

QUESTIONS:	ANSWERS:
<b>What are supports for parents who do not speak english?</b>	If parents/guardians need language interpreters or translators, the school may submit a request to Student Support services so an interpreter or translator could be identified. If supports are needed to help you understand your IEP, you can contact Parent Services at 300-1322 or <a href="mailto:sped@gdoe.net">sped@gdoe.net</a>
<b>Supports for SPED students who cannot do the online MOL?</b>	We encourage parents/guardians to meet and discuss what supports would be available for their child. The IEP may not look the same as it does when it is implemented during a 5-day in-person delivery model. Together with your IEP Team members, decisions could be made as to how and what services in the child's IEP will be delivered.
<b>Will hard copy packets be offered in conjunction with online learning for those students who are not able to sit in front of the computer for an extended period of time?</b>	There will be no hard copy packets. The 2 Models of Learning for GDOE students are online learning and FTF (onsite instruction). Supplemental instructional materials may be made available for students. These materials will support the online and/or FTF instruction.
<b>If we switch to cohorts, can special education students attend both days to allow to better progress in meeting goals? Issue is with equity between gen ed students and those receiving special education services</b>	If GDOE goes into a cohort schedule, students with IEPs will need to also follow that schedule. Services could be delivered to students with IEPs synchronously or asynchronously or both. It would be an IEP Team decision to determine how services will be delivered.
<b>Im still waiting for my sons ipad AT device for almost a year, i have left messages since he qualified for it. When will we gettin it? School is DLPES?</b>	The response to this parent's question needs to be addressed individually. AT Office will contact the parent to provide a response.
<b>How will accomodations and modifications be met?</b>	We encourage all parents and guardians to meet with their IEP Teams to discuss how this will be implemented for their child/children.
<b>Is GW office still open for enrollment?</b>	All GDOE schools remain open for business. Please contact GWHS to inquire about registering your child with the school.
<b>How long will virtual learning occur?</b>	Virtual learning will continue for as long as the Governor imposes the Executive Order for all schools.
<b>How can modification be provided?</b>	Parents/Guardians need to meet with their IEP Team members to review their child's IEP to determine how the modifications could be provided through virtual learning. OSEP guidance does not provide waivers on the delivery of services to students with IEPs. OSEP guidance, however, states that the IEPs of children with disabilities may look differently and may be delivered differently through a virtual learning platform (online learning). The Division developed guidance for schools to follow: Hita Para Mona, along with the Continuity of Learning document and flowchart. The IEP teams need to review the IEPs of students to determine if the IEPs could be delivered in its entirety given the online learning platform; of if the IEP needs to be amended and priority skills (Goals/Objectives/Services) need to be focused on; or if the IEP needs to be revised in its entirety.
<b>Will there be summer sessions or make-up classes for students who are behind in learning?</b>	GDOE typically holds summer sessions for all students every summer. GDOE High Schools also conduct night sessions (EsKuelan Puengi) for high school students so they could earn missing credits. More information will be forthcoming.

