Community-Level Solutions to Supporting Children with Disabilities



Ani S. Whitmore PhD, PMP June 13, 2022

Context-Setting

- Variability of impact COVID-19 on school climate
 - National
 - State
 - Community (County, City, School District)
- Importance of intersectionality when "using an equity lens" when determining system-capacity
- Specifying level of appropriate accommodations required vs. disability severity



GEORGIA NORTH CAROLINA ★ State capital TENNESSEE County seats BOUNDARIES State County MURRAY Blue Ridge Blairsville SOUTH CAROLINA 3 CLARKE 4 OCONEE BANKS Homer Carnesville Hartwell 5 ROCKDALE 6 DE KALB 7 DOUGLAS 8 CLAYTON 15 SCHLEY Jackson. Griffin 9 BUTTS JASPER Eatonton HANCOCK Barnesville JONES MUSCOGEE EFFINGHAM Columbus Hawkinsville ALABAMA Cusseta CALHOUN DOUGHERT Blackshear Nashville ATKINSON WARE LANIER CLINCH Waycross Lakeland Homerville DECATUR GRADY Folkston . Bainbridge Cairo homasville **OCEAN** FLORIDA ©1998, Encyclopædia Britannica, Inc

Case-Study: State of Georgia

○ 159 Counties

 LEAs: "Local problems. Local solutions."

Variability in COVID-19 precautions & policies.

 GaDOE supported the continued provision of services as described in a child's IEP



Case-Study: State of Georgia

- Recommended Community-Level Best Practices
 - Special Education teachers peer-to-peer groups
 - Addresses secondary-PTSD, sharing teaching practices, etc.
 - Framework for supporting teachers teaching families/caregivers IEP classroom protocols to ensure continuity if future school closures happen again
 - Developing school-district-wide plan that takes into account true needs off children with disabilities without forcing assimilation into larger school population needs



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