



## SCHOOL HAS STARTED: WHAT'S NEXT FOR PA FAMILIES?

PEAL Center

### Participants will be able to:

- List key topics addressed in recent FAQ from PDE
- Discuss important components of the COVID-  
Annotated IEP
- Discuss supports that should be provided to families  
during virtual learning
- Describe health-related school services
- Describe how PDE guidance impacts families

## Reminders

- Nothing in the Individuals with Disabilities Education Act (IDEA) has changed
- Free Appropriate Public Education (FAPE) has not been waived
- Timelines have not been waived
  - Evaluation/Reevaluation
  - Annual IEPs
  - IEP meeting requests



## Guidance

From PA Department of Education, Bureau of Special Education

**Note:** Current as of September 30, 2020

## Frequently Asked Questions

- IEP meetings
- 1:1 support (Paraprofessionals or Personal Care Assistants (PCAs))
- Transportation



## IEP Meetings

- Held at a mutually agreed upon time and place
- May be held virtually if LEA and parent/guardian agree and have access to connect virtually
- LEA must continue to maintain detailed records of attempts to contact parent/guardian and the results of the contacts



## One to One Support

- If 1:1 support is in a child's IEP, the team should review whether that support is needed at home
- If 1:1 support was not a previous need but is now needed in the virtual environment, the IEP team should discuss how to provide this support
- If the student needs 1:1 support as a related service at home:
  - Safety and hygiene protocols must be in place before in-home support is provided
  - If in-home supports cannot be provided, this should be considered as Compensatory Services are determined

## COVID Compensatory Services (CCS)

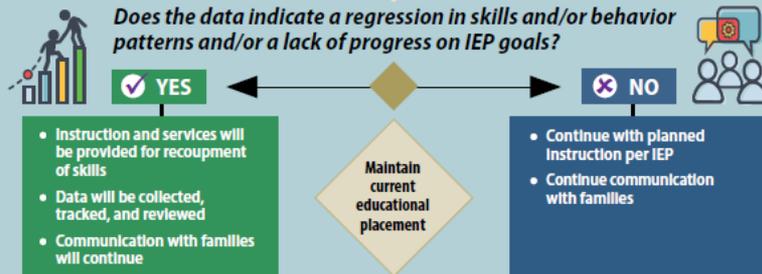
- If needed, this will happen after schools have had an opportunity to deliver recoupment services
- Recoupment services cannot start until FAPE can be offered
- As soon as in-person instruction restarts, schools should resume implementation of each student's "Pre-COVID" IEP

# CCS

## 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



General education curriculum is foundational for ALL students

# CCS

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?*



For more information, please refer to:  
<https://www.education.pa.gov/K-12/Special%20Education/FAOCContact/Pages/COVID-19-Compensatory-Services.aspx>



## Extended School Year (ESY)

- The process for determining extended school eligibility has not changed.
- Data collected would include data collected prior to the school closure, as well as data collected during the mandatory school closure.
- The IEP team may consider determining whether a student with disabilities requires ESY 2021 after the 2020-21 winter break.

## Evaluation/Reevaluation

- Timelines are not waived and cannot be reset
- Childfind is not waived
- Some parts of an evaluation may require in-person testing, and those still have to happen face to face
- Some parts of an evaluation are able to be done remotely



## COVID Annotated IEP

- Throughout the document, the updated annotation is highlighted to provide COVID-19 Guidance related to each section of the IEP

## Special Considerations

- Communication Needs – **telehealth, in-person**
- Are there **barriers to learning** when Personal Protective Equipment (PPE) is in use?
- Does the child require **closed captioning** to participate in and benefit from classroom instruction and/or social interaction?
- **Behavior:** COVID 19 Guidance: The IEP Team should discuss how remote and/or blended learning environments have impacted the student's challenging behaviors. Consider if adjustments (i.e., additional materials, structure of schedule) are needed to support the student in a remote and/or blended learning environment.

## Goals and Objectives

- The IEP team should **consider necessary changes/adjustments** to a measurable IEP component(s) due to remote and/or blended learning. Any changes or adjustments made to the IEP should be made in consultation with and by the IEP team and should maintain the student's provision of FAPE unless the IEP team agrees to change the provision of FAPE.

## Progress Monitoring

- The IEP team should determine and document the implementation of progress monitoring measurements that will provide **valid data to indicate progress on measurable annual IEP goals and/or objectives in a remote and/or blended learning environment.**
- The IEP team should consider obtaining a student's functional performance as observed in a remote and/or blended learning environment by those involved in the student's school day, **including the primary care givers.** The IEP team should determine how information will be provided regarding the student's performance during school hours in order to obtain a comprehensive view of the student in a remote and/or blended learning environment.

