district, charter school, or private entity; providing remote services; placing administrators in the classrooms; etc.

Services cannot cease for 10 days due to the unavailability of staff. The disciplinary provision that educational services need not be provided to a child with disabilities who is suspended for up to 10 school days in a school year is not applicable in a situation where a student is not receiving the educational services identified on an IEP due to staffing shortages.

When determining whether a change in placement is necessary for a student to receive FAPE, the IEP team must look at the needs of the student. A change in placement decision should not be made based on the needs of the district, such as lack of staffing or for administrative convenience.
### IDEA Quick Guide: COVID-19

#### General Guidance

Despite unusual and challenging circumstances, LEAs must remember that IDEA regulations have not been waived. Although the delivery of instruction may fluctuate during the school year based on community (spiral level), teams should keep the most fundamental components of IDEA in mind while planning, implementing, and communicating regarding the IEP process.

#### Individualization

- All decisions must be individualized, based on each student’s needs and in consideration of each student’s unique circumstances.
- Although LEAs will make decisions for all students regarding health and safety, including access to facilities, each IEP team must also work within LEA guidelines to determine how each student will access both general education and special education services.

#### Access to general education curriculum

- The purpose of Specially Designed Instruction as identified in the IEP is “to ensure access of the child to the general education curriculum so he or she can meet Idaho Content Standards that apply to all students.”
- For Hybrid Learning and Fully Remote or Online Learning, teams should consider not only how each student will access special education services, but how the student will continue to access the general education curriculum, classroom, and peers.
  - General education teachers are a vital member of the IEP team and must always be included in the IEP process. See IEP Service Planning and Individualized Education Instruction Planning.

#### Timelines

- Evaluation teams must complete initial evaluations within 60 calendar days of receiving Consent for Assessment, excluding periods when regular school is not in session for five or more consecutive school days. By mutual, written Parent/District agreement, this timeline can be extended.
- However, this type of extension will still result in identification of non-compliance with regard to Indicator 11: See Initial Eligibility Quick Guide.
- Three year reevaluation timelines do not change based on school closures. Some teams have agreed to delay evaluations until required face-to-face assessments can be completed. However, this will have resulted in missed timelines. See Reevaluation Quick Guide and Delayed Evaluation Quick Guide.
- Annual review dates and requirements have not changed. It is recommended that teams explore alternative means of meeting, such as virtually or via telephone, to ensure that IEPs are reviewed within 365 days of the development of the most current IEP. See IEP Quick Guide.

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**Updated 09/2021**

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### IDEA Quick Guide: COVID-19

#### Free Appropriate Public Education (FAPE)

- The district still has an obligation to make an offer of FAPE through the IEP to the parent/student. Additionally, the IEP team continues to have the obligation to determine the student’s Least Restrictive Environment (LRE) based on the student’s needs. The district’s offer of FAPE and LRE may not be consistent with the preferences of individual team members. If the offer of FAPE is refused, families may seek other options for education for students. See Attendance Quick Guide.
- In the spring of 2020, teams made temporary plans to provide services based in a rapid response to COVID-19. However, it is clear that the circumstances are no longer temporary. This means that teams should continue to include plans for movement between Categories 1,2, and 3 as defined by the Idaho Back to School Framework in the IEP for the duration of the COVID-19 pandemic. This can be done using the Individualized Distance Learning Plan and Individualized Distance Learning Plan Quick Guide.

#### Child Find

- Child find obligations have changed.
- LEAs must continue to create public awareness of special education programs.
- LEAs must make reasonable arrangements for identification of students from age 3 to 5 through Early Childhood screening. See Early Childhood Child Find Quick Guide.
- LEAs must continue to implement intervention programs through the general education problem-solving process.

#### Written Notice

- Written notice requirements have not changed. Remember:
  - Written Notice is required to be provided to parents whenever a district is proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student.
  - Written Notice must contain information that reflects the individualized decisions made, specific to the student. See Written Notice Quick Guide.
  - “Blanket” Written Notice, or Written Notice that is sent to all students without the same information and no individualization, is not appropriate.

