MAC COVID-19 CHAT

RETURN TO IN-PERSON LEARNING
Q&A WITH ATTORNEYS

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APRIL 8, 2021

MAC is grateful for the generous support of
the Nancy Lurie Marks Family Foundation, Tower Foundation,
& Kenrose Kitchen Table Foundation
Run, Walk, & Roll to Equity:

A Virtual 5K

for Massachusetts Advocates for Children

April 9 - 11 | Discounted tickets: massadvocates.org/5k-to-equity
IN-PERSON LEARNING

- Elementary schools: 5 days/week started on April 5
- Middle schools: 5 days/week by April 28
- High schools: Details announced in April
- Parents can choose remote learning
IN-PERSON LEARNING

• Determine supports needed for smooth transition
  --Partner with parents
  --Students with autism, anxiety, or who have difficulty with changes
  --Social stories, building tours, visits, etc.

• Proactively provide instruction, supports, social skills instruction supporting positive behavior
  --Discipline used as last resort

• Regular, 2-way communication in parents’ primary language

• IEPs must be fully implemented
REMOTE LEARNING MODEL

• At least **40 hours synchronous instruction** over 10 days

• Synchronous instruction **each school day**

• Able to **Interact with teachers** each school day

**IEPs must still be fully implemented**
IEP meetings for students who may need compensatory services to address regression or lack of progress

- IEP Teams can address past school year and current school year
- Districts should prioritize getting information and data from families
School must convene IEP meetings for students to address compensatory services from 2020 spring & summer

Students likely to need compensatory services for past school year:

• 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
Schools should convene IEP Teams for following students considered potentially more likely to need compensatory services:

- In districts fully remote for 3 or more months; or
- Chronically absent; or
- Significant difficulty accessing remote learning due to:
  - nature or severity of disability
  - technology barriers
  - language access barriers
  - barriers resulting from the pandemic
IEP Teams should also address compensatory services for current school year for a student if:

- IEP not fully implemented
- Requested by parent or student

Note:
--May be addressed at an annual or any other IEP meeting
• --Parents can also use, PRS complaint or BSEA mediation
• IEPs should be drafted based on **full-time in-person services**
  --Planning for remote learning if needed -- IEP or N-1 form

• Schools can **not** remove goals, services, or programs that the student needs, but are currently unavailable due to COVID-19 health and safety requirements.
  **Examples:**
  --speech therapy
  --social skills group
  --instruction and services in general education
  --supports for extracurricular or nonacademic activities
  --transition services in the community
MCAS AND GRADUATION

- High school juniors may not need to pass MCAS to graduate
  --vote on April 20

- Delay MCAS this year until June

- Offer MCAS remote grades 3-8

- Another way to “pass MCAS”-- modified competency determination”
  --provide parent notice if expected to graduate before October 1, 2021
  --if expected to graduate later, must convene IEP Team
SUMMER—EXTENDED SCHOOL YEAR

- Districts directed to plan for in-person extended school year (ESY)

- Schools must allow choice for families who need remote learning for ESY

- Other summer education in-person programs should accommodate students with disabilities
RESOURCES

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

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

• Online Remote Learning Log: log.education

• File a PRS complaint or BSEA mediation

• Follow us on Facebook, Twitter, and Instagram: @MassAdvocates

• Join MAC Autism Connections on Facebook!