<p><b>What are some modifications that can be provided?</b>  <b>Assignments for each class (work sheets) daughter has down syndrome. She has O/T, Speech therapy and has a one to one aid.</b></p>	<p>Parents/Guardians need to meet with their IEP Team members to review their child's IEP to determine how the modifications could be provided through virtual learning. OSEP guidance does not provide waivers on the delivery of services to students with IEPs. OSEP guidance, however, states that the IEPs of children with disabilities may look differently and may be delivered differently through a virtual learning platform (online learning). The Division developed guidance for schools to follow: Hita Para Mona, along with the Continuity of Learning document and flowchart. The IEP teams need to review the IEPs of students to determine if the IEPs could be delivered in its entirety given the online learning platform; if the IEP needs to be amended and priority skills (Goals/Objectives/Services) need to be focused on; or if the IEP needs to be revised in its entirety.</p>
<p><b>I don't know if this was answered in the past but right now my son is being asked to be online following the middle school schedule. He can't sit still for more than 15 minutes because he has autism. I can't be with him because I am working too. Is there any way we can be given hardcopy work instead of online because online will not work for my child.</b></p>	<p>Having any child or adult sit through an online session for even more than an hour is challenging. It is recommended that parents/guardians meet with their IEP Teams to determine how instructions and services could be delivered synchronously and asynchronously. It would also be beneficial to collect data to determine how long a child could be actively engaged through online learning. This data is important as it will help IEP Team members determine how long a child could "sit" in front of a computer to receive their lessons and/or services.</p>
<p><b>Will face to face supports be available at the CLC for students with disabilities?</b></p>	<p>At this point in time, the CLCs are open for students to use so they could receive their instruction, and possibly services, online with their teachers and therapists. If parents/guardians do not have laptops, computers, or internet services, visiting a CLC nearby is one of the best ways to access education and services. Elementary school CLCs require parents/guardians to be present with child. There will be no dedicated staff per child on site.</p>
<p><b>Remote learning the first time has shown that it does not work for all kids especially the ones with special needs. We tried both online and hard copy and that was not only frustrating for my child but for us as parents as well with little to no modifications for children who needed it. He was in head start at the time and when they finally opened summer school for f2f we saw what really worked for him. And the school can look to their guidelines as an example of how we can get our kids back to f2f safely. For example the kids had their meals and snack time on their designated desk in the classroom and that's the only time they really took their mask off while still managing a good distance away from each other. Is f2f going to be considered for the children who cannot learn remotely or are we expected to just deal with it the second time around if the schools shut down completely for f2f given the rise in cases and the governor's lack of action to try and curve the current surge we are experiencing.</b></p>	<p>Given the Governor's Executive Order 21-21, all Guam schools need to comply with the directive to deliver instruction through a remote learning platform.</p>

<b>If IEP services are missed, is the school required to provide compensatory services?</b>	The Division developed a form for schools to use so they could track services delivered and not delivered during COVID. The form, entitled "COVID Tracking Form" was presented and provided during the initial shut down, and again, during the PD days right after this recent shut down. The form will assist IEP Teams with determining which services need to be compensated either through extended school year services, compensatory services, or both.
<b>Where may we find a copy of the SY21-22 Parent Training Calendar?</b>	A copy of the SY21-22 Parent Training Calendar can be found on the GDOE Website, Division of Special Education webpage on <a href="https://www.gdoe.net/files/user/13/file/SPED%20Parent%20Training%20SY21_22update8_23_21.pdf">https://www.gdoe.net/files/user/13/file/SPED%20Parent%20Training%20SY21_22update8_23_21.pdf</a>
<b>Will there be virtual Speech services? There were only hard copies last year.</b>	At the start of this school year speech and language services were either delivered Online or In person, depending on the student's Model of Learning. The recent Executive Order has suspended In Person instruction, therefore Speech and Language services will be delivered Online. Speech Therapists have been contacting parents regarding their child's schedule. Please contact the Speech Therapist at your child's school if you have not received information regarding their online session.
<b>Will CLC's have face to face option?</b>	At this point in time, the CLCs are open for students to use so they could receive their instruction, and possibly services, online with their teachers and therapists. If parents/guardians do not have laptops, computers, or internet services, visiting a CLC nearby is one of the best ways to access education and services. Elementary school CLCs require parents/guardians to be present with child. There will be no dedicated staff per child on site..
<b>I have 3 children using laptops at home for 3 different schools, elementary, middle and high school. What is your recommendation to help my children on my own including my son with special needs at the same time with all overlapping online schedules?</b>	The best way to address this issue is to do the following: first and foremost, get organized!. This includes ensuring all your children have access to their own devices, especially with the overlapping schedules; making sure internet connectivity is good in the home; designating areas within your home so each child is able to access their instruction or therapy without interruptions; connecting constantly with your children's teachers and therapists; and BREATHE.
<b>What if were not able to meet REAL TIME online learning due to work schedules? Is there some other option?</b>	GDOE is offering both synchronous and asynchronous schedules. Please work with your child's teacher so a schedule could be determined that will be a "happy medium" for everyone.