#### Provision of Services

- In LEA’s obligation to provide special education and related services outlined in the IEP as determined by the IEP team has not changed.
- Students must not experience gaps in educational services. Each LEA must be able to provide evidence that planning for foreseeable transitions has been addressed at the individual student level. See IEP Quick Guide.
- Staff shortages do not change an LEA’s obligation to provide services outlined in the IEP. Districts must be creative in determining how educational services will be provided to all students, including students with disabilities, when staff is unavailable.

**Updated 09/2021**
Is a school district allowed to manage special populations (ERR and PK) differently than general education when it comes to notification of possible exposure to COVID-19? Is it required to be in the district's plan? For example in a school plan, it states that a general notification will be posted on the school website that includes the grade level and the school when there are positive cases of COVID-19; however, parents of students who are more fragile (such as in our self-contained classrooms) may want a letter notification also due to the nature of the program and how medically fragile the students are.

While districts may not treat students with disabilities differently than nondisabled peers, when dealing with health or safety issues, it may be appropriate to provide parents of students with disabilities, especially those with health issues, with additional information. In the scenario presented, it will be important to determine if the school plan in any way prohibits providing parents additional information, in which case the school plan may need to be amended. It will also be important to maintain student confidentiality, which can be a factor, especially in those classrooms with smaller student populations.
How to respond when parents request that any staff who work with their child be vaccinated?

Currently there is no state or federal requirement that employees be vaccinated or submit to weekly testing, although this is subject to change and districts must stay current on the requirements.

At this time, unless a district has adopted a requirement that staff receive the COVID vaccine as a condition of employment, parents who request that staff working with their child be vaccinated should be informed that their request is denied through a PWN.
How to respond when parents request that any staff/students who are in direct contact with their child wear a mask? Physician letter prescribing masks for staff and students who are in contact with the student who has health issues. Current school district plan for COVID does not require masking for any staff or students while the district/school is in green and yellow levels.

Disability discrimination lawsuits challenging bans on mask mandates in public schools are currently being litigated around the nation. Parents argue that a ban on mask mandates forces medically vulnerable students to choose between attending school and potentially exposing themselves to severe illness and receiving subpar instruction through remote learning, which causes irreparable harm to the students. At least one judge has held that a ban on mask mandates prevents districts from making a reasonable modification for medically vulnerable students and from delivering their programs, services, and activities in the most integrated setting appropriate. In reviewing whether a temporary restraining order should be granted, the court held “[d]epriving these children of their education when a safe in-person learning option is available, i.e., in-person learning with universal masking, most certainly constitutes an irreparable harm.” ARC of Iowa v. Reynolds, 121 LRP 31473 (S.D. Iowa 9/13/21).

Although a district plan may provide that mask wearing by staff or students is not required, the specific needs of a student must be considered on a case-by-case basis and the least restrictive environment for the student may be at issue. As discussed in the case above, the refusal to mandate face coverings may result in discrimination against a student with disabilities due to the exclusion from school because of the COVID-19 exposure risk. As with any request made by a parent, it may be appropriate to convene the IEP team to discuss the request, review the information provided by the parent, and review the needs of the student. Based on the needs and health issues of the student, the IEP team could determine that masks must be worn when social distancing is not possible, or may determine that masks must be worn continuously throughout the school day with the student.
There are some IEP team decisions being made to exempt a special education student from wearing a mask in a school or district that has enacted a mask mandate. Can you describe some examples of how these decisions might be made and what teams may consider as evidence to make this decision?

Similar to making team decisions regarding the educational services and needs of a specific student, when reviewing whether a student will be exempt from wearing a mask, the IEP team must consider the needs of the student, any evaluation or assessment data, and any additional information provided by the parent. The IEP team may also determine whether it is appropriate to include a goal or objective for increased student compliance with district policy regarding face coverings.
Face Coverings Quick Guide

**COVID-19**

**Question**

1. What is the function of the problem behavior?
2. How can the student communicate the same need?
3. Is the student fluent in the communication? If not, can we teach to fluency?
4. Does the communication work as quickly & easily as the problem behavior?
5. Can people understand the communication?
6. Can we teach in a controlled setting first, then teach in other settings?
7. Will it be consistently reinforced?
8. Is it socially acceptable?

