- Lessons from the Field -

Providing Required Compensatory Services that Help Students with Disabilities in Response to the COVID-19 Pandemic

JULY 27, 2022
3:00 - 4:15 PM ET
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Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:
https://safesupportivelearning.ed.gov/events/webinar/lessons-field-providing-required-compensatory-services-help-students-disabilities

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Select the option that best describes your role.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Valerie Williams</td>
<td>Director, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, US Department of Education</td>
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<tr>
<td>Jasmine Bolton</td>
<td>Senior Counsel, Office for Civil Rights, US Department of Education</td>
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<td>Cheryl Young-Parran</td>
<td>Parent</td>
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<td>Wendy Tucker</td>
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<td>Trinell Bowman</td>
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<td>Candace Hawkins</td>
<td>Director, General Supervision and Monitoring, Exceptional Student Services</td>
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Bios for the speakers are archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-providing-required-compensatory-services-help-students-disabilities
Providing Required Compensatory Services That Help Students with Disabilities in Response to the COVID-19 Pandemic

Valerie C. Williams
Director, Office of Special Education Programs
Return to School Roadmap (Sept. 2021)

The U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services (OSERS) has received requests from a diverse group of stakeholders asking that the Department issue new guidance interpreting requirements of the Individuals with Disabilities Education Act (IDEA) in light of the many challenges of the COVID-19 pandemic and as more schools and programs are returning to in-person services. Topics include meeting timelines, ensuring implementation of initial evaluation and reevaluation procedures, determining eligibility for special education and related services, and providing the full array of special education and related services that children with disabilities need in order to receive a free appropriate public education (FAPE). In addition, stakeholders have inquired about the implications of delayed evaluations and early intervention services to infants and toddlers with disabilities and their
When should compensatory services be provided?

- To address past failure or inability of LEA to provide appropriate services
- Where an SEA has found a failure or inability to provide appropriate services under IDEA
Who should be involved in the decision?

- IEP team is well positioned to make these decisions
- Input and involvement from previous teachers and service providers is important
- Families/parents are integral part of the process
What information should be considered?

- Individual needs of the child
- Whether the child received appropriate services
- How additional services may support the child to make progress
- Impact of the pandemic on each child
  - Different needs before and during the pandemic?
What information should be considered?

Might look at:

- lost skills or a lack of expected progress toward IEP goals;
- updated data that reflect the child’s present levels of performance;
- all areas of need, including new or different areas of need; and
- previous rates of progress and the frequency and duration of special education and related services provided prior to the pandemic.
Examples

Compensatory services might be necessary:

- if an initial evaluation, eligibility determination, or development or implementation of the IEP were delayed
- if the method through which services were provided (i.e., virtual or hybrid) were not appropriate to meet the child’s needs
- if some or all of the child’s IEP could not be implemented using the method of service delivery
- if meaningful services to facilitate transition from secondary school were not provided due to the pandemic
- If a child’s behavior was the direct result of the LEA’s failure to implement the IEP and the child’s education was disrupted
JASMINE BOLTON

SENIOR COUNSEL
OFFICE FOR CIVIL RIGHTS
US DEPARTMENT OF EDUCATION
Meet Our Panelists

Cheryl Young-Parran
Parent

Wendy Tucker
Senior Director of Policy
Center for Learner Equity

Trinell Bowman
Associate Superintendent for Special Education
Prince George’s County Public Schools

Candace Hawkins
Director, General Supervision and Monitoring
Exceptional Student Services
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinar: August 24, 2022
Thank you for attending the webinar, Providing Required Compensatory Services That Help Students with Disabilities in Response to the COVID-19 Pandemic, on July 27, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar’s topic?
   - Not at all knowledgeable
   - Somewhat knowledgeable
   - Very knowledgeable

2. Overall this webinar was a good use of my time.
   - Strongly disagree
   - Somewhat disagree
   - Somewhat agree
   - Strongly agree

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