



Serving Children with Disabilities Under IDEA During the COVID-19 Pandemic



The MSDE Division of Early Intervention and Special Education Services (DEI/SES) has created the following resources to address common issues raised by local public agencies, parents, and the advocacy community we navigate the COVID-19 Pandemic.

Technical Assistance Bulletins

- [#20-01: Serving Children with Disabilities Under IDEA During School Closures Due to the Covid-19 Pandemic](#)
- [#20-02: Providing Continuity of Learning to Students with Disabilities Through Nonpublic Special Education Schools During COVID-19](#)
- [#20-03: Providing Continuity of Learning to Students with Disabilities during COVID-19](#)
- [#20-04: Providing Continuity of Learning to Deaf, Hard-of-Hearing, Blind, Low-Vision, and DeafBlind Students During COVID-19](#)
- [#20-05: Navigating Secondary Transition Services for Students with Disabilities During COVID-19](#)
- [#220-06: Continuity of the IFSP for Young Children \(Birth – Age 4\) with Developmental Delays/Disabilities and their Families During Extended School/Closure Due to the COVID-19 Pandemic](#)
- [#20-07: Providing Continuity of Learning for Students with Disabilities Who Require Extensive, Intensive, Individualized Instruction and Support During the COVID-19 Pandemic](#)
- [#20-08: Supporting the Use of Assistive Technology in a Virtual and/or Distance Learning Environment](#)

Recovery Documents

- [#20-09: Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities During the Re-Opening of Schools](#)
- [#20-10: Recovery Efforts: Addressing the Reopening of Nonpublic Special Education Schools](#)
- [Extended School Year \(ESY\) Services During the COVID-19 Pandemic](#)
- [Supplement to #20-01 and #20-06: Maryland Infants and Toddlers Program: Recovery Efforts to Support a Continuum of IFSP Service Delivery During the COVID-19 Pandemic and Beyond](#)
- [Supplement to #20-03: Tips for Monitoring Student Progress Through Alternative Service Delivery Models](#)
- [Supplement to #20-03: Tips for Recovery Planning for Students who are Blind, Low-Vision, Deaf, Hard-of-Hearing, and DeafBlind](#)
- [Supplement to #20-05: Tips for Recovery Planning for Secondary Transition](#)

Guides

- [A Parents' Guide: Navigating Special Education During the COVID-19 Pandemic](#)
- [Supporting Students with Disabilities During COVID-19 and Afterwards: A Guide for Emotional Well-being](#)

In Development

Specially Designed Instruction through Alternative Service Delivery Models

Provides effective tips and strategies to support the implementation of specially designed instruction across various instructional models. This tips document highlights specific areas of the IEP for example: IEP objectives, supplementary aids and services, behavior supports, etc.

Co-Teaching and Least Restrictive Environment in Alternative Service Delivery Models

Provides effective tips and strategies to supportive collaborative co-teaching and engagement of the student with disabilities in the least restrictive environment across instructional models (distant learning, hybrid plans, or face-to face).

Supporting Students who Require Extensive, Intensive, Individualized Instruction and Supports through Alternative Service Delivery Models

Provides an array of options to facilitate the processes necessary for the successful transitioning of students requiring extensive and intensive individualized instruction and support across instructional delivery models (virtual, hybrid, and in-person learning).

Supporting Engagement through Alternative Service Delivery Models for Students with Disabilities

Provides strategies and resources to maintain engagement for students with disabilities through remote, blended, or face to face service delivery models as schools begin to implement their recovery plans.

TAB #20-11: Addressing Challenging Behaviors for Students with Disabilities: A Supplement to *The Maryland Guidelines for State Code of Discipline*