

Special Education and COVID-19 Resources

OSEP Resources for IDEA and 504:

The US Department of Education has issued resources specific to the education of students with disabilities in the wake of the COVID-19 (Coronavirus) pandemic.

- [Question and Answer: IDEA Part B Procedural Safeguards](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\)](#)
- [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities \(March 21, 2020\)](#)
- [Addressing the Risk of COVID-19 in Schools](#)

IDEAs that Work: Federally Funded National Technical Assistance Centers:

On this [webpage](#) you will find a direct link to the U.S. Department of Education's COVID-19 informational webpage, as well as several highlighted resources. There are also direct links to the National Center for Systemic Improvement (NCSI) and the Early Childhood Technical Assistance Center (ECTA). These two centers are serving as the key repositories for OSEP resources addressing continuity of learning during the COVID-19 pandemic. In addition, users will find several information briefs on evidence-based and promising practices designed to support continuity of learning for students with disabilities.

Center on Positive Behavioral Interventions and Supports

[The Center](#) works to improve the capacity of SEAs, LEAs, and schools to establish, scale-up, and sustain the PBIS framework to (a) scale up tier 2 and 3 systems to improve outcomes for students with or at-risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students.

- [Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year](#)
- [Responding to the Novel Coronavirus \(COVID-19\) Outbreak through PBIS](#)
- [Supporting Families with PBIS at Home](#)
- [Creating a PBIS Behavior Teaching Matrix for Remote Instruction](#)
- [Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

IES Regional Education Laboratory Southeast ([Louisiana](#))

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce [this series](#) of evidence-

based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

IRIS Center

The [IRIS Center](#) develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities. These resources, designed to bridge the research-to-practice gap, are intended for use in college teacher preparation programs, in professional development (PD) activities for practicing professionals, and by independent learners. IRIS resources includes modules, case studies, information briefs, course/PD activities, a high-leverage practices alignment tool, and an online glossary of disability-related terms.

- [Parents: Supporting Learning During the COVID-19 Pandemic](#)

National Center on Accessible Educational Materials for Learning

For learners with sensory, physical, cognitive, or learning differences and their teachers, accessible educational materials (AEM) may open doors to teaching and learning that ordinary print-based materials have closed. The Individuals with Disabilities Education Act (IDEA) includes a requirement that schools provide AEM in a timely manner to K–12 students who need them for participation and achievement. [The AEM Center](#) provides support for the use of AEM in early learning, K-12, higher education, and workplace settings.

- [Resources for Access and Distance Education](#)

National Center on Online Learning and Students with Disabilities

[The Center](#) works to address learner variability by conducting research to make online learning more accessible, engaging, and effective for students with disabilities, for whom traditional forms of education have been only moderately successful and the precipitous growth in online instruction threatens to exclude.

National Center for Deaf-Blindness

As a national technical assistance center, [NCDB](#) works with state deaf-blind projects and other partners to improve educational results and quality of life for children who are deaf-blind and their families.

- [Distance Learning for Proficient Communicators](#)
- [Coping with School Closures During COVID-19](#)

National Technical Assistance Center on Transition

[NTACT](#) is a Technical Assistance and Dissemination project, working to improve postsecondary outcomes for all students with disabilities. NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

Other National Centers:

National Center on Learning Disabilities (NCLD)

[NCLD](#) improves the lives of the 1 in 5 with learning and attention issues by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities. For more than 40 years, NCLD has worked to create a society in which every individual possesses the academic, social, and emotional skills needed to succeed in school, at work, and in life. NCLD works to improve outcomes for people with learning and attention issues by actively shaping local and national policy to reduce barriers and ensure opportunity and access for all.

- [Parent Resources](#)

National Consortium of Telehealth Resource Centers

- [Telehealth Resources to Address COVID-19](#)

National Center for Special Education in Charter Schools (NCSECS)

[NCSECS](#) is a nonprofit organization committed to ensuring that students with disabilities can access and thrive in charter schools. The Center provides research, policy analysis, coalition building, and technical assistance to a variety of stakeholders across the nation.

