

Addressing the Impact of COVID-19 on Students with Disabilities



During the 1st Quarter of SY 2020-21 IEP and 504 Plan Teams will determine if there was a loss in skill(s) due to school closures.

INFORMATION GATHERING

In order to determine whether a student lost skills during the school closure from mid-March to August, information from a variety of sources should be gathered prior to an IEP or 504 Plan team meeting:

SCHOOL DATA

Right before and during school closure:

- 3rd & 4th Qtr. Progress Reports
- 3rd Qtr. grades
- Correspondence
- Recordings
- Observations

Since the return to school:

- Universal screening
- Informal assessments
- Observations
- Student work samples

FAMILY INFORMATION

- Notes
- Recordings/videos
- Correspondence with school
- Reports from other service providers
- New information



STEP 1

IEP OR 504 DISCUSSION

Meetings will be held to review the IEP or 504 Plan during the 1st Quarter of the school year to see if the plan is addressing the student's current needs. Parents may request to have an immediate meeting, if they are concerned about big changes in their child's academic, functional, emotional or behavioral needs.

DETERMINING SKILL(S) LOSS OR NEEDS

The main purpose of the meeting is to determine:

- any skill(s) loss during school closure;
- how significant was the loss; and
- how skill(s) loss will be addressed.

The method for determining loss is to compare pre-school closure data with current performance. If skill loss is considered minor, the team may recommend *explicit instruction* or *high impact strategies* available to all students (HMTSS). If the skill loss is considered significant, the IEP/504 Plan may need revision.



STEP 2

REVISING THE IEP/504 PLAN

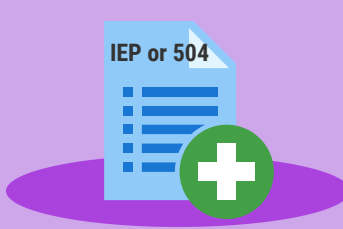
An IEP or 504 Plan revision may be required if the student has significant skill(s) loss or needs that require individualized supports and services beyond HMTSS.

Plan revisions may include:

- Updating the Present Levels of Academic and Functional Performance (known as the PLEP)
- Designing new or revised goals or objectives, and
- Increasing the frequency or duration of related services or specially designed instruction.

When considering the need for a new related service, an assessment in that area must be done.

If the student's skill loss or needs are significant and cannot be completely addressed through the IEP or 504 Plan, then the team must discuss the need for COVID-19 Impact Services.



STEP 3

COVID-19 IMPACT SERVICES

COVID-19 Impact Services are services to make up for the student's skill(s) loss which are in addition to the current IEP or 504 Plan services. They are temporary and high impact specially designed instruction or related services delivered **beyond the school day**.

The purpose of these services is to quickly improve skill(s) and get the student to a level s/he would have been but for the school closures.

HOW SERVICES ARE PROVIDED

In person:

- small groups of students with similar needs,
- before or after school sessions, or
- tutoring.

Online (with the student and provider in real time):

- small groups of students with similar needs,
- before or after school sessions,
- tutoring or
- skill-based, before or after school Learning Labs.



STEP 4

