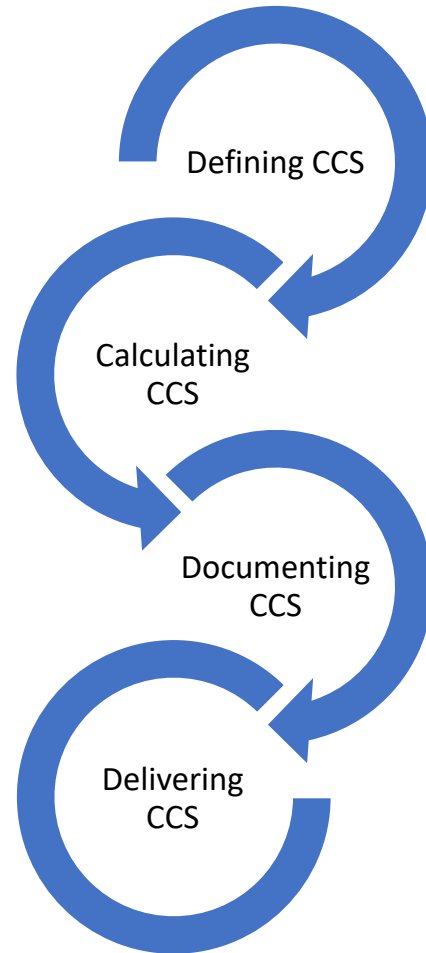


Covid Compensatory Services (CCS)

Expect great things.



Covid Compensatory Services





Covid Compensatory Services (CCS)

Defining CCS

Definition

Services determined by the **IEP team** 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 pandemic school closure.**

PPS Timeline of Instruction

- School Closure: March 13, 2020
- No instruction: March 13, 2020 - April 22, 2020
- Alternate Model: April 26, 2020 – June 12, 2020 [asynchronous]
- Alternative Model: August 31, 2020 – current [synchronous]

PPS Normal Operations

August 31st – current

Alternate Model: Asynchronous and synchronous instruction

3 Months: August 31 – through the first quarter. Progress monitoring was completed by early November 2020

Normal Operations: face-to-face instruction or synchronous instruction

Federal and State Guidance

Students should be provided with an opportunity to recoup the lost skill or behavior within a reasonable time period (3 months of normal operations).

Compare November 2020 progress monitoring data with March 2020 progress monitoring data on all IEP goals

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

Maintain current educational placement

✗ NO

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





Covid Compensatory Services (CCS)

Calculating Services

When calculating CCS: the big question



To what extent has the student demonstrated loss of learning in skills/behavior?

Data, Data, Data...

Primary sources of data for calculating CCS:

- Progress monitoring data (on all goals)
- Student's ability to access learning (attendance)
- Student's engagement level
- Parent input

COVID COMPENSATORY SERVICES (CCS) WORKSHEET

Student Name: Click or tap here to enter text.	School: Click or tap here to enter text.	DOB: Click or tap here to enter text.
IEP Meeting Date: Click or tap to enter a date.	3 Attempts to contact: Click or tap here to enter text.	Case Manager/Related Service Provider(s): Click or tap here to enter text.

IEP Goal/Objective (Please list one per line.)	Baseline March 2020	Data Point 1 Sept 2020	Data Point 2 Nov 2020	Regression?	
				Yes	No
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					

Other Factors to Consider				
	Low Need	--->	--->	High Need
Accessibility (absence rate available on Performance Matters/Unify)	Student was accessible for instruction for all or almost all remote learning. (Missed 0-10 days/ Attended 77% or More)	Student was accessible for instruction for most of remote learning. (Missed 11-20 days/ Attended 55% or More)	Student was accessible for instruction for some remote learning. (Missed 21-30 days/ Attended 33% or More)	Student was accessible for little or no instruction during remote learning. (Missed 31 or more days/ Attended less than 31%)
Engagement (participation in discussions verbally or via chat, completed work)	Student's level of engagement exceeded expectations.	Student's level of engagement met the standard.	Student's level of engagement was below the standard.	Student did not engage in remote instruction.
Information and Observations from Parent/Guardian	Click or tap here to enter text.			

CCS Eligibility Determination After review of above information, the IEP team, including the parent/guardian, determined that the student:

IEP Goal/Objective (Please list one per line.)	Baseline March 2020	Data Point 1 Sept 2020	Data Point 2 Nov 2020	Regression?	
				Yes	No
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					





Other Factors to Consider				
	Low Need	--->	--->	High Need
Accessibility (absence rate available on Performance Matters/Unify)	Student was accessible for instruction for all or almost all remote learning. (Missed 0-10 days/ Attended 77% or More)	Student was accessible for instruction for most of remote learning. (Missed 11-20 days/ Attended 55% or More)	Student was accessible for instruction for some remote learning. (Missed 21-30 days/ Attended 33% or More)	Student was accessible for little or no instruction during remote learning. (Missed 31 or more days/ Attended less than 31%)
Engagement (participation in discussions verbally or via chat, completed work)	Student's level of engagement exceeded expectations.	Student's level of engagement met the standard.	Student's level of engagement was below the standard.	Student did not engage in remote instruction.
Information and Observations from Parent/Guardian	Click or tap here to enter text.			