**Example**

- Student consistently screams & rips off mask after about 15 minutes (function is escape from wearing mask).
- By asking to have a break from the mask.
- Student can communicate in 2-3 word phrases. We can teach the phrase “mask off” to fluency.
- No, it’s quicker to rip the mask off. We’ll reduce the phrase to just “off” to begin with.
- Usually, but the mask makes it harder. We’ll teach all adults in the environment to be watching/listening for this communication.
- Yes, we’ll start with 1:1 time with the teacher, then teach with peers and during a variety of activities.
- We’ll write a brief plan as each team member knows how to immediately & consistently reinforce in the beginning.
- It’s acceptable in our classroom. Once student is fluent, we’ll taper to a longer request, such as “mask off, please”.

**Functional Communication Checklist: Asking for a break from a mask**

- Student consistently screams & rips off mask after about 15 minutes (function is escape from wearing mask).
- By asking to have a break from the mask.
- Student can communicate in 2-3 word phrases. We can teach the phrase “mask off” to fluency.
- No, it’s quicker to rip the mask off. We’ll reduce the phrase to just “off” to begin with.
- Usually, but the mask makes it harder. We’ll teach all adults in the environment to be watching/listening for this communication.
- Yes, we’ll start with 1:1 time with the teacher, then teach with peers and during a variety of activities.
- We’ll write a brief plan as each team member knows how to immediately & consistently reinforce in the beginning.
- It’s acceptable in our classroom. Once student is fluent, we’ll taper to a longer request, such as “mask off, please”.

**Face Coverings Quick Guide: COVID-19**

**Question**

1. How can we increase student compliance with district policy regarding face coverings, such as a mask or face shield?
2. How can we prevent behavior?
3. How can we teach students to wear masks?
4. How can we respond to behavior?
5. How can we respond to individual instruction?
6. Are there other skills you need to teach?

**Guidance**

- Be sure the policy is stated for students in clear, simple language & framed in the positive.
- Address the following:
  - Why are face coverings to be worn? Are there any times or places where face coverings can be removed? Such as during a meal or if social distancing is in place?
  - Is there a designated place to required a break from wearing the face covering?
- Consider alternate, or preventative strategies:
  - Rule out any medical issues & watch for undiagnosed medical concerns.
  - Ensure physical needs are met (i.e., access to drink, face covering doesn’t rub, runny nose or saliva are wiped to prevent evil)
- Consider comfort of face coverings
  - Incorporate choice, if possible (color, material, characters, etc)
- Ensure students have functional communication necessary (i.e., request for help with face covering, permission to remove to drink or take a breath; see Functional Communication Training checklist & form below)
- Utilize evidence-based practices to teach the skill:
  - Use shaping to help the student feel comfortable using a face covering
  - Make a video model to teach putting on & a face covering
  - Create a virtual support to where to wear a face covering
  - Develop a clear and comprehensive reinforcement system specific to wearing face covering
  - Use peer modeling to encourage appropriate face covering
- Differential Reinforcement:
  - Appropriate behavior: Reinforce for appropriate facial covering (i.e., immediate praise & positive attention, points or tokens toward other items/activities/break from face covering)
  - Problem behavior: Reduce attention as much as possible & prompt to desired behavior
- Do some of your students require:
  - More repetition, prompting, or reinforcement?
  - Additional visuals?
  - A different way of teaching or evidence-based practice?
- Consider gaps in student skill related to health & safety
  - Covering a sneeze/hairing it under the elbow
  - Washing hands
  - Blowing nose

**Additional Resources**

- Modules on the highlighted evidence-based practices & many more are located: Autism Training Modules (AIM): [http://www.adults4autism.com](http://www.adults4autism.com)
- Request assistance through the SESTA Help Desk: [http://www.astasia.org](http://www.astasia.org)

Updated 03/2021
I have special education teachers asking if the Individualized Distance Learning Plans (IDLPs) are required/recommended again this year.

