



Presents

**KY-SPIN Educating Children with
Disabilities During CORONAVIRUS (COVID-
19) Guidance Update Webinar
8/4/20**

KY-SPIN

(Special Parent Involvement Network)

Parent Training & Information (PTI)

Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.



We do NOT:
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources
- ♥ Lend a listening ear

Together we can accomplish great things for our children!



None of us have all the answers, we are all working through this pandemic and adjusting as we go.

Federal Laws: Individuals with Disabilities Education Act (IDEA), Section 504 and Title II of the ADA & State Law Kentucky Administrative Regulations (KAR) laws/regulations, which includes timelines they set in place, have not changed, **but.....** the laws did not address what to do in a pandemic.



“....The IDEA, Section 504, and Title II of the ADA do not specifically address a situation in which elementary and secondary schools are closed for an extended period of time (generally more than 10 consecutive days) because of exceptional circumstances, such as an outbreak of a particular disease.....”

U.S. Department of Education: [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#) (March 12, 2020)

“....The Individuals with Disabilities Education Act (IDEA) does not specifically address a situation in which elementary and secondary schools are closed for an extended period due to exceptional circumstances, including a pandemic....” **Kentucky Department of Education (KDE)** [Non-Regulatory Guidance Regarding the Implementation of the Non-Traditional Instruction Program \(NTI\) for Students with Individual Education Programs \(IEPs\) During Novel Coronavirus Pandemic](#)



Guidance can be released from US Department of Education, Kentucky Department of Education (KDE) and local school district.

There is a variety of input from key stakeholders such as parents/families, teachers, school administrators, local school districts and KDE staff that can be used to develop and address concerns through guidance/recommendation documents.

Non-Traditional Instruction (NTI) Program



“Dear Parents and Families of Students with Individual Education Programs (IEPs):.....

What will happen to my child’s services when a school is closed but educational services continue to be provided through the Non-Traditional Instruction (NTI) Program?

1. If a local school district elects to utilize Kentucky’s NTI Program to provide educational opportunities to the general student population, then the district also must ensure that students with disabilities have equal access to the same opportunities, including the provision of a Free Appropriate Public Education. Districts should be communicating with parents and guardians prior to, during and after NTI days regarding their child’s IEP services. Districts and schools will work to ensure that all students receive services to the most appropriate extent possible.
2. Although special education or related services may need to be adjusted, districts must provide IEP services during NTI days. Districts may provide IEP services through an alternative means, such as curriculum-based schoolwork packets, online learning or some other learning adapted to the student’s needs and location.
3. ARCs are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPs. Each student’s ARC must make an individual determination to decide whether the student requires compensatory education to make up for any skills that may have been lost because the student did not receive educational benefit due to missed IEP services.
4. If annual IEP reviews or eligibility reviews are due during NTI days, please work closely with your school to meet as soon as school is back in session or through alternate means, such as video or audio conference calls.....

Kentucky Department of Education ([KDE’s OSEEL Letter to Parents of Students with IEPs During COVID-19](#)) (Reference in the letter: [OSEP Letter to Pergament, December 2013](#)) (March 17, 2020)

“.....Finally, although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. For example, if a teacher who has a blind student in her class is working from home and cannot distribute a document accessible to that student, she can distribute to the rest of the class an inaccessible document and, if appropriate for the student, read the document over the phone to the blind student or provide the blind student with an audio recording of a reading of the document aloud.

The Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are lowtech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

US Department of Education: [Supplemental Fact Sheet Addressing the Risk of COVID-19 for Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)
(March 21, 2020)



KDE COVID-19 Considerations for Reopening Schools Evaluating Students' Academic Readiness



The impact of the transition to NTI is unknown. Therefore, it is important to understand the current academic level of students when they return and as decisions are made on how to continue instruction upon the return of students for the 2020-2021 school year.

Evaluating students' academic knowledge and skills is one of the first steps to take when students return. Assessment data will help guide curriculum and instruction based on students' needs.

