

# Students with IEPs and the 2020-21 School Year

August 11, 2020

A presentation for families in Pennsylvania, led by the



# Thank you, sponsors!



Educational Advocacy for the Inclusion of Youth

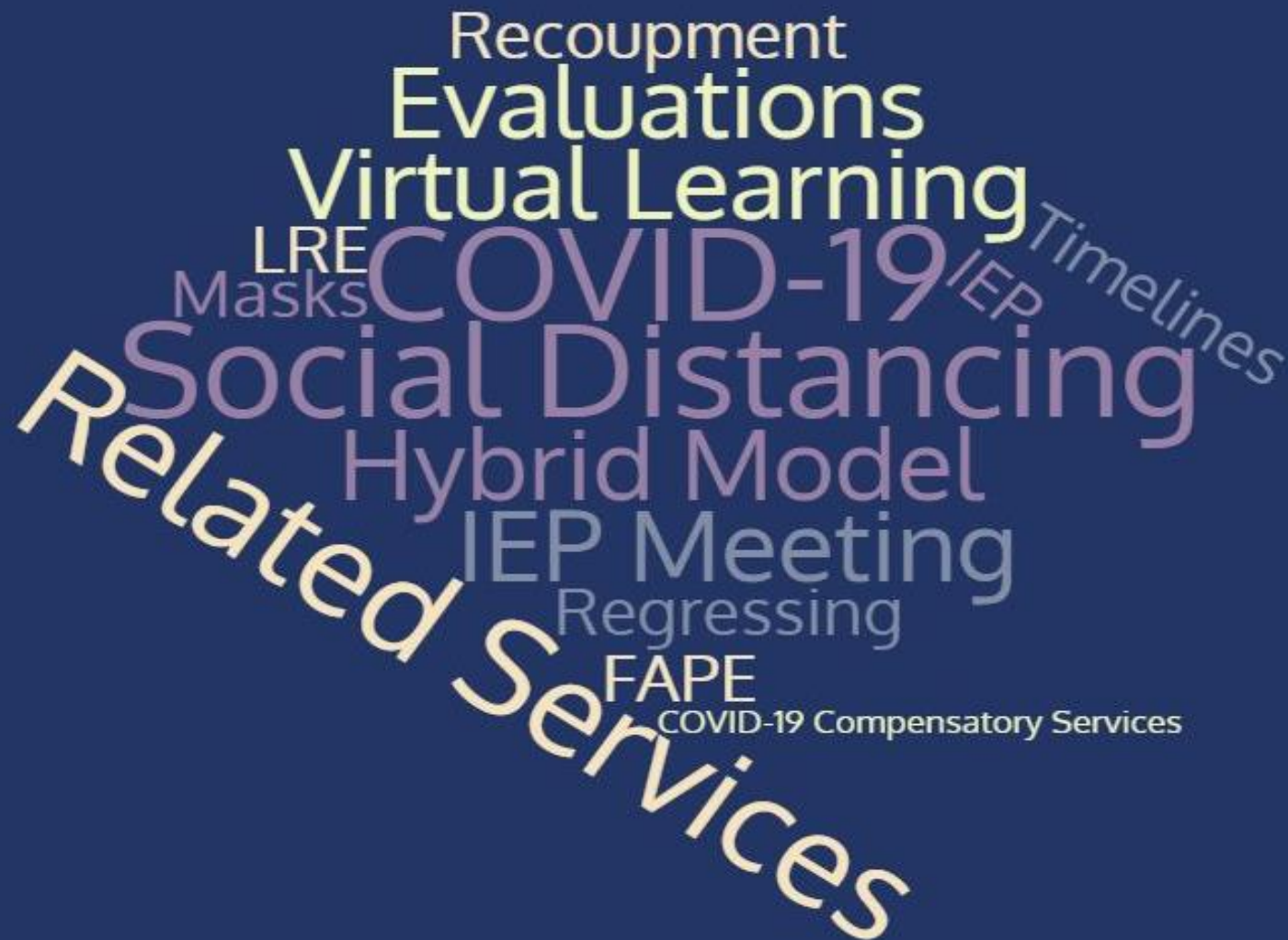


State/Local Task Forces





# What do you want to talk about?



# COVID-19 Resources – Special Education

- **Educator/Family Resources**
  - [pattan.net](http://pattan.net)
- **PA Bureau of Special Education Guidance**
  - [education.pa.gov/BSE](http://education.pa.gov/BSE)
- **PA Department of Education Guidance**
  - [education.pa.gov/COVID19](http://education.pa.gov/COVID19)

