Dear NASHIA Member,

Although the vast majority of States have left school-reopening decisions up to school districts and local health officials, many are lifting restrictions relating to COVID-19. As such, students may be returning to school or a combination of returning to school part-time and distance learning, or are continuing to require students to participate in education through distance and remote learning from home. This issue features resources as the result of the impact of COVID-19 on education. NASHIA maintains an array of resources on its website. Should you have resources to share, please feel free to send to publicpolicy@nashia.org. Meanwhile, we wish you to stay safe and well.

Resources

State Resources Pertaining to Students with Brain Injury

- **2020 Online Learning for Students with Mild/Concussion, Moderate, & Severe Acquired Brain Injuries**, Colorado & Pennsylvania, BrainSTEPS Brain Injury Consulting Program, which provides suggestions for academic adjustments that may help alleviate common brain injury symptoms when participating in online learning.

- **The Colorado Framework and Toolkit for School and District Leaders**

- **COVID-19 and Colorado Special Education**, Exceptional Student Services Unit (ESSU)
• Helping Students with Brain Injuries to Return to School, Texas Health and Human Services (webpage)

National Projects

• Center on Online Learning and Students with Disabilities. The Center is a partnership involving the University of Kansas Center for Research on Learning (KUCRL), the Center for Applied Special Technology (CAST), and the National Association of State Directors of Special Education (NASDSE). The project conducts research on how K-12 online learning impacts the access, participation, and progress of students with disabilities. The Center is funded by the Office of Special Education Programs (OSEP) in the U.S. Department of Education.

• Virtual Education & Students With Disabilities Resource Guide: Supporting Student Success in the Time of COVID-19 and Beyond, RespectAbility

Federal Resources

Centers for Disease Control and Prevention (CDC)

• Guidance for K-12 Schools & Higher Education Institutions provides ways in which schools can help protect students and staff and slow the spread of COVID-19. The guidance covers considerations for K-12 schools regarding: Types of tests to identify SARS-CoV-2, the virus that causes COVID-19; when testing might be needed; testing individuals with signs or symptoms consistent with COVID-19; testing asymptomatic individuals with recent known or suspected exposure to a person with COVID-19; and Testing asymptomatic individuals without known exposure to a person with COVID-19.

• CDC’s children and youth with special health care needs (CYSHCN) on their COVID-19 Frequently Asked Questions page, as well as general information on CYSHCN in emergencies. CDC COVID-19 resources are now available in American Sign Language via YouTube

• CDC’s updated guidance on returning to school, as well as a decision tool on returning to schools and childcare.

Health Resources and Services Administration (HRSA)

• The Interagency Working Group on Youth Programs (IWGP) is composed of representatives from 21 federal agencies that support programs and services focusing on youth. IWGP’s youth.gov provides resources to support youth and families during the COVID-19 outbreak on topics including childcare, education, employment, finances, food and nutrition, health/mental health, human services, safety, and more.

• The IWGP also sponsors the Youth Engaged 4 Change (YE4C) website and related social media to help young people improve their personal lives and the world around them. YE4C also provides youth-focused resources and opportunities to help young people make informed choices about how to help themselves and others during the COVID-19 public health emergency.
Regardless of how education is provided, the U.S. Department of Education’s Office of Special Education Programs (OSEP) reminds State education agencies (SEAs) and local education agencies (LEAs) that SEAs, LEAs, and individualized education program (IEP) Teams remain responsible for ensuring that a free appropriate public education (FAPE) is provided to all children with disabilities. If State and local decisions require schools to limit or not provide in-person instruction due to health and safety concerns, SEAs, LEAs, and IEP Teams are not relieved of their obligation to provide FAPE to each child with a disability under IDEA.


- Remote Learning: Resources for Educators, Administrators and Related Service Providers Resources for Learning at Home – webpage

- Ongoing development of guidance and policies related to elementary and secondary education, special education, higher education, and other essential components of lifelong learning.

The National Association of State Head Injury Administrators assists State government in promoting partnerships and building systems to meet the needs of individuals with brain injuries and their families.


www.nashia.org

National Association of State Head Injury Administrators | PO Box 1878, Alabaster, AL 35007