<b>What happens if a school does not have a Resource Teacher or a special education teacher for both face to face and online since school started</b>	There is a shortage overall with teachers, both general education and special education, for all GDOE schools. GDOE is working diligently to get these vacancies filled.
<b>Who do I contact to change my sons teacher? The current teacher is just now aware of his IEP but is not very patient.</b>	We highly recommend that you contact your child's school to discuss this situation with the school Principal.
<b>Will hard copy packets be offered in conjunction with online learning for those students who are not able to sit in front of a computer for extended periods of time?</b>	There will be no hard copy packets. The 2 Models of Learning for GDOE students are online learning and FTF (onsite instruction). Supplemental instructional materials may be made available for students. These materials will support the online and/or FTF instruction.
<b>What type of class schedule will be implemented for students with disabilities?</b>	The GDOE schools have been given the latitude to follow a district schedule that was developed or follow their regular bell schedule. Please check with your child's school to determine the schedule the school will be using.

<b>When will they be attending their classes or be serviced?</b>	Related service personnel should have contacted parents regarding session day/time. Please contact your school team if sessions have not been scheduled.
<b>How will this also affect their Chamorro language class?</b>	Related service personnel have been trying their best to schedule around CHamoru but it may not always be possible.
<b>My understanding is the all students will be attending virtual classes 5 days a week so when will students with disabilities have independent time or small group?</b>	Each child's IEP is different and unique to the individual child. Please meet with your child's IEP Team to determine what the schedule would look like in terms of actual screen time, independent work, or small group sessions.
<b>When will they also have the chance to have independent time especially for their language class?</b>	This is dependent on what is determined by your child's IEP. Each child's IEP is different and unique to the individual child. Please meet with your child's IEP Team to determine what the schedule would look like in terms of actual screen time, independent work, or small group sessions.
<b>From what I understand, they will meet their Chamorro teachers every day of the week so when can students with disabilities as well as the other students have independent time or small group to work on their assignments or have help from their Chamorro teachers and classroom teachers? What type of schedule will students have?</b>	This would be dependent upon the schedule your child's school will be following and what your child's IEP Team, inclusive of you, feel would be the schedule your child will follow.
<b>Do we get Hita Para Mona online at GDOE resources</b>	The Hita Para Mona guidance documents could be found at <a href="https://www.gdoe.net/files/user/13/file/SPED%20HPM%20ParentGuide%20HitaParaMonaCOVID%207_6_20.pdf">https://www.gdoe.net/files/user/13/file/SPED%20HPM%20ParentGuide%20HitaParaMonaCOVID%207_6_20.pdf</a>
<b>Do our kids need to attend the google meet everyday because my son is in highschool and per subject its 100mins I don't think he can sit still that long and he has less focus. Can they not do their homework instead of joining the google class everyday?</b>	This would be dependent upon the schedule your child's school will be following and what your child's IEP Team, inclusive of you, feel would be the schedule your child will follow, a each student's needs are different and unique. Please meet with your child's IEP Team to determine what schedule your child will follow.
<b>Since GDOE lends electronic gadgets, would it be possible to lend classroom materials, such as desk and chair, specially with students with special needs?</b>	GDOE will not be able to provide desks, desk shields/sneeze guards, and chairs to be used within individual student homes.
<b>Also, do you have any recommendation, how we can convert classroom environment to help them more focus?</b>	Resources are available on our webpage <a href="https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html">https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html</a>
<b>If we as parents are willing to sign waivers to have our children have some f2f services will that be available?</b>	Given the Governor's executive order, 21-21, GDOE is following the directive imposed on all schools.
<b>If cohort FTF learning will be implemented would special needs children have the option to attend both cohorts so that they would be able to meet their IEP goals?</b>	If GDOE goes into a cohort schedule, students with IEPs will need to also follow that schedule. Services could be delivered to students with IEPs synchronously or asynchronously or both. It would be an IEP Team decision to determine how services will be delivered.