# Parent Companion

- [Parent Covid-19 FAQ](#)
- [Family Engagement COVID-19](#)

# Free Appropriate Public Education (FAPE)

**“My child (2nd grade this year; medically complex) needs accommodations like special chair, writing grips, slant board, help with writing (possibly a talk to text program or special keyboard for writing) will the district have to supply these for online schooling through the district? She’d be following along with the schools programming. Will they have to supply her a computer as well?”**

“Do schools need to implement the IEP required supports even if kids are learning remotely?”

**“At the end of last year, we only had my daughter do her special Ed classes and not the main classes. math, phonics, spelling with her special Ed teacher and para online. Is this something we can continue, or does she have to do all the online classes? She cannot sit at a computer more than an hour at most...”**



# FAPE *(continued)*

**“My child has 45 minutes 5 days a week of specialized instruction on the IEP. I expect the school to follow through with providing that instruction. What can I do if they tell me they can only provide half of that time?”**

“My daughter reads a little slower than her average age, this is the only reason she has an IEP, but continues to do poorly in math. Can the IEP staff provide tutoring?”

**“What about social/emotional goals in IEP? What about emotional support services that were provided in school (individual counseling and group counseling).”**

# Evaluations

**“My son did not get a proper evaluation transitioning into K, without the face to face review of his IEP, I am concerned his services will not be in place?”**

“If my child is due for a standard 3-year re-eval with a school psychologist and isn't in school due to COVID, should I sign a waiver?”

**“How are reevaluations taking place with minimal contact with the children?”**

# Evaluations *(continued)*

“Are the schools allowed to test via zoom?”

**“How will new kindergarten students who have not been fully assessed for kindergarten be evaluated. When do they have to be evaluated and services implemented by?”**

“My son was going to be assessed in the spring and it never happened because of COVID. Do I have to sign the permission form again? Does the 90-day timeline lengthen given only 2 days/week in person presence?”

# Parent Evaluation Guidance Companion

# Virtual Meetings

**“Being that schools are possibly operating in a limited capacity...my child’s IEP review is due at the beginning of the school year. How will that process commence if limited people are permitted at the school?”**

“My son’s IEP was reopened in February 2020. It was unable to be completed due to the COVID-19 closure of schools. How long does the school have to complete it?”

# Remote Instructional Services

“A resource class period is supposed to support my son every day. Each day that he learns remotely, he does not receive help from a resource support class. The class supports about 10 students, so can I insist on 5 minutes per day while remote learning? (To review and clarify homework tasks.)”

**“Are school districts required to provide computers/tablets/iPads if part or all schoolwork is virtual? Are districts required to provide access to virtual instruction (i.e., hotspots)?”**

“My son has an IEP for dyslexia and he is currently in the Wilson program offered at Easton Area Middle School. How can he still get that program maximized with his teacher?”

# Remote Instructional Services *(continued)*

“What services and accommodations will be provided for children with a low vision/blindness disability, especially in the event school is virtual. In addition, what therapies will be offered for her rare neurodegenerative disease, such as speech, occupational and O&M?”

**“If a child qualifies for a one on one aide but also is considered medically fragile, do we have any way to have individual instruction outside of the building?”**

“If I am an essential worker, which I am, how am I supposed to attend when I’m at work?!!!!”

# Remote Instructional Services *(continued)*

**“My son has an IEP because he is on the Autism Spectrum. He is in general education full time has been since Kindergarten and he will now be going into the 5th grade. I just want to make sure that children like him are also discussed. They are often forgot about. Thanks”**

“Working with my son at home, I discovered that his skill level (adaptive skills) was quite a bit lower than we thought. He does not use the school technology very effectively (laptop, email, or course management software), and requires a lot of direct support to understand and follow through on tasks. How can I get my school team to take this seriously? He has above-average intellect and takes classes in regular education settings.”

