MAC COVID-19 CHAT
COVID-19 COMPENSATORY SERVICES
8/20/2020


MAC is grateful for
the generous support of the Nancy Lurie Marks
Family Foundation, Tower Foundation, &
Kenrose Kitchen Table Foundation
COVID-19 COMPENSATORY SERVICES

Overview

• What are COVID-19 compensatory services
• Who determines need for compensatory services
• Importance of parent observations and input
• IEP steps to determine need for services
WHAT ARE COVID-19 COMPENSATORY SERVICES?

Services addressing **loss of skills or knowledge or lack of progress** because:

• IEP services were not provided

  **OR**

• Student could not access remote IEP services
WHAT ARE COVID-19 COMPENSATORY SERVICES?

• Services are in addition to IEP services

• Based on information provided by parents, school, and others

• Specific type, amount, and duration of services based on students’ needs
WHO DETERMINES NEED FOR COMPENSATORY SERVICES?

**IEP Teams** determine need for COVID-19 compensatory services

- Full IEP meeting
- IEP meeting without certain Team members (if parents agree)
- Informal process (if parents agree)

*Districts should encourage and fully consider parent input*
IMPORTANCE OF PARENT INPUT

• Districts should prioritize getting information and data from families re:
  o Access to remote learning
  o Attention, engagement
  o Behavior
  o Progress and skills
  o Impact of COVID-19 on family

• District must provide interpreters and translators
PRIORITIZING HIGH NEED STUDENTS LIKELY NEEDING COMPENSATORY SERVICES

IEP meetings by **December 15** for students **likely needing** compensatory services:

- Students with complex and significant needs
- Preschoolers with evaluation or service delays
- Students who turned 22 between March 15-December 23
- Students who didn’t receive or access any IEP services
Students with complex and significant needs:

- Identified as “high needs” on IEP form
- Can’t engage in remote learning
- Use AAC (Augmentative Alternative Communication)
- Who are homeless
- In foster care or congregate care
- Students with disabilities who are English Learners
REVIEW INFORMATION FROM ALL SOURCES: FAMILIES, EDUCATORS, OUTSIDE PROVIDERS

- Parent observations about progress
- IEP progress reports
- Remote learning assessments
- Reports from doctors and other service providers
- Ability to regain lost skills after past summer breaks
- Other information, observations, and data
Step 1

• Any IEP services that were **not offered**?

• Any barriers **preventing access** to IEP services?
  - Type of disability
  - Lack of device, internet, tech support
  - Oral and/or written communications were not in the home language
  - Other
Step 2

• Has student lost skills or knowledge?

• Has student failed to make effective progress?
Step 3 Does student require *special education* COVID-19 Compensatory Services?

• IF YES—TEAM determines amount, type, frequency, and location of services based on student’s needs

• Provide information in writing to parents in home language
Step 4 Does student require new IEP services?

• Addressing new areas of disability-related needs
  --Can include mental health needs

• Parent consent if new evaluations needed

• New services are included in the IEP
• General education support provided to all students to address learning gaps, skill loss, emotional needs

• Need for recovery support is not an IEP decision
  --IEP Team might address accommodations needed

• IEP Team may consider if recovery services meet child’s needs
Convene IEP meeting to determine if:

- **Unable to access services**
- **Loss of skills or failure to make effective progress**
- **Difficulty with change and transitions, move to adult services challenging**
- **Lack of connections to adult agencies (e.g. MRC, DDS, DMH)**
- **Adult agencies unable to follow through because of COVID-19**
- **Students expected to pass MCAS but unable due to school closure**

**COVID-19 Compensatory Services include full range of Transition services and other IEP services**
• Delayed evaluations and IEP determinations of eligibility
• Moving to new district
• Out-of-district placement
• Email team leader or principal if your child needs prioritized IEP meeting to discuss compensatory services

• Tell district if your child couldn’t access remote learning, experienced regression, has new areas of need, lacked progress or other areas of concern

• Gather information about IEP services that were not offered or were not accessible to your child

• Gather information about how school closure impacted your child, and how they are doing now
  o Family members, caregiver, outside agencies, medical professionals

• Keep documenting what school is offering and how your child is doing
  o https://log.education/
If you disagree with the school district about compensatory services for your child:

- File a PRS complaint
- Request BSEA Mediation or Hearing
- Contact MAC’s Helpline
RESOURCES

• Contact MAC’s Helpline: (617) 357-8431 or massadvocates.org/helpline

• Visit our NEW COVID-19 Information Clearinghouse massadvocates.org/covid19

• File a PRS complaint or BSEA mediation

• View our NEW Sample Email for Requesting In-Person Special Education Services

• View our NEW Q&A on Special Education and Fall Re-opening

• Previous Chats (Recordings and Presentation Materials): massadvocates.org/events

• Follow us on Facebook, Twitter, and Instagram: @MassAdvocates
  
  o Join MAC Autism Connections on Facebook!

• Additional questions & topic suggestions? Contact communications@massadvocates.org