Since Kentucky received a waiver from statewide assessments, those results are not available. Schools have and should consider other ways to determine gaps in learning and students' needs.....

Develop Plans

After determining the strengths and areas for growth in student performance and reviewing the scope and sequence of the district curriculum for instruction deficits, teachers can plan what happens next in learning. Some students might need enrichment learning, while others will need interventions.

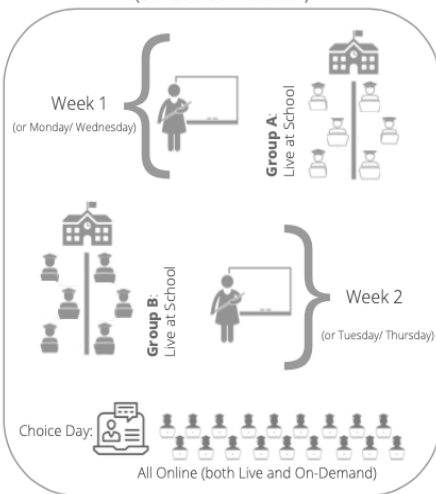
When planning next steps, educators should consider the possibility that the return to school could include a variety of settings, including mixed models of in-person and virtual learning environments.

[KDE COVID-19 Considerations for Reopening Schools Evaluating Students' Academic Readiness 6-1-20](#)

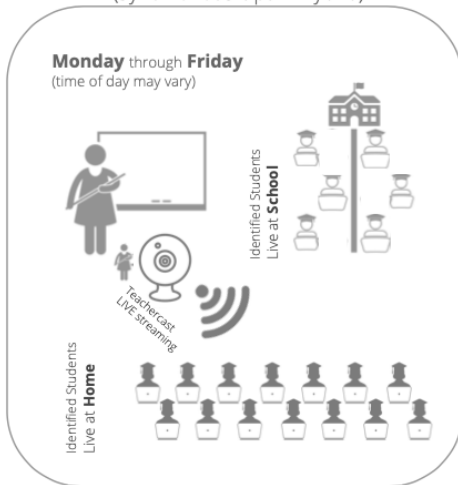
KDE Releases Guidance on Alternative Learning Strategies for Reopening Schools

Considerations for Alternative Learning Experiences:

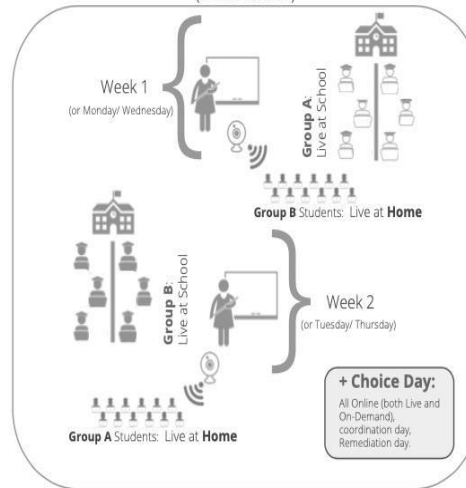
Strategy 1
(Scheduled Rotation)



Strategy 2
(Synchronous Opt-In Hybrid)



Strategy 3
(Combination)



Strategy 4
(Online, Virtual, & Expanded)



Kentucky Department of Education (KDE):
[KDE releases new COVID-19 reopening guidance documents on exceptional learners, compensatory education, daily participation for NTI](#)
7/20/20 Press Release

The Kentucky Department of Education (KDE) released three new COVID-19 reopening guidance documents on July 20 on special education and preschool students, compensatory education and student participation for non-traditional instruction (NTI).

- [KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20](#)
- [KDE Participation Guidance: Daily Participation and Non-Traditional Instruction 7-20-20](#)
- [KDE 7-20-20 COVID Guidance Compensatory Education and Extended School Year Services](#)



KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

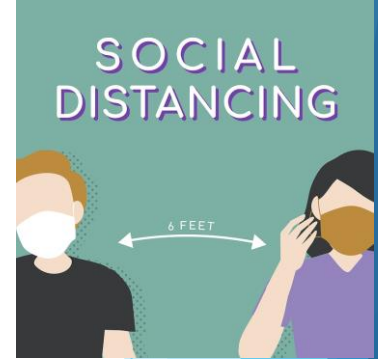
Social Distancing

Districts should consider ways to differentiate instruction for exceptional learners when teaching students about social distancing. Some students may require a variety of prompts or reminders to successfully practice social distancing.

