

identified in the student's individualized education program (IEP). Special education programs and services will not be able to be provided in the same manner during school closures, school districts and approved programs serving students with disabilities must collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

The Department's Office of Special Education will continue to provide updated guidance to the field. We also recommend that you frequently check [the New York State Department of Health \(DOH\) Novel Coronavirus webpage](#) and [NYSED's COVID-19 website for updates](#).

Attachment: Supplement #1 -

recommended to provide a student FAPE if schools were in operation as normal?

An IEP must be developed to ensure the provision of FAPE and should not be written to accommodate a temporary situation. Therefore, IEP Committees should be developing an IEP for a student that is initially found eligible based on what the student will need once the school reopens. However, as indicated in Question A of USDE's [Questions and Answers On Providing Services To Children With Disabilities During The Coronavirus Disease 2019 Outbreak - March 2020](#), a Committee may also create a contingency distance learning plan for such student that could be implemented during closure due to COVID-19. Such contingency plan may include the provision of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities. Creating a contingency plan gives the student's service providers and parents an opportunity to reach agreement as to what services will be provided during the school closure. Plans should be clearly identified as time limited.

29. Can special education programs and related services be provided after hours and on the weekend via telepractice during the period of time schools are closed due to COVID -19?

The provision of programs and related services should adhere to the regular school day as much as possible; however when that is not possible, based on individual circumstances, a school may need to consider providing services during alternate times and days that are mutually agreed upon with the parents in order to accommodate students, parents, school and service delivery personnel.

Continuity of Learning:

30. Who is responsible for ensuring continuity of learning and special education services are provided to students with disabilities placed in out-of-district programs (e.g.

and, to the greatest extent possible, special education and related services identified in its enrolled students' IEPs during school closure.

Ongoing communication must be maintained between the school district and BOCES, nonpublic school with an approved special education program, State-supported school, State-operated school, Special Act school district, and other contracting school districts where one or more of their students with disabilities attends during school closures, to collaborate on planned activities for the nature and delivery of instruction and related services to be provided during school closures and to identify shared resources, materials, and technology that may be available to students as appropriate.

Continuity of learning and related services provided to each student during the period of time schools are closed must be documented by the student's school district, BOCES program, nonpublic school with an approved s4 (e)10 (d)

whether compensatory services are needed under applicable standards and requirements including to make up for any skills that may have been lost, once schools reopen.

32. If a nonpublic school with an

operate for not less than 180 days during the 10-month school year for nonpublic chapter 853 schools, Special Act School Districts, State-supported schools, the two State-operated schools, and approved preschool special class and SCIS programs. Please refer to this clarification on 180-day requirements in light of [Executive Orders](#)

35. If a nonpublic school with an approved special education program, Special Act School district, State-supported school, State-operated school, preschool special class, or preschool SCIS program remains closed due to COVID-19 after May 15, 2020, are they eligible for the 180-day waiver?

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investigating approaches that address variations in student learning styles within the range of online learning options

- x [National Deaf Center](#) : The National Deaf Center is a technical assistance and dissemination center federally funded by OSEP and the Rehabilitation Services Administration (RSA) to provide evidence-based strategies at the local, state, and national levels. The [COVID-19 Information webpage](#) includes updates and information, news and tips, and additional resources. The site will be updated frequently.
- x [National Center on Deaf -Blindness](#) : The National Center on Deaf-Blindness is a part of a network of projects for children and youth with deafness (birth through 21) funded by USDE. The Center has [resources for providing technical assistance during the COVID-19 pandemic](#) and [ideas for activities at home during the COVID-19 pandemic](#). The Center's [Literacy for Children with Combined Vision and Hearing Loss webpage](#) contains information and resources for teachers, family members and related services providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss.

Supports for Families

- x [Center for Parent information and Resources \(CIPR\)](#): CIPR, funded by OSEP, is the central Hub of information and products created for the nationwide network of Parent Centers serving families of children with disabilities. CIPR has created a [brief list](#) of resources to address key issues COVID-19 materials in other languages, schooling at home, telecommuting technology and tips, coping tips and other useful information. The list will be continually updated.
- x [National Technical Assistance Center on Positive Behavioral Interventions and Supports \(PBIS\)](#) : The National Technical Assistance Center on PBIS, funded by OSEP and the Office of Elementary and Secondary Education, has shared [resources](#) to support students during the pandemic. [Supporting Families with PBIS at Home](#) provides information for families on setting routines, expectations and supporting mental wellness. [Setting Back to School after Disruptions](#) provides information for school teams and families to help students transition back to the school environment.
- x [National Center for Pyramid Model Innovations \(NCPMI\)](#) : NCPMI is funded by the OSEP to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. NCPMI's [Emergencies and National Disasters: Helping Children and Families Cope webpage](#) includes resources to support families in helping young children cope with the challenges that might

occur during stressful emergency or disaster situations. This website will be updated as more resources are obtained.

- x [Autism Focused Intervention Resources and Modules \(AFIRM\)](#) : AFIRM is an extension of the National Professional Development Center on Autism Spectrum Disorder, funded through OSEP to promote the use of evidence-based practices for children and youth with Autism Spectrum Disorders to 22 years of age. AFIRM's [Supporting Individuals with Autism through Difficult Times](#) provides seven support strategies for caregivers designed to meet the unique needs of individuals with autism during the Coronavirus outbreak.

Transition Resources

- x [National Technical Assistance Center on Transition \(NTACT\)](#) : NTACT, a Technical Assistance and Dissemination project funded by OSEP and USDE's Rehabilitation Services Administration, has assembled [resources](#) to support the provision of meaningful transition services during the COVID pandemic. NTACT provides Toolkits and [Quick Guides](#), as well as resources from partner centers and organizations which provide information [transition assessment](#) and activities for developing independent living skills, preparing for secondary education and training, as well as exploring careers. NTACT hosted a [Providing Transition Focused Activities Online and At Home webinar](#) on March 24, 2020 focused on sharing resources with practitioners and families, desiring to provide meaningful transition services during the COVID crisis.
- x [CareerZone](#) : CareerZone is a no-cost online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers. (nO Tw 4.48 0 Td ()Tj 08 352.3bo