CCS Eligibility Determination After review of above information, the IEP team, including the parent/guardian, determined that the student:

Example

COVID COMPENSATORY SERVICES (CCS) WORKSHEET

Student Name: Johnny Jones	School: Morrow Elementary	DOB: 12/25/2010			
3 Attempts to contact: Click or tap here to enter text.		Case Manager/Related Service Provider(s): Suzy Sunshine			
(Please list one per line.) Given manipulatives with pictures and words, Johnny will match the word to the picture 60% of the time on 2 out of 3 trials. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Baseline March 2020	Data Point 1 Sept 2020	Data Point 2 Nov 2020	Regression?	
				Yes	No
	50% on 2 out of 3 trials	30% on 1 out of 3 trials	30% on 1 out of 3 trials	X	

Other Factors to Consider				
	Low Need	---	---	High Need
Accessibility (absence rate available on Performance Matters/Unify)	Student was accessible for instruction for all or almost all remote learning. (Missed 0-10 days/ Attended 77% or More)	Student was accessible for instruction for most of remote learning. (Missed 11-20 days/ Attended 55% or More)	Student was accessible for instruction for some remote learning. (Missed 21-30 days/ Attended 33% or More)	Student was accessible for little or no instruction during remote learning. (Missed 31 or more days/ Attended less than 31%)
Engagement (participation in discussions verbally or via chat, completed work)	Student's level of engagement exceeded expectations.	Student's level of engagement met the standard.	Student's level of engagement was below the standard.	Student did not engage in remote instruction.
Information and Observations from Parent/Guardian	Click or tap here to enter text.			



Example

COVID COMPENSATORY SERVICES (CCS) WORKSHEET

Student Name: Dixie Doolittle	School: Morrow Elementary	DOB: 12/25/2010
IEP Meeting Date: Click or tap to enter a date.	3 Attempts to contact: Click or tap here to enter text.	Case Manager/Related Service Provider(s): Suzy Sunshine

IEP Goal/Objective (Please list one per line.)	Baseline March 2020	Data Point 1 Sept 2020	Data Point 2 Nov 2020	Regression?	
				Yes	No
Given multi-step math problems, Dixie will calculate problems with 80% correct on 3 out of 4 trials.	70% on 3 out of 4 trials	50% on 3 out of 4 trials	80% out of 3 out of 4 trials		x
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					
Click or tap here to enter text.					

Other Factors to Consider				
	Low Need	--->	--->	High Need
Accessibility (absence rate available on Performance Matters/Unify)	Student was accessible for instruction for all or almost all remote learning. (Missed 0-10 days/ Attended 77% or More)	Student was accessible for instruction for most of remote learning. (Missed 11-20 days/ Attended 55% or More)	Student was accessible for instruction for some remote learning. (Missed 21-30 days/ Attended 33% or More)	Student was accessible for little or no instruction during remote learning. (Missed 31 or more days/ Attended less than 31%)
Engagement (participation in discussions verbally or via chat, completed work)	Student's level of engagement exceeded expectations.	Student's level of engagement met the standard.	Student's level of engagement was below the standard.	Student did not engage in remote instruction.
Information and Observations from Parent/Guardian	Click or tap here to enter text.			



Expect great things.

Services not offered or suspended during closure

- If a related service was not offered or suspended during the closure period – discuss the impact of the absence of that service on the student’s skills/behavior.

Example: no direct Orientation and Mobility (O & M) services were offered during the closure in the spring or the first 3 months of the school year.

IEP team should discuss the impact of the lack of service and automatically determine that CCS is needed to meet the IEP’s O & M goal.



Covid Compensatory Services (CCS)

Documenting Services

Documenting CCS

1. CCS Worksheet is completed for each student.
2. NOREP/PWN – issued indicated if the student will or will not receive CCS services.



Covid Compensatory Services (CCS)

Providing Services

CCS Services: Question and Answer

1. If a student qualifies for CCS under one area, does this mean they qualify to receive CCS in all areas?
2. What will CCS services look like?
3. Who will be providing the CCS?
4. When will CCS services begin and where?
5. What if students aren't doing well in remote learning the remainder of this year?

Parents + PPS Staff

We've Got This!