<b>When can the department hire an educational/school psychologist so EIPs can be more effective with assessing children</b>	GDOE has personnel within the Division who are qualified to conduct assessments for children referred for psychoeducational assessments.
<b>My wife and I are teachers and will be conducting online classes while our two daughters will be in their respective classes next week. Our concern is that our younger daughter who has special needs will not be able to independently attend online classes. Would she be able to attend classes at a CLC with the supervision of her 1-to-1?</b>	Given the Governor's executive order, 21-21, GDOE is following the directive imposed on all schools. The CLCs are open for student's to use and access their online learning sessions with their teachers. 1:1 Aides have also been trained to support and provide services to their students using the online platform. Please meet with your child's teachers to determine how the services in your daughter's IEP will be carried out with the virtual learning platform.

Has IT&E extended the expiration for the Mifi devices? September 30 is just around the corner	GDOE is in the process of extending all MiFi devices issued through the PATH program. The extension of the devices will run through December 2021. More information will be forthcoming.
When can the department hire an educational/school psychologist so IEPs can be more effective with assessing children's learning difficulties and have an expert plan, with specialists. There is a need to diagnose dyslexia and train reading sped teachers.	GDOE has personnel within the Division who are qualified to conduct assessments for children referred for psychoeducational assessments. If children are experiencing educational challenges that qualify them for a specific learning disability (IDEA disability category), the IEP team will need to develop specially designed instruction specific to the learning disability in reading, language, writing, or math. GDOE has taken steps to procure and provide training to teachers who have voiced their interest and commitment in receiving these training sessions which will commence sometime in October 2021.
My Son waited a whole year for a device and it still needs some programs on it that are age appropriate. How can we make sure that his grade level textbooks are implemented into his computer?	Please work with your child's IEP Team to identify age appropriate and grade level textbooks. The Department also has free access to Bookshare, which is a virtual library that is available to children with disabilities. Please inquire with your child's teachers to see if your child qualifies for this free service.
Advocating for students whose learning needs are based on the least restricted environment and they need to be in a resource classroom with a resource /sped teacher. How can GDOE sped address the lack of resource/sped teacher.	There is a shortage overall with teachers, both general education and special education, for all GDOE schools. GDOE is working diligently to get these vacancies filled.
My son can wear the masks, his problem is that he can't see the mouth of the person speaking and as a result when he does try speaking he speaks very softly because that's how he hears the words - soft and muffled. I guess I'm just frustrated because it feels like he's regressing more and more everyday because of the year he spent wearing a mask.	There are masks that teachers/students/therapists can use with a clear panel that shows the individual's mouth. Also teachers/therapists/students can utilize face shields during activities/therapy sessions where your child needs to see the other persons mouth. If you continue to have concerns regarding your child's speech/language/communication skills, please contact the speech therapist at your child's school.
What is the process for at risk children in terms of scheduling evaluations, assessments ext .. Is it to contact the schools team and request for a sped evaluation?	Please contact your child's school to request for a Child Study Team (CST) to convene for your child. The CST will meet and decide, with you, what the next steps would be to address the learning challenges your child may be experiencing.
I agree with the other parents of multiple children. What are some recommendations? It is incredibly difficult to keep them focused when they both need 1:1 assistance . They are both on school at the same time .	Some resources are available on our webpage <a href="https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html">https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html</a>
How do we better cope with regression of students due to the longevity of this pandemic and lack of actual learning hours while online and in the home environment. Are there any resources that sped can point us to or provide?	Some resources are available on our webpage <a href="https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html">https://www.gdoe.net/District/Department/2-Special-Education/1960-Special-Education-Resources.html</a>
Will my son's IEP be followed or amended? He is supposed to get 30 minutes for ELA , Reading, and Math each for a total of 90 minutes of SPED services per day plus Speech services. However I just found out from my son's SPED teacher that he will only receive 30 minutes of online instruction with her a day due to her being unable to service her students as a group due to confidentiality reasons. So basically my son will be short-changed. How can we address this?	GDOE needs to ensure that it follows FERPA guidelines to protect your child's confidentiality. GDOE developed a DRAFT parent consent form that is being vetted by Division personnel and GDOE's Legal Counsel. Once this draft is finalized and made available, GDOE teachers and therapists will be contacting parents to request for their consent to provide group therapy or group instruction. For now, though, individual sessions will be provided to students with IEPs for both instruction and therapy sessions.