**“As a special ed teacher, what do I need to tell my gen ed teachers?”**



# Transition

**“My daughter is in high school. Should I have her re-evaluated to get rid of the IEP before college?”**

“My 20-year-old son is entering his final year in a transition program. He is on a vocational track and is capable of competitive employment, however the March school stay at home essentially ended any meaningful education for him as the virtual offering is busywork. How can his needs be met if the schools are ordered to remain virtual? Can he receive compensatory services after this school year ends even if he turns 21 in January?”

**“My son is supposed to go to Technical School this year. Will it happen?”**

# COVID-19 Compensatory Services

**“As I have been working with my child at home, I have noticed additional skill deficits, what should I do?”**

“Is the state developing post pandemic programs for children with IEPs that are losing valuable time not progressing due to the pandemic?”

**“If we refuse ‘online schooling’ because it has shown for our child to be an impossible way of schooling them will we be penalized? Meaning if we refuse to do therapies normally provided at school for them, will we be refused compensatory services? Example: My child hits/bites/screams/ runs away instead of doing schoolwork and therapy.”**

# COVID-19 Compensatory Services *(continued)*

“My 20-year-old son is entering his final year in a transition program. He is on a vocational track and is capable of competitive employment, however the March school stay at home essentially ended any meaningful education for him as the virtual offering is busywork. How can his needs be met if the schools are ordered to remain virtual? Can he receive compensatory services after this school year ends even if he turns 21 in January?”

# Pennsylvania COVID-19 Compensatory Services

COVID-19 Compensatory Services (CCS) are services as determined by an Individualized Education Program (IEP) team needed to remedy a student's loss of skill and/or behavior and/or lack of progress that resulted during the extended school closure.

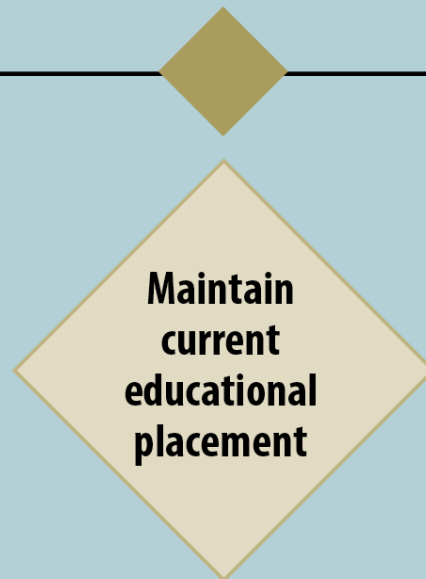
Compare Fall 2020 baseline data to 2019-20 school year progress monitoring data within two weeks of resuming in-person instruction



*Does the data indicate a regression in skills and/or behavior patterns and/or a lack of progress on IEP goals?*

**✓ YES**

- Instruction and services will be provided for recoupment of skills
- Data will be collected, tracked, and reviewed
- Communication with families will continue



**✗ NO**



- Continue with planned instruction per IEP
- Continue communication with families

**General education curriculum is foundational for ALL students**

# A determination will be made no later than the end of the 3rd month

***Did the student regain lost skills and/or behavior patterns and/or make progress on IEP goals?***

 **YES**

- Continue with planned instruction per IEP
- Maintain communication with families

 **NO**

- Determine required CCS for student (skills, supports, and delivery)
- Discuss information with the family
- Document the offering of CCS on a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)



**For more information, please refer to:**

<https://www.education.pa.gov/K-12/Special%20Education/FAQContact/Pages/COVID-19-Compensatory-Services.aspx>



**pennsylvania**  
DEPARTMENT OF EDUCATION

# Reopening

**“I have concerns regarding my child’s mental stability/potential depression from not being able to socialize with friends. Is there any way to do things in small groups?”**

“Although my grandson did ok at the end of the year, we would really like him to attend full time for this school year?”

**“How will children receive therapy if school closes again and in person services aren’t an option. How will a student who spends some of the time in autism support and some of the time in general education receive both services if grouping children in cohorts?”**

# Health and Safety Plans

**“Are there going to be buses for the kids that usually take them to school?”**

“Will school districts be required to provide a virtual learning option for those children with an IEP who are not able to or struggle to adjust to the required changes? Or those parents who do not feel safe sending their child or if the child fears going to school due to exposure to COVID19”

**“Is there a possibility of teachers using shields instead of masks? What about for speech services where seeing lips/mouths is so important?”**

“Sick policy and if a child has allergies versus a cold?”

