

General Guidance	
<p>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 spread levels, teams should keep the most fundamental components of IDEA in mind while planning, implementing, and communicating regarding the IEP process.</p>	
<p>Individualization</p>	<ul style="list-style-type: none"> 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. Individualization must be evident in the <i>Individualized Distance Learning Plan</i> and <i>Written Notice</i>.
<p>Access to general education curriculum</p>	<ul style="list-style-type: none"> 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.” -Idaho Special Education Manual, page 45 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. <ul style="list-style-type: none"> General education teachers are a vital member of the IEP team and must always be included in the IEP process. See <i>IDLP Service Planning</i> and <i>Individualized Distance Instruction Planning</i>.
<p>Timelines</p>	<ul style="list-style-type: none"> Evaluation teams must complete initial evaluations within 60 calendar days of receiving <i>Consent for Assessment</i>, 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 <i>Initial Eligibility Quick Guide</i>. 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 <i>Reevaluation Quick Guide</i> and <i>Delayed Evaluation Quick Guide</i>. 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 <i>IEP Quick Guide</i>.

Free Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> The district still has an obligation to make an offer of FAPE through the IEP to the parent/adult 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 include plans for movement between Categories 1,2, and 3 as defined by the <i>Idaho Back to School Framework</i> 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	<p>Child find obligations have not changed.</p> <ul style="list-style-type: none"> 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	<p>Written notice requirements have not changed.</p> <p>Remember:</p> <ul style="list-style-type: none"> <i>Written Notice</i> 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. <i>Written Notice</i> must contain information that reflects the individualized decisions made, specific to the student. See Written Notice Quick Guide. “Blanket” <i>Written Notice</i>, or <i>Written Notice</i> that is sent to all students with the same information and no individualization, is not appropriate.
Provision of Services	<p>An LEA’s obligation to provide special education and related services outlined in the IEP as determined by the IEP team has not changed.</p> <ul style="list-style-type: none"> 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 IDL P 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.