My child had an eligibility meeting on Aug 19. The following week I requested for an IEP meeting to be scheduled. I have not yet receive a response. How long should it take before a schedule is made? I'm concerned about a long delay. Please advise. (Linda Ursita)	According to IDEA, the team has 30 calendar days to hold IEP meeting. <b>Please contact your school principal or Deputy Erika Cruz at <a href="mailto:escruz@gdoe.net">escruz@gdoe.net</a></b>
Oceanview is on TinyEye for speech therapy its not working out. Can we move to an in person therapist instead of tiny eye.	GDOE moving towards hiring more onsite therapists to provide speech and language services. At this point in time, there are several schools who will still need services from TinyEYE. Once the on island therapists are hired, they will be placed in the GDOE schools who are receiving online therapy through TinyEYE.
According to GDOE staffing pattern SPED has 19 Program Coordinators and 10 social workers, is it possible for these employees to get in contact these families and assess the needs and coordinate to better SPED services?	Division personnel, inclusive of the IEPs (Program Coordinators), related services personnel (inclusvie of Social Workers) have been contacting parents and guardians throughout the week. If your child's casemanger (IEPC/CRT) or related services personnel has not contacted you, please email the Division at <a href="mailto:sped@gdoe.net">sped@gdoe.net</a> so someone could coordinate the services for your child.
My son is in middle school and can't follow the middle school schedule because I too will be online teaching. Will it be okay if we both just do his school work and submit after I get off work?	The Division recommends that parents/guardians meet with their child's individual teachers and/or IEP Team members to come up with a plan and/or schedule so that instruction and services could be delivered to your son synchronously, asynchronously, or both.
Can there be some directive that for the google class meets all SPED student's parents be invited to the google classrooms.- not to interfere with the teaching process but only to get notices for assignments/classwork. I think this is important especially if we have more than one child online.	GDOE values parents as partners in education. Please work with your child's teacher to ensure you are included in all correspondence so you are kept abreast of any assignments and classwork; and when those assignments and classwork are due.
There are 46 teachers in the SPED department, can they take over for the regular classroom teachers to provide accommodations and modifications?	Teachers employed by the Division provide direct services to children with IEPs, as stipulated. To remove these 46 teachers to meet the Department-wide teacher shortage would hamper and jeopardize the services to students with IEPs, hence placing the Department in non-compliance.
Who is the person in charge of the one to one aides for the department?	For inquiries regarding one to one aides, you may contact Tricia Taitague at (Office) 300-1322/1385 or (Email) <a href="mailto:tataitague@gdoe.net">tataitague@gdoe.net</a>
When will those 52 aides be available because as we speak aides are still being moved to other schools to fill the need and SPED students still do not have an aide	Once they are processed by Human Resources Office.
By law an IEP must be followed. Is it possible to have just the SPED students report on campus to ensure IEP is followed?	GDOE needs to follow the Governor's Executive Order 21-21. OSEP recognizes that each state and entity has it's own governing laws. The guidance from OSEP remains the same, there are no waivers to what IEP teams must deliver to students with disabilities. The caveat to this guidance, however, is that the delivery of services must ensure that the safety of children with disabilities and the individuals who provide these services are not compromised. OSEP has given each state and entity the latitude to determine how best the services could be met, with the acknowledgement that the instruction and services that are in the IEPs of children with disabilities may not look the same as described in the IEPs.
I'm unsure if this has already occurred, but will there be a session where the district gets the students' input? Like students only. I think it would be beneficial to hear their perspectives.	No not at this time.