Students must not experience gaps in educational services. Each LEA must be able to provide evidence that planning for foreseeable transitions has been addressed at the individual student level. While it is recommended that IEP teams use the IDLP form template provided, IEP teams may also opt to embed the components of the IDLP into the IEP in another way.
Individualized Distance Learning Plan (IDLP)

**INDIVIDUALIZED DISTANCE LEARNING PLAN (IDLP)**

- **Student Name:**
- **Student ID:**
- **Meeting Date:**
- **Meeting Time:**
- **Parent/Guardian:**
- **Contact #:**
- **District/Charter:**
- **School:**
- **IDP Team:**

**Hybrid Learning**

The following services and supports addressing current IEP goals serve as the IDP team’s determination of Free Appropriate Public Education (FAPE) for the student where a temporary transition to hybrid learning is required.

<table>
<thead>
<tr>
<th>Special Education and/or Related Service</th>
<th>Title of Professional Staff Responsible</th>
<th>Frequency of Special Education/Related Services</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Per Day</td>
<td>Per Week</td>
<td>Per Month</td>
</tr>
</tbody>
</table>

Total Amount of Time (minutes):

Optional Statement of Service Delivery (describe how special education services will be provided to this student):

**Fully Remote or Online Learning**

The following services and supports addressing current IEP goals serve as the IDP team’s determination of Free Appropriate Public Education (FAPE) for the student where a temporary transition to online learning is required.

<table>
<thead>
<tr>
<th>Special Education and/or Related Service</th>
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</tr>
</tbody>
</table>

Total Amount of Time (minutes):

Optional Statement of Service Delivery (describe how special education services will be provided to this student):

**Describe how the student will access general education content:**

**Describe how progress monitoring will take place:**

Updated 09/2021
### General Guidance

In situations where IEP teams need to consider a contingency plan to address a temporary change in how educational services will be provided for the student, an Individualized Distance Learning Plan (IDLP) should be completed. IEP teams can discuss and document how special education and related services will be provided to the student if they must transition to Hybrid Learning or Fully Remote or Online Learning, including before, during, and after home and hospital absences.

IEP teams should continue to convene to develop an IEP with implementation during regular school operations in mind. After determining the necessary services and supports the student will receive, the IEP team may consider multiple options for delivery of instruction and developing and updating the Individualized Distance Learning Plan (IDLP) to reflect the student’s services and supports during time periods where temporary adjustments may need to be made.

#### Question

**Is the IDLP part of the IEP?**

Yes. The Individualized Distance Learning Plan is part of the student’s IEP. The process for developing, implementing, and assessing the Individualized Distance Learning Plan (IDLP) is the same as any other component of the IEP. The IEP team will seek to work together to develop an IDLP that is consistent with the student’s unique needs.

**If a student is enrolled in a full-time online option through our district, should services be documented through an IDLP?**

If a student wants to attend school virtually (full virtual learning), and the student's unique needs are not being met virtually, the student’s IEP team might consider developing an IDLP to meet the student's unique needs.

**Do we need to amend the IDLP when there is a change to the district's plan that is not currently reflected in the IDLP?**

Yes. The purpose of the Individualized Distance Learning Plan is to document the student’s plan for implementation for the school year through distance learning. If the district’s circumstances change, the school year's IEP must be updated to reflect the new circumstances. If the student cannot be served through the school year’s IEP, the IEP team will need to amend the IDLP to reflect the new circumstances.

**How do we address IDLPs when students transfer in out of our district?**

When a student transfers to another school district, the eligibility documents and current IEP should be provided to the new district within five days of notification.

### Example

<table>
<thead>
<tr>
<th>Question</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
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<td>Is the IDLP part of the IEP?</td>
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- **Updated 09/2021**
- **COVID Updates – September 22, 2021 | 16**
What do we do when parents ask for us to write accommodations into IEPs indicating that their child will not be quarantined from school if determined to be a close contact to a COVID-19 positive case?