Related Service Resources:

Please look to both state and national organizations and their websites to provide up to date resources and information on COVID-19. Links to professional organizations and some of their COVID-19 resources are included below.

Educational Diagnosticians

- [Louisiana Association of Educational Diagnostician \(LA-ED\)](#)

School Counselors

- [American School Counselor Association \(ASCA\)](#)
- [Louisiana School Counselor Association \(LSCA\)](#)

School Nurses

- [National Association of School Nurses \(NASN\)](#)
- [Coronavirus Disease 19 - Talking Points for School Nurses](#)

School Psychologists

- [National Association of School Psychologists \(NASP\)](#)
 - [COVID-19 Return to School Resources](#)
 - [COVID-19 Special Education and Service Delivery](#)
 - [COVID-19 Crisis and Mental Health](#)
 - [COVID-19 Family and Educator Resources](#)
- [Louisiana School Psychological Association \(LSPA\)](#)

School Social Work

- [School Social Work Association \(SSWA\)](#)

Speech Language Pathologists and Audiologists

- [American Speech-Language-Hearing Association \(ASHA\)](#)
 - [COVID-19 Updates](#)

- [Louisiana Speech-Language-Hearing Association \(LSHA\)](#)

Occupational Therapists

- [American Occupational Therapy Organization \(AOTA\)](#)
- [Louisiana Occupational Therapy Association \(LOTA\)](#)
- [Telehealth Resources](#)

Physical Therapists

- [American Physical Therapy Association \(APTA\)](#)
- [Louisiana Physical Therapy Association \(LPTA\)](#)

State and Local Resources:

Louisiana Department of Education:

- [Continuous Learning for Students with Disabilities](#)
 - [Accessibility of Instructional Materials](#)
 - [Accommodations](#)
 - [Direct Services](#)
 - [Family Toolbox](#)
 - [Staffing Guidance](#)
 - [Timelines and Documentation During Extended School Closures](#)

Louisiana Accessible Education Materials Center

[The Center](#) maintains a depository from which it provides eligible registered patrons with Braille and large print texts and other educational materials in a cost-effective, timely manner.

- [COVID-19 Parent Resources List](#)
- [COVID-19 Professional Resources](#)
- [Accessible Materials for ELA Guidebooks](#)

Louisiana Autism Spectrum and Related Disabilities

[LASARD](#) partners with [school districts, systems, networks, or individual schools](#) to build their capacity to serve students with disabilities. This is accomplished through team action planning, providing direct training, and coaching in classrooms. LASARD provides educators with evidence-based strategies to improve the academic, social, behavior, and emotional outcomes of students with disabilities.

- [Online Training](#)

Lighthouse Louisiana Pre-Employment Transition Services

In response to the COVID-19 pandemic and in preparation of the quickly approaching 2020-2021 school year, [Lighthouse Louisiana](#) has been proactive in adapting our curriculum and programming to ensure delivery of vital transition services to students with disabilities. Through the summer, our team has prepared to deliver pre-ETS support in all five WIOA domains through modified delivery models. Delivery of services can be done in a variety of ways that is the best fit for the student, families, and school. Instruction can be performed in-school through individualized one-on-one services and small group lessons. Or instruction can be

performed virtually through Individual one-on-one services, live group trainings, pre-recorded group instruction videos that students can access at their own pace and instruction through various settings: Zoom, Google Classroom, and Microsoft Teams.

Contact: Sarah Barnes, Youth Services Director, sbarnes@lighthouseouisiana.org, 504-430-9827 or Victoria Perodin, Lead Work Readiness Instructor & Coordinator, vperodin@lighthouseouisiana.org, 504-234-8903

Special Education Leadership Fellowship

In 2015, the [Special Education Leadership Fellowship](#) was created to meet the need for high-quality special educational programming in schools. Our 2-year Fellowship develops [special education](#) and RTI leaders, aspiring leaders, and their principals to create high-impact programs for students with learning exceptionalities.

- [COVID-19 Resources](#)