<b>When is the meeting schedule for GAPSD?</b>	The Guam Advisory Panel for Students with Disabilities (GAPSD) will be scheduled for Sept. 14, 2021 at 10:30am via Zoom. Please contact Laura Taisipic for more information at sped@gdoe.net
<b>What are supports for parents who do speak English?</b>	If parents/guardians need language interpreters or translators, the school may submit a request to Student Support services so an interpreter or translator could be identified.
<b>Support for SpED students who cannot do the online MOL</b>	We encourage parents/guardians to meet and discuss what supports would be available for your child. The IEP may not look the same as it does when it is implemented during a 5-day in-person delivery model. Together with your IEP Team members, decisions could be made as to how and what services in your child's IEP will be delivered.
<b>Will hard copy packets be offered in conjunction with online learning for those students who are not able to sit in front of a computer for an extended amount of time?</b>	There will be no hard copy packets. The 2 Models of Learning for GDOE students are online learning and FTF (onsite instruction). Supplemental instructional materials may be made available for students. These materials will support the online and/or FTF instruction.
<b>If we switch to cohorts, can special education students attend both days to allow to better progress in meeting goals?</b>	If GDOE goes into a cohort schedule, students with IEPs will need to also follow that schedule. Services could be delivered to students with IEPs synchronously or asynchronously or both. It would be an IEP Team decision to determine how services will be delivered.
<b>Does IDEA not supersede EO??</b>	GDOE needs to follow the Governor's Executive Order 21-21. OSEP recognizes that each state and entity has its own governing laws. The guidance from OSEP remains the same, there are no waivers to what IEP teams must deliver to students with disabilities. The caveat to this guidance, however, is that the delivery of services must ensure that the safety of children with disabilities and the individuals who provide these services are not compromised. OSEP has given each state and entity the latitude to determine how best the services could be met, with the acknowledgement that the instruction and services that are in the IEPs of children with disabilities may not look the same as described in the IEPs.
<b>Online lessons should be recorded or have recorded videos to support students that can't sit for the duration of class or need to reinforce the lesson outside of the live lecture.</b>	This support and type of instruction describes asynchronous learning. Please connect with your child's IEP team to determine how this could be delivered to your child.
<b>My child is under the 504 plan and she hasn't received speech services since March of 2019. And she hasn't been helped and every time I look for help at her school I get a lot of run around</b>	For this school year speech services under 504 will be provided by the GDOE therapist assigned to the school. Due to the recent Executive Order these services will be delivered online. Therapist should be contacting parents to schedule sessions. For more information regarding your child's 504 plan please contact your school counselor.
<b>Parent asked about Speech Therapist because TinyEye Virtual does not work . . . So in person Therapist I'd available??</b>	GDOE moving towards hiring more onsite therapists to provide speech and language services. At this point in time, there are several schools who will still need services from TinyEYE. Once the on island therapists are hired, they will be placed in the GDOE schools who are receiving online therapy through TinyEYE.
<b>Can an IEP team determine child's MOL is hardcopy and NOT online??</b>	GDOE offers two types of models of learning: FTF or online learning. Parents/guardians need to select the MOL for their child/children. The IEP Team will need to meet to determine how the IEP will be met and how services will be delivered based on the MOL selected.

<p><b>For students in the GDOE system with the new module of learning some children with disabilities have different ways of learning what is the plan in place for these children with special needs</b></p>	<p>We recommend that you meet with your child's IEP Team to determine how to best deliver the instruction and services described in your child's IEP. The IEP could be delivered "as is"; or it may need to be amended; or it may need to be revised. It is highly recommended that existing data be used or that data be collected prior to making the decision to deliver the IEP "as is", amend, or revise.</p>
<p><b>What if the one to one aides have more than one student to herself and something happened to another child because she was tending to the other child who is liable for the incident?</b></p>	<p>GDOE will be held liable for any incident that occurs to its students, with or without a disability, on school campuses.</p>

***Note: Some questions are not posted as it was child specific and parents were contacted and issues addressed***