

Community-Level Solutions to Supporting Children with Disabilities

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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





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 of children with disabilities without forcing assimilation into larger school population needs

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