## Educational Placement

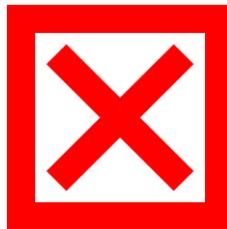
- Educational placement changes should **only be considered** after the implementation of recoupment strategies and if appropriate, CCS.
- The IEP team should attempt to **maintain the student's time inside the regular education classroom** regardless of the mode of instruction. Any change would be considered an educational change in placement which would require an IEP team decision.

## Supplementary Aids and Services

- The IEP team should consider what regular class instruction during remote or blended learning looks like.
- For example, if the regular education teacher held an online class 3 times/week for 30 minutes, the IEP team would need to consider if the student could participate in the class with or without supplementary aids and services.

## PennDATA

- An IEP team **should not** check the “Instruction Conducted in the Home” box just because the student is receiving instruction in a remote learning environment due to COVID-19.





## Supports for Families



## Parent Training

Parents are encouraged to contact their school to get training on:

- Technology – how to access and use it
  - Chromebooks/Tablets (all devices)
  - Apps/Programs/Platforms
  - Assistive Technology
  - Internet connectivity
- Remote Learning
- Accommodations/Modifications
- Behavior Support Strategies
- Specially Designed Instruction in classroom vs. online

## Poll Instructions

Respond as a Text Message  
from your phone

Text: 22333

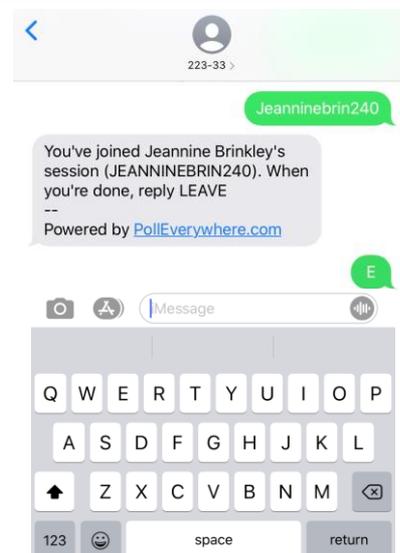
Put in: JeannineBrin240

once to join, then text your  
answer in the same text message

OR

go to the website

[www.PollEv.com/jeanninebrin240](http://www.PollEv.com/jeanninebrin240)



## How is your school providing related services?

All in person

All virtually

Both in-person and virtual

Not at all

My child does not receive  
related services

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](http://pollev.com/app)

## Related Services

- If virtual related services are not working for your child...
  - Request an IEP meeting
  - Change from virtual to in-person
    - Contracted providers
    - In school
    - In the community
    - In home



## Updated OSEP Guidance

- The most current guidance from Office of Special Education Programs supports and aligns the PDE Guidance we have reviewed





## Health-Related School Services



Are you confused?



Telespeech  
Tele-practice  
Tele-therapy  
Tele-service  
Telemedicine  
Telehealth  
Tele-audiology  
Tele-counseling  
Tele-rehab  
Tele-psych  
Tele-neuropsych  
Tele-intervention

## Services at School

- Nursing
- Counseling
- Social Work
- Psychological
- Behavior
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Vision
- Interpretation
- Others

## Considerations for School Telehealth Services

### **What should you expect if your child is getting a tele-service?**

- Service should be:
  - of equal quality to the service delivered face-to-face
  - delivered in a way that is consistent with the IEP/504
  - designed to help the student progress toward the IEP goals
- Licensed providers must adhere to the licensing guidelines which might have requirements about teleservice

### **What should I do if this isn't working for my child?**

- As always, if there is a problem with a service, the time, way it is delivered, student participation, or any other problem, address it first with the provider and, if necessary with administration or the IEP team

## Possible Concerns

- **FERPA:** This relates to personally identifiable information and student records. It is ok if the service is delivered remotely to your home and a small group of students participate
- **HIPPA:** Due our public emergency, there has been some flexibility to allow for the use of platforms that are not HIPPA compliant, including many commonly used apps

## Resources

- Special Ed Remote Teaching Resources  
<https://www.ufft.org/teaching/remote-teaching/learning-activities-students/special-education-remote-teaching-resources>
- PT, OT, Speech Resources  
<https://www.seekfreaks.com/index.php/2020/04/04/free-resources-for-ot-pt-speech-services-during-the-covid-19-pandemic/>
- Creating a PBIS behavior Teaching Matrix for Remote Learning  
[https://assets-global.website-files.com/5d3725188825e071f1670246/5f6a5a02d2d6bf09474dd563\\_Creating%20a%20PBIS%20Behavior%20Teaching%20Matrix%20for%20Remote%20Instruction.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5f6a5a02d2d6bf09474dd563_Creating%20a%20PBIS%20Behavior%20Teaching%20Matrix%20for%20Remote%20Instruction.pdf)
- Behavior Supports During Remote Learning; Guidance for Families and Caregivers <https://www.schools.nyc.gov/docs/default-source/default-document-library/promoting-positive-behavior-for-students-and-families-at-home>

# Questions ?



# Thank You!



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