A district’s board of trustees may adopt quarantine requirements and those requirements may change based on community spread and as the local health department’s guidance changes. It is paramount that district staff follows the most recent board requirements. The health and safety of all students is of utmost importance and the board may require that students exposed to COVID, including students with disabilities, quarantine. The IDLP is an appropriate instrument for the IEP team to use to determine how instruction will be provided in those situations where a student is quarantined due to COVID exposure.
IDLPs are not specified or required in IDEA. How can districts be required to include an IDLP in the IEP?

The IDEA requires districts to have an IEP in place for each student with a disability at the start of the school year to ensure they receive FAPE. The COVID-19 pandemic has not altered this obligation. The Office of Special Education Programs (OSEP) has provided guidance that IEP teams should consider alternate methodologies and methods of delivering special education and related service. “For example, IEP Teams can discuss how a child’s IEP will be implemented with traditional in-person instruction and how services also could be provided through remote/distance instruction if circumstances require a change to distance learning or a hybrid model.” COVID-19 Questions & Answers: Implementation of IDEA Part B Provision of Services, 77 IDELR 138, (OSEP 9/28/20).

IDLPs provide a means for IEP teams to discuss and document how services will be provided to individual students if/when circumstances due to the pandemic require a change in how educational services will be provided and assist IEP teams in ensuring that no gap in services occurs due to changing circumstances.
What impact does the August 24, 2021 OSERS letter have on the GSFR Process?

The SDE is tasked with general supervisory, accountability, and oversight responsibilities to ensure that districts meet IDEA requirements, including during the Covid-19 pandemic. The Office of Special Education and Rehabilitative Services (OSERS) issued a letter on August 24, 2021 emphasizing the importance that children with disabilities receive special education and related services in accordance with the IDEA. Regarding the SDE’s responsibilities, OSERS specifically stated:

SEAs [State Education Agencies] and LAs [State Lead Agencies] continue to have a reasonable degree of flexibility in how, but not whether, they monitor their LEAs [Local Education Agencies] and EIS [Early Intervention Service] programs and providers, using multiple components of the State’s general supervision system. The Department will monitor States’ implementation under Parts B and C of the IDEA, which includes reviewing whether States used alternative methods of exercising the general supervisory, accountability, and oversight responsibilities.

OSERS emphasized the need to ensure full implementation of IDEA occurs during the 2021-2022 school year. Requiring evidence of IDLP documentation in the GSFR process is an alternative method of exercising supervisory, accountability, and oversight responsibilities.
Attendance Quick Guide

Attendance Quick Guide: COVID-19

As districts in Idaho provide educational services during the COVID-19 pandemic, many students and families may face barriers to school attendance or participation. It may be challenging for teams to know how to navigate these barriers, understanding the need to be mindful of attendance policies, the IEP team’s responsibilities, and the provision of FAPE for each student. There are a variety of reasons that a student may not be able to attend or participate in school. This quick guide is meant to help teams consider and address many of the scenarios they may encounter.

### IEP Team Considerations

#### The student is medically fragile or has a medical condition that requires limited interaction with others due to the risk of COVID-19 exposure.

Under normal circumstances, the student’s Least Restrictive Environment (LRE) is not a home placement.
- The IEP team should create and implement an Individualized Distance Learning Plan (IDLP).
- The IEP team has determined that the home is the student’s LRE.
  - Consider Homebound services following your LEA’s protocol.
  - The IEP team should create and implement an IDLP.

#### Someone in the student’s home is medically fragile or has a medical condition that requires limited interaction with others due to the risk of COVID-19 exposure.

- If your LEA offers comprehensive online instruction for all students:
  - Appropriate for the student, consider making an offer of FAPE using your LEA’s guidelines for online programming.
  - Amend and implement an IEP.
  - The IEP team should create and implement an IDLP.

- Under normal circumstances, the student’s LRE is not a home placement.
- The IEP team should create and implement an IDLP.

#### Someone in the student’s home has contracted COVID-19 and is ill and/or recovering.

- If the student is able to participate in educational opportunities or special education services offered by the LEA:
  - The IEP team should create and implement an IDLP.
- If the student’s condition prevents participation in an Individualized Distance Learning Plan:
  - Refer to your LEA’s attendance policy.
  - Consider Homebound services following your LEA’s protocol.

