

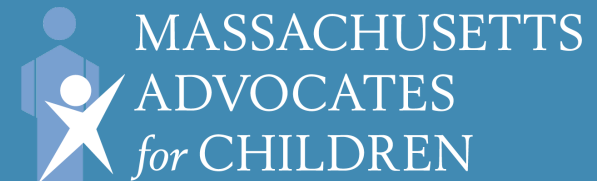
MAC COVID-19 CHAT

**COVID-19 COMPENSATORY
SERVICES**

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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:
 - Access to remote learning
 - Attention, engagement
 - Behavior
 - Progress and skills
 - 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

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

IEP TEAM PROCESS—STEP 1

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*

IEP TEAM PROCESS—STEP 2

Step 2

- Has student lost skills or knowledge?
- Has student failed to make effective progress?

IEP TEAM PROCESS—STEP 3

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

IEP TEAM PROCESS—STEP 4

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 RECOVERY SUPPORT

- 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

STUDENTS TURNING 22 BETWEEN MARCH 17-DEC 23

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**

OTHER ISSUES

- Delayed evaluations and IEP determinations of eligibility
- Moving to new district
- Out-of-district placement

WHAT CAN YOU DO NOW?

- 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
 - Family members, caregiver, outside agencies, medical professionals
- **Keep documenting what school is offering and how your child is doing**
 - **<https://log.education/>**

IF YOU DISAGREE WITH THE SCHOOL DISTRICT

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
 - Join [MAC Autism Connections](#) on Facebook!
- Additional questions & topic suggestions? Contact communications@massadvocates.org