

Compensatory Services Determination Process

How should the Individualized Education Program (IEP) team implement the compensatory determination process?



Pre-COVID

Pre-COVID:

- What was the student's Present Levels of Performance?
- What was the student's rate of learning?
- What was the student's programming services and supports?



During School Closures

During School Closures:

- How did the student continue to receive services during closures?
- Were the services provided in a timely manner and not significantly delayed such as greater than ten days?
- Were the services provided to the student and accessible?
- Was the free appropriate public education (FAPE) offering comparable to the provision of services that would have been provided before closures?



During School Restart

During School Restart:

- What is the Post-School Closure Present Levels of Performance?
- How has the student responded to the provision of special education services and any recovery services?
- Has the student's rate of learning changed since Pre-COVID?
- Does the IEP team need to consider compensatory services?
- Does the Team have sufficient data to make the determination or require more time to progress monitor?



Determine Compensatory Services

Determination for Compensatory Services:

- How has the school engaged families throughout this process?
- How will the IEP Team qualify and quantify the lack of services provided as a direct result of the pandemic and the student impact?
- How will the IEP Team show regression of skills and any appropriate recoupment and/or recovery of learning loss?
- What compensatory services are appropriate for the student?
- How can the compensatory services be provided in a manner not to impact the current offering of FAPE?