Students Who Are Blind or Visually Impaired

Schools should consider students who are blind or visually impaired when designing social distancing reminders. Simply adding Braille to a sign does not ensure the student is able to access the information. Students may not be able to see where the sign is located or may not know how to read Braille.

Schools may consider frequent verbal reminders for students to ensure they are aware of the necessary protocols. Students who are both deaf and blind may need additional supports to access reminders.



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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Staff

Some students with complex needs may require one-to-one assistance as mandated by the IEP. This may include (but is not limited to) assistance with toileting, hand-over-hand assistance, physical transfers, feeding and physical restraint. In these cases when social distancing cannot be maintained, staff must utilize the appropriate personal protective equipment (PPE) as explained below and referenced in the [“Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\).”](#)

When attending to the hygiene needs of students, staff must wear gloves in addition to both a surgical mask and a face shield. Face shields alone do not provide enough protection from the aerosols produced by the nose and mouth. When assisting students with toileting, staff also may consider the use of a surgical gown. Students should continue to wear face masks while staff attend to their hygiene needs unless the student is exempt from wearing a mask. Gloves for students are not required.

When providing hand-over-hand assistance to a student, staff must wear gloves, surgical masks and face shields. The same requirements apply to feeding students. Gloves for students are not required.



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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Staff working with students who bite others should wear long sleeves. Staff may consider wearing jackets or additional layers to protect themselves.

Some students may require the use of physical restraint to prevent harm to the student or others. In the case of physical restraint, staff should utilize gloves, surgical gowns, surgical masks and face shields. If a core team member has time to don the appropriate PPE prior to the physical restraint, this is preferable. However, there may be cases where safety is an issue and putting on PPE prior to the physical restraint is not possible. In this case, protect the student first, then have someone who is wearing appropriate PPE take over as soon as possible. If PPE is accidentally removed during the physical restraint, the team member should be replaced by another core team member wearing appropriate PPE. Schools should consider assigning a core team member to assist with PPE needs during the physical restraint.

Related service providers who cannot maintain social distancing due to the nature of their work (such as orientation and mobility providers, oral mechanism checks for students with speech impairments and others) must use appropriate PPE in order to protect the health and safety of the provider and students.

Schools are encouraged to think through situations that may require additional PPE and contact their local health department for further suggestions on how to ensure the safety of staff and students.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Special Transportation (T5)

The needs of students who receive special transportation, known as a T5 code in Infinite Campus, must be considered when planning reopening practices. A local school district must provide special transportation when the student's ARC determines that it is necessary to address the individual needs of the student and provide a FAPE. According to ["Guidance for Special Transportation in Kentucky,"](#) there are many factors to consider if the parent of a student receiving special transportation is asked to provide transportation. The local school district must ensure the arrangement is mutually agreeable to the parent and reimburse the parent for transportation costs.

Other factors to consider:

- Parental reimbursement requires prior approval in writing from the district and must comply with the student's IEP or 504 plan as determined by the ARC or 504 team.
- Expenses incurred by parents who opt to transport the student in a family vehicle are allowable so long as the parent has obtained this formal approval in advance.
- Schools must ensure that any parent providing transportation for a student with a disability has met all district requirements and align with district reimbursement policies.





Instructional Experiences in the Community

Using the community as an instructional setting is a strategy that allows students to use functional and academic skills in an authentic environment. Although an effective strategy, inperson, community-based instruction should be suspended while social distancing policies are in place.

