

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.

Reason	IEP Team Considerations
<p>The student is medically fragile or has a medical condition that requires limited interaction with others due to the risk of COVID-19 exposure.</p>	<p>Under normal circumstances, the student's Least Restrictive Environment (LRE) is not a home placement.</p> <ul style="list-style-type: none"> The IEP team should create and implement an <i>Individualized Distance Learning Plan</i> (IDLPL). <p>The IEP team has determined that home is the student's LRE.</p> <ul style="list-style-type: none"> Consider Homebound services following your LEA's protocol. The IEP team should create and implement an IDLP.
<p>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.</p> <p style="text-align: center;">OR</p> <p>Someone in the student's home has contracted COVID-19 and is ill and/or recovering.</p>	<p>If your LEA offers comprehensive online instruction for all students:</p> <ul style="list-style-type: none"> If 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. <p>If your LEA does not offer comprehensive online options for all students.</p> <ul style="list-style-type: none"> The IEP team should create and implement an IDLP.
<p>The student has contracted COVID-19 and is ill and/or recovering.</p>	<p>If the student is able to participate in educational opportunities and special education services offered by the LEA:</p> <ul style="list-style-type: none"> The IEP team should create and implement an IDLP. <p>If the student's condition prevents participation in an Individualized Distance Learning Plan:</p> <ul style="list-style-type: none"> Refer to your LEA's attendance policy. Consider Homebound services following your LEA's protocol.

<p>The parent refuses to send the student to school or fails to produce the student for online or remote instruction.</p>	<p>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.</p> <p>Examples:</p> <p>If your LEA offers comprehensive online instruction for all students:</p> <ul style="list-style-type: none"> • Consider making an offer of FAPE using your LEA’s guidelines for online programming. Amend and implement an IEP. <p>If your LEA does not offer comprehensive online instruction for all students:</p> <ul style="list-style-type: none"> • Consider convening the IEP team to discuss barriers to student attendance • Refer to your LEA’s attendance policy for all students. <ul style="list-style-type: none"> ○ 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. <p>If the parent fails to produce the student for online or remote instruction:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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 making an offer of FAPE resuming in-person instruction.
<p>Reason unknown</p>	<p>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.</p> <ul style="list-style-type: none"> • Refer to your LEA’s attendance policy for all students. <ul style="list-style-type: none"> ○ 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.