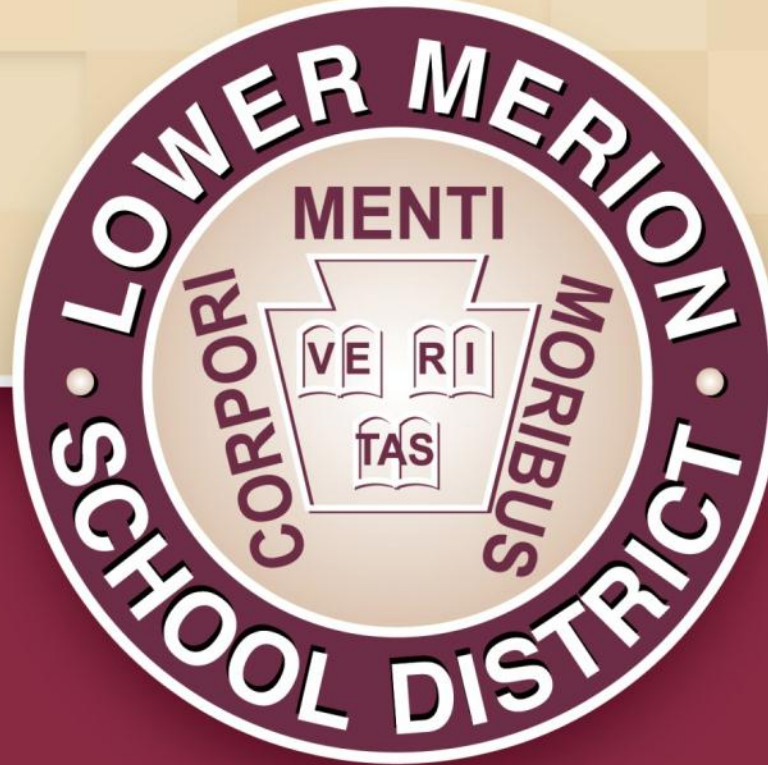


**PARENT/GUARDIAN INFORMATION SESSION ON
COVID COMPENSATORY SERVICES
OCTOBER 13, 2020**



HOSTED BY: DEPARTMENT OF STUDENT SERVICES &
SPECIAL EDUCATION

LOWER MERION SCHOOL DISTRICT

Welcome & Introductions



Kimberly Fraser, Director of Student Services & Special Education

Melissa Sinapi-Gibson, Lead Supervisor of Special Education & Grades 10-12+

Gwen Nartowicz, Supervisor of Special Education Grades 7-9

Beth Cavalier, Supervisor of Special Education Grades 4-6

Stefani Doyle, Supervisor of Special Education Grades K-3 & Early Intervention

Presentation Overview



Our goal this evening is to answer the following questions:

What are COVID-19 Compensatory Services?

What steps will the District take to assess the need for COVID-19 Compensatory Services?

How do I know if my child is eligible for these services?

What communication can parents/guardians expect through this process?

SOME KEY TERMS



- IEP GOALS
- BASELINE
- DATA COLLECTION
- PROGRESS MONITORING & PROGRESS REPORTING
- REGRESSION
- RECOUPMENT
- **COVID COMPENSATORY SERVICES**

COVID-Compensatory Services (CCS)



- Services to remedy a student's skill and/or behavior loss and/or lack of progress that resulted from an LEA's inability to provide FAPE during the extended school closure
- Determined by a student's IEP team based on a careful review of data
- Considered only after the student receives services as set forth in his or her IEP for a period of time (also referred to as "*recoupment period*")

COVID-Compensatory Services (CCS)



COVID_19 forced school closure



Return to in-person programming

DATA TO BE UTILIZED



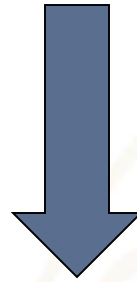
Data on progress towards **IEP GOALS**:

- Data prior to the forced school closures in March
- Re-entry data as determined upon return to in-person learning (*also referred to as baseline data*)
- Data over a period of time while instruction is being provided
- Data at end of recoupment period

COVID-Compensatory Services (CCS)



Collection and Review of Re-entry Data



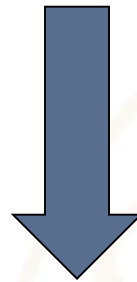
If NO loss of skills and/or behavior and and/or failure to make progress:

Continue with planned instruction per IEP
NOREP to be issued along with **progress report**

COVID-Compensatory Services (CCS)



Collection and Review of Re-entry Data



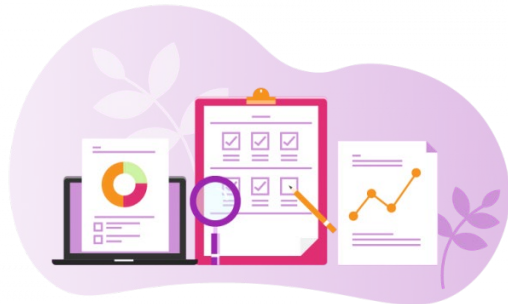
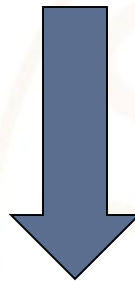
If there IS a loss of skills and/or behavior and or failure to make progress:

Recoupment period of instruction occurs through implementation of IEP

COVID-Compensatory Services (CCS)



Provision of direct instruction during an established period of recoupment and data is continually tracked, collected, and reviewed



Eligibility for CSS determination

COVID-Compensatory Services (CCS)



IEP Team Meeting:

- Parents/guardians are critical team members
- Review of data collected
- Determination of what COVID-Compensatory Services are required (skills, supports, delivery)
- Following the IEP meeting, the IEP will be updated and issued to parents/guardians along with a **NOREP**.



CONSIDERATIONS:



- Levels of academic and functional performance, including levels of performance on all IEP goals prior to the extended school closure as compared to the student's current level of performance as measured from the baseline data collection
- Information and observations from teachers, related services providers, parents, caregivers, and other family members
- Data collected through progress monitoring and progress reports

CONSIDERATIONS:



- The amount of skill and/or behavior loss and/or lack of progress the student experienced during the extended school closure
- Historical data regarding the student's ability to recoup lost skills and/or behavior
- Results from informal and/or formal assessments



Some additional notes:

- Not every student will be eligible for CCS.
- CCS are not hour for hour compensation
- CCS are based on IEP goals
- It is a process. Be patient and work collaboratively with your child's school team.