Rather than amending IEPs to remove community-based instruction, districts may consider virtual opportunities as a temporary, alternate method for continuing to provide this type of instruction to students during the COVID-19 pandemic. Field trips to the community also must be suspended, “Guidance on Safety Expectations and Best Practices for Kentucky Schools (K12)”. Schools should consider how to create opportunities for students to have authentic experiences within the school environment.

In gifted education, it is important to continue to provide enrichment, extra-curricular and academic competitions as services. To limit cross transfer between special programs and school staff, consider using virtual platforms for service delivery (e.g., academic competitions, guest artists) and cross-district consortiums.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20 **Least Restrictive Environment**

Local school districts are planning for a variety of instructional delivery models for the 2020- 2021 school year, including traditional in-person instruction, periods of complete virtual learning through non-traditional instruction (NTI) and days of blended in-person and remote delivery. Regardless of the district's chosen delivery model, schools should be cognizant of the effects social distancing may have on a student's Least Restrictive Environment (LRE). In a small number of cases, long-term remote instruction may have caused a need for the student's LRE to be reviewed by the ARC. Some students may need a more restrictive environment upon their return. Other students may have done well during remote instruction and will need a less restrictive environment upon their return.

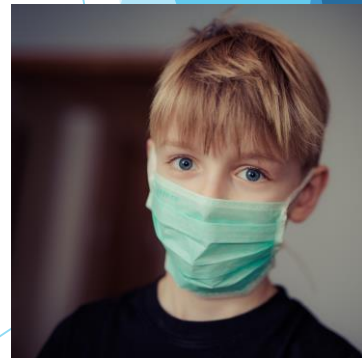
Practices such as placing all students with disabilities in the same classroom in response to the pandemic may result in a denial of a FAPE. According to [707 KAR 1:350, Section 1](#), which outlines the requirements for placement decisions, the district shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. Placement decisions must be made by the ARC and based on the individual needs of students.

It is important to note, an ARC may not be required to determine a change in placement if the district is practicing non-traditional instruction. Because the instructional setting of the regular classroom becomes remote, the extent to which a student participates in the regular education environment does not change. Therefore, it would be considered a change of location, not a change of placement.

Cloth Face Coverings (Masks)

According to the [“Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K12\),”](#) students who are enrolled in 1st grade and above and staff should be required to wear a cloth face covering, unless medically waived. In most cases, students with disabilities should be able to adhere to the requirements for cloth face coverings. However, there will be some exceptions for individual students for whom this is not possible. For some students, it may not be safe to wear a cloth covering due to their age, physical condition or disability.

On considerations for wearing cloth face coverings, the [CDC](#) writes, “In some situations, wearing a cloth face covering may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one.”



The CDC provides the following examples and alternatives:

“Some people, such as people with intellectual and developmental disabilities, mental health conditions or other sensory sensitivities, may have challenges wearing a cloth face covering. They should consult with their healthcare provider for advice about wearing cloth face coverings.”

“People who are deaf or hard of hearing – or those who care for or interact with a person who is hearing impaired – may be unable to wear cloth face coverings if they rely on lipreading to communicate. In this situation, consider using a clear face covering. If a clear face covering isn't available, consider whether you can use written communication, use closed captioning, or decrease background noise to make communication possible while wearing a cloth face covering that blocks your lips.”



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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

According to the CDC, cloth face coverings should not be worn by:

- Children younger than 2 years old;
- Anyone who has trouble breathing; or
- Anyone who is unconscious, incapacitated or otherwise unable to remove the cloth face covering without assistance.

According to Kentucky guidance, preschool students are not required to wear face masks. Instead, encourage preschool students to protect their personal health and each other's health by making statements such as:

- Don't touch your face.
- Sneeze into your elbow.
- Stay home when you are sick.

It may be necessary to schedule an ARC meeting to determine if a student with a disability requires a waiver for wearing a face covering. Wearing a cloth face covering is an essential preventive measure; the ARC waiver decision should be based on the individual needs of the student and not be made unilaterally for students with disabilities





Special Education Questions and Answers

Question 1

Must students with sensory issues, behavior issues or health concerns wear masks?
If not, is a doctor's directive required or is it an ARC decision?

Answer 1

If a student with a disability presents with a doctor's note referencing the need for a waiver of the face mask requirement, an ARC meeting is not necessary. The school should immediately grant the waiver and begin implementation. Doctor's notes can be written by anyone on the student's medical team who is qualified to make that determination. For example, notes from a physician's assistant or nurse practitioner should be accepted. Schools and ARCs already may have substantial information about the medical issues of children that may cause mask wearing to be problematic. In these cases, an ARC meeting should occur to discuss the information and determine the appropriateness of a face mask. If a waiver is approved by the ARC, it should be documented in the student's IEP and implemented immediately.

In both cases, the student's teachers should be notified of the waiver. There may be additional staff in the building who should also be notified about the waiver to prevent staff from requiring the student to wear a mask. Schools should consider ways to help students identify themselves as having an approved waiver. An example of how to do this includes giving a student a card he or she can carry and produce to staff members when asked to don a mask they are not required to wear.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 2

What funding can be used to purchase personal protective equipment (PPE) for students with disabilities?

Answer 2

Districts have the option of using a variety of funding sources to pay the cost of purchasing PPE. This may include state and local funds, the Elementary and Secondary School Emergency Relief (ESSER) funds available under the Coronavirus Aid, Relief, Economic Security (CARES) Act and, if necessary, funds available under Part B of the IDEA.

While it may be tempting to purchase PPE for students with disabilities using IDEA funds, it is important to remember that according to 34 CFR 300.202, IDEA funds are intended to supplement, not supplant state, local and other federal funds and may only be used to pay the excess costs of providing special education and related services to children with disabilities.

Since PPE is necessary to reopen schools and must be provided for all students in all programs, IDEA funds should not be used in most cases. IDEA funds should only be used to purchase PPE when there is a specific situation when a student needs additional or specialized PPE because of his or her disability.....

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 3

If students with speech or language impairments are physically at school, can therapy be provided with safety measures in place?

Answer 3

Yes. Districts may hold in-person speech therapy sessions as long as they follow safety expectations as outlined in the [“Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\)”](#). If this is not possible, speech therapists should consider providing instruction to the student through a virtual platform.

Question 4

Are group therapy sessions allowed?

Answer 4

Yes. Group therapy may be provided as long as expectations outlined in the [“Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\)”](#) are followed.



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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 5

If a student is scheduled to receive therapy or special education services in a resource setting, how can this be safely delivered? What safety protocol should be in place?

Answer 5

Therapists and resource classroom teachers should follow the classroom safety expectations addressed in the ["Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K12\)."](#) It is important to consider sanitation expectations for these classrooms. One safety expectation noted in the guidance is for teachers and administrative staff to assist janitorial staff by routinely disinfecting frequently touched items in the classroom. This is especially important for resource settings in which multiple students may utilize the same desk, chair or other items at different times throughout the day.

Schools should consider the service needs of students when developing schedules and should consider ways to minimize multiple transitions throughout the school building for students and staff while continuing to follow students' IEPs. IEPs should not be modified to change a student's educational setting for reasons other than the needs of the student.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 6

Therapists will be in contact with a number of students across a school day. What safety protocols should be in place for someone who will be making multiple contacts with students in a number of classes to meet contact tracing guidelines?

Answer 6

In this situation it is important for therapists to maintain accurate records of daily schedules and interactions with students in order to assist with contact tracing as needed. Therapists also should consider minimizing contacts when developing schedules. For example, if students' IEPs require therapy once per week but do not specify the specific day, therapists should carefully consider how to develop schedules to limit contacts from multiple classes and grade levels throughout the day. If the therapist provides services to several students from one classroom, the therapist may choose to schedule sessions with students from that classroom all in the same day. In this case if contact tracing was needed, the therapist was only exposed to students from one classroom within that school day. While this is just an example and may not always be possible, it is important to consider ways to minimize contacts across multiple classrooms and grade levels and to develop schedules to address this as much as possible while still providing the appropriate services to students based on their IEPs.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 7

If a student participates in co-teaching for a portion of the day and resource for a portion of the day, should the student's program be altered to stay with the same group of students?

Answer 7

While efforts should be made to limit contacts throughout the day, it is important for school districts to remember their requirement to provide a FAPE to students with IEPs. The ARC is responsible for determining the appropriate placement decisions under least restrictive environment provisions as set forth in 707 KAR 1:350, Section 1. While the local school district should follow the appropriate safety expectations as outlined in the "Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)," whether the student is spending a portion of his or her day in the co-teaching setting or the resource setting must be determined by the ARC and based on the needs of each student.



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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20



Question 8

Should ARCs develop a contingency plan?

Answer 8

During this unprecedented time, it may be impossible to predict when and if schools may need to close again to in-person instruction due to a COVID-19 outbreak. ARCs may choose to develop contingency plans to address students' needs during NTI. According to the U.S. Department of Education's ["Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak,"](#) ARCs may include distance learning plans in a student's IEP that could be implemented during a closure due to COVID-19. In this case the contingency plan may include information regarding the provision of special education and related services through an alternate location or through alternate means.

Developing a contingency plan provides an opportunity for staff and parents to clearly communicate the expectations for NTI and to document how special education and related services will be provided during these unique circumstances. Establishing a contingency plan early minimizes questions that may arise regarding how to implement a student's IEP if changes occur and schools quickly transition to NTI.

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KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20

Question 9

How do we protect students with disabilities who come to school but are medically fragile?

Answer 9

Schools should consider how they can creatively develop schedules for medically fragile students to limit their contacts as much as possible. Schools should apply 6 feet of social distancing and wear appropriate PPE when working with the student. Schools also may obtain parental consent to speak with the student's medical team to gain knowledge on how to best accommodate the student's medical condition in the classroom.

Question 10

One of our students has a hearing impairment. Her IEP includes the use of a frequency modulation (FM) system. How can her teachers wear appropriate PPE while still allowing the student to access instruction?

Answer 10

In this case, it would be appropriate to accommodate the needs of the student. Teachers wearing cloth face masks may potentially muffle sound and negate the benefit of the FM system. Instead of a face mask, teachers using FM systems may wear reusable face shields that wrap around the sides of the wearer's face and extend below the chin. Reusable face shields should be cleaned and disinfected after each use. When the teacher is not using the FM system, he or she must wear a face mask.

KDE Participation Guidance: Daily Participation and Non-Traditional Instruction 7-20-20

Defining Daily Participation and Non-Traditional Instruction

“Daily participation” is the measure of the interactions between teachers and students. Those interactions will vary based on whether the student is learning in person or is participating remotely in instruction. Participation is a measure of a student’s engagement in the instructional process. It is NOT a measure of quality of student work. Grading practices determine quality. Remember that participation will be recorded for each instructional day in the district calendar. However, the participation can be recorded on a weekly basis.

“Non-traditional instruction” means remote instruction in which the student is learning in a location other than the traditional classroom using digital or other alternative methods of learning. NTI is the term used for any situation in which a student, group of students, whole schools or districts are learning from a location other than the brick and mortar school building.



NTI Days and Other Types of Non-Traditional Instruction

It's important to remember that in addition to a formal NTI Day, there are going to be other types of non-traditional instruction that don't require the claiming of an NTI Day.

NTI Days

If the district will be closed and all students will be learning remotely, then the district will claim an NTI Day per 701 KAR 5:150. The district will not claim an NTI day for any other instances of a portion of students learning remotely. For the 2020-2021 school year, districts have unlimited NTI days, and those days can be used for COVID related closures or more regular uses of NTI Days such as weather or other health or safety measures.

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KDE Participation Guidance: Daily Participation and Non-Traditional Instruction 7-20-20

Other types of non-traditional instruction

Districts will not claim NTI Days for students who are learning remotely in any other nontraditional situation. Examples of other uses of non-traditional instruction would include:

- Full-Time Virtual School (FTVS) – student's primary enrollment is at a full-time virtual school or academy. The school/academy is a separate A1 or A5 program and the student is instructed by a teacher assigned to the virtual school/academy and not their regular assigned teacher(s).
- School-Based Virtual (SBV) – Same as FTVS except the student primary enrollment is their assigned school but they are engaged in full-time virtual learning. SBV could be a "school within the school" model with teachers designated as virtual teachers or it could be virtual instruction facilitated by regular classroom teachers.
- Blended Learning (BL) – This is a non-traditional option where a district is doing a hybrid model in which students are being instructed in-person on some days and remotely on some days. The student remains enrolled at their assigned school.
- Partial School Closure – This is still non-traditional instruction, however NTI Days are not used for situations where less than the entire district is doing remote learning. If a single school or group of schools requires a closure, but the entire district is not closed, those students in those schools would be SBV as outlined above.



KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20

Free Appropriate Public Education (FAPE)

During Remote Instruction Regardless of the instructional delivery model, local school districts remain responsible for providing a Free Appropriate Public Education (FAPE) to students with disabilities. As a result of a quick transition to remote instruction coupled with the uncertainty of how to safely reopen schools for the 2020-2021 school year, local districts have been, and continue to be, faced with finding creative ways to ensure students with disabilities are being provided a FAPE while also ensuring that the health and safety of all students and staff are top priorities.

As a result of the inability to provide face-to-face instruction, there may be certain special education and related services that are difficult, or even impossible, to provide during times of remote instruction.

When special education and related services are not provided in accordance with the Individual Education Program (IEP), regardless of the reason why, it may result in a denial of FAPE. The remedy for failing to provide FAPE is compensatory education services. The goal of compensatory education services is to place the student in the position he or she would have otherwise been in had there not been a denial of FAPE.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Recently, there have been discussions within the education community that using the term “compensatory education” feels like local districts are being blamed for doing something wrong and may jeopardize relationships with families. As a result, alternate terms have been introduced as ways to discuss missed services without using the term, compensatory education.

Terms such as “unfinished learning,” “lost learning,” and “post-COVID instruction” often are being used as synonyms for “compensatory education.” While the Office of Special Education and Early Learning (OSEEL) discourages districts from shying away from compensatory education discussions, some district staff may feel more comfortable using alternate language during these conversations.

However a district chooses to address the conversations, it is important to acknowledge that any services designed to place the student in a position he or she otherwise would have been in, but for the lack of educational benefit resulting from a denial of FAPE, are indeed compensatory education services.



Compensatory Education

Compensatory Education Compensatory education is not defined in the Individuals with Disabilities Education Act (IDEA) or [Kentucky Administrative Regulations on Special Education Programs](#) (August 2008). Compensatory education has been shaped by case law as well as nonregulatory guidance from the United States Department of Education's (USED) Office of Special Education Programs (OSEP).

Compensatory education may be awarded to a student as a result of an IDEA dispute or by the student's Admissions and Release Committee (ARC) as a voluntary remedy for failing to provide a FAPE. When designing compensatory education services owed to a student, the student's ARC, which includes the student's parents and guardians, must make specific decisions regarding the type, location and amount of services to be provided.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

As schools reopen and begin to resume face-to-face instruction, ARCs must review the status of special education and related services and ongoing progress monitoring on a case-by-case basis to make individualized determinations whether, and to what extent, compensatory education services are required. The ARC should consider whether the student received all IEP services during NTI, discuss whether a denial of a FAPE occurred and if so, how to remedy the noncompliance of the IDEA. A compensatory education award must be “reasonably calculated” to provide educational benefit and can extend a student’s eligibility beyond graduation or age 21 ([Letter to Riffel](#), August 22, 2000).

Punishment of the local district is not the purpose of compensatory education. Rather, compensatory education should “aim to place disabled children in the same position they would have occupied but for the school district’s violations of IDEA” (Reid v. Dist. of Columbia, 43 IDELR 32 (D.C. Cir. 2005)).

A student with a disability can receive compensatory education services at any age, including while the child is still in school or past the maximum age for eligibility under the IDEA (Lester H. v. Gilhool, 16 IDELR 1354 (3rd Cir. 1990)). However, the IDEA “does not authorize a school district to provide a student with compensatory education through the provision of instruction or services at the postsecondary level” ([Letter to Riffel](#), August 22, 2000).



Extended School Year

It is critical not to confuse compensatory education with extended school year (ESY) services. ESY is defined in [707 KAR 1:002, Section 1 \(26\)](#) as “specially designed instruction and related services that are provided to a student with a disability beyond the normal school year in accordance with the child’s IEP at no cost to the parents.”

In *Kenton Co. School District v. Hunt* (384. F. 3d 269, 2004), the Sixth Circuit Court of Appeals was asked to decide whether parents of a student with multiple disabilities should be financially reimbursed by the local public school district under the concept of ESY in regard to services provided to the student by a private program over the summer.

The Sixth Circuit used prior analysis from a 1990 case (*Cordrey v. Euckert*, 917 F. 2d 1460) to explain that ESY, as part of an IEP for students, is integrally linked to the provision of a FAPE to the student. According to the court, to establish that ESY is necessary to provide a student with FAPE, “it is incumbent upon those proposing an ESY for inclusion in the child’s IEP to demonstrate, in a particularized manner relating to the individual child, that an ESY is necessary to avoid something more than an adequately recoupable regression. More specifically, it must be shown that an ESY is necessary to permit the child to benefit from instruction”. This benefit must be more than “de minimus progress” as has now been established by the U.S. Supreme Court under *Endrew F.*

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

The Sixth Circuit stated that the following would need to be considered in terms of establishing the district's requirement to provide ESY services to the student to attain a FAPE: "tendency to regress, prior regression, ability to recoup lost skills, and progress toward educational goals". In other words, does the student need ESY to receive a FAPE?

Nearly all students regress after summer or extended breaks. Students who qualify for ESY have a likelihood of significant regression and slow recoupment. They take a longer period than usual to recoup skills they have learned. For a student to receive ESY services, the ARC must document evidence the student regressed in his or her progress over a break in instruction and was unable to recoup those skills in a reasonable period when school was in session.

Not all students with disabilities qualify for ESY services. Students who qualify for ESY typically have severe disabilities and have a difficult time learning and retaining IEP skills

Each local school district must ensure that ESY services are available to students with disabilities as necessary to provide a FAPE. As with compensatory education, the ARC is responsible for planning the type, location and amount of services to be provided to each student. Decisions made by the ARC must be made on an individual, case-by-case determination. Local school districts may not limit the provision of ESY services to specific categories of disability or unilaterally limit the type, amount or duration of those services.

The table on the next page illustrates the similarities and differences between compensatory education and ESY.



...Continued KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20



COVID-19 Considerations for Reopening Schools July 20, 2020

Compensatory Education v. Extended School Year (ESY)

Question	Compensatory Education Services	Extended School Year (ESY) Services
What it is NOT:	<ul style="list-style-type: none">• Compensation for a personal injury• A means for childcare services• A continuation of the IEP• Used to maximize student potential	<ul style="list-style-type: none">• Based on a specific category of disability• Limited to level of services or type of placement• Used for childcare service• An automatic program that extends from year to year• Summer school, compensatory education or enrichment services• Required to be provided in traditional classroom setting• A continuation of the entire IEP• Used to maximize student's potential• Used to remove the student from age-appropriate general education classrooms solely because he or she requires modifications to the general education curriculum
When and how can services be provided?	<ul style="list-style-type: none">• Provided before or after regular school hours (outside of the instructional day, including during school breaks)• May occur as assistance in the form of tutoring• Provided by school staff, a contracted service provider or private service provider	<ul style="list-style-type: none">• Provided before or after regular school hours (outside of the instructional day, including during school breaks)• May occur during school breaks• Designed to increase recoupment and retention of skills

...Continued