# Health and Safety Plans *(continued)*

**“If we start school full time and it is necessary for the school to switch to virtual, will there be a plan in place to have the students who need services to still receive them in person? For example, take temperatures, ask related questions and wear PPE and still utilize the school's facilities for PT and OT? Teletherapy does not work for us and we've seen a lot of regression.”**

“How are related services going to be implemented, especially for therapists who are contracted and between buildings being exposed to hundreds of people weekly?”

**“PPE availability for paras and teachers who assist students with needed personal care tasks - how is it funded and addressed locally?”**



# Parent Health and Safety Companion Document

# Least Restrictive Environment

**“Thanks for having this. I have heard rumors that students will be in the same classroom all day. This is very concerning for me because my children are learning support classes in only for a small percentage of time. I do not believe that they should be in a lion sport class the entire day. How will this effect least restrictive environment?”**

# Masks

“I feel a mask would hinder my child’s ability to learn due to his disability?”

**“My child is a mouther. I am a supporter of all students wearing masks. Including mine. Students in her class tend to mouth everything. Will the other students be required to wear them?”**

“My student uses ASL as their primary language. If he and his Deaf teachers are masked, communication will be limited because ASL relies on the use of facial expression, and lip shapes, that cannot be seen with a mask on. Will the school district be required to provide clear masks for students like mine?”

**“Do you recommend getting a doctor's note to be exempt from wearing a mask? Will it be required? Should it be part of the IEP?”**

# Confidentiality

“If schools are recording OR live streaming in-class lessons for others to watch at home, would an IEP student’s rights to privacy be violated if he/ she is shown struggling or asking questions / answering that “show” a disability? Also, if a teacher disciplines a student in front of a live audience, other parents could be viewing a child’s plan/ disability which would violate the child’s privacy, correct?”

**“If school systems use classroom streaming options such as ZOOM/Google Meet/Skype, etc for streaming live classroom instruction to students that choose cyber options, how will the identities of the students with disabilities be protected?”**

# Homeschooling/Cyber

**“Please discuss process to pull child for homeschooling.”**

“Can students keep their spot in their home brick and mortar school for the second semester of 2020-21 if they decide to enroll in a cyber school for the first semester of the school year?”

**“How will IEP eligibility affect reevaluation of students switching to cyber schools?”**

“My son is in a MDS classroom. If I were to transfer him to an online charter school how does therapy’s transfer? Does PT, OT, speech etc come into your home? Current district unable to provide this when closure happened due to COVID in March. If closure were to happen again and enrolled with cyber school would they have therapy in home (preferred) or online via zoom (not preferred)”

**“If we homeschool, are speech therapy services still available if she has a current IEP?”**

# Additional Options

**If you have contacted your school district and continue to have concerns or questions about your individual student/district:**

Contact us: [ra-pdespecial@pa.gov](mailto:ra-pdespecial@pa.gov)

# Contacts for Individual Assistance

## PEAL Center

[www.pealcenter.org](http://www.pealcenter.org)  
[info@pealcenter.org](mailto:info@pealcenter.org)  
1-866-950-1040



## The Arc of PA

[www.thearcpa.org](http://www.thearcpa.org)  
[slandis@thearcpa.org](mailto:slandis@thearcpa.org)  
717-234-2621



## HUNE

[www.huneinc.org](http://www.huneinc.org)  
[contactus@huneinc.org](mailto:contactus@huneinc.org)  
215-425-6203



## Mission Empower

[www.missionempower.org](http://www.missionempower.org)  
[advocate@missionempower.org](mailto:advocate@missionempower.org)  
814-825-0788



Educational Advocacy for the Inclusion of Youth

## FAMILIES TO THE MAX

[F2MAX@pattan.net](mailto:F2MAX@pattan.net)  
Contact PEAL, HUNE, or  
PaTTAN



## State Task Force

[www.pattan.net/Parent-Information/Pennsylvania-Supports/Pennsylvania's-State-Task-Force](http://www.pattan.net/Parent-Information/Pennsylvania-Supports/Pennsylvania's-State-Task-Force)



# Closing



Carole Clancy, Director  
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