The student has contracted COVID-19 and is ill and/or recovering.

- The IEP team should create and implement an IDLP.

The parent refuses to send the student to school or fails to produce the student for online or remote instruction.

Keep in mind that the parent cannot unilaterally change placement for a student. IEP teams are not obligated to change a student’s placement based solely on parent preference.

**Examples:**
- Your LEA offers comprehensive online instruction for all students:
  - Consider making an offer of FAPE using your LEA’s guidelines for online programming. Amend and implement an IEP.

- Your LEA does not offer comprehensive online instruction for all students:
  - Consider convening the IEP team to discuss barriers to student attendance
  - Refer to your LEA’s attendance policy for all students.
    - Before taking punitive action with regard to attendance, consider conducting a Manifestation Determination to determine whether the student’s absenteeism is related to his/her disability or related to the district’s failure to implement the IEP.

- The parent may opt to enroll in a private school or homeschool.

- If the parent fails to produce the student for online or remote instruction:
  - Consider convening the IEP team to discuss barriers to participation
  - Consider your district’s policies and expectations regarding “attendance” during remote or online learning for all students.
    - Consider conducting a Manifestation Determination to determine whether the student’s absenteeism is related to his/her disability or related to the district’s failure to implement the IEP.

- Consider making an offer of FAPE resuming in-person instruction.

Reason unknown

Your team should make every effort to communicate with the adult student or parent to find out why the student is not attending school or participating in online or remote instruction and document the efforts made.

- Refer to your LEA’s attendance policy for all students.
  - Before taking punitive action with regard to attendance, consider conducting a Manifestation Determination to determine whether the student’s absenteeism is related to his/her disability or related to the district’s failure to implement the IEP.
  - Consider convening the IEP team to discuss attendance and determine whether additional services or supports may be necessary to promote school attendance.

Updated 03/2021

COVID Updates – September 22, 2021 | 20
IDLP (Home/Hospital)

INDIVIDUALIZED DISTANCE LEARNING PLAN (IDLP)

Student Name: ___________________________ Student ID: ____________
Meeting Date: ___________________________ Meeting Time: ____________
Parent/Guardian: _________________________ Contact Info: _____________
District/Charter: _________________________ School: _________________
IEP Team: _______________________________

Homebound
The following services and supports will be delivered to the student at the student’s home location:

<table>
<thead>
<tr>
<th>Special Education and/or Related Service</th>
<th>Title of Professional Staff Responsible</th>
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</table>

Total Amount of Time: ____________________________

Optional Statement of Service Delivery (describe how specific services will be provided to this student):

Describe how the student will access general education content:

Describe how progress monitoring will take place:

Updated 09/2021
General Supervision File
Review (GSFR) 2021-2022

New Requirement

Debi Smith
Special Populations Coordinator
In accordance with section 618 of IDEA 2004 (34 CFR §300.640), the Idaho State Department of Education (SDE) is responsible for conducting the annual General Supervision File Review (GSFR). This process occurs annually with a focus on LEAs processes and procedures around identification (eligibility) and service delivery (IEPs).

**GSFR (General Supervision File Review)**

- Idaho Training Clearing House (ITC)
- TOPICS
  - RDA Monitoring Systems
  - GSFR (General Supervision File Review)
NEW Pandemic Requirement

When selecting files for internal review and eventual submission to the CTT, LEAs must choose files that provide evidence that planning for foreseeable transitions has been addressed at the individual student level. It is recommended that IEP teams use the Individualized Distance Learning Plan (IDLP) form template. IEP teams may also opt to embed the components of the IDLP into the IEP in another way. As part of the IEP, the IDLP must be uploaded with IEP documents in the LEA’s IEP software system.

The IEP team will include a statement in the Optional Statement of Service Delivery section of the IEP indicating that the team has created an IDLP. The IDLP includes documentation of services, optional delivery statements, and progress monitoring plans for each potential format that the student will participate in.

While the SDE did not require the use of the IDLP form, it has been made clear that students must not experience gaps in educational services. Each LEA must provide evidence that planning for foreseeable transitions has been addressed at the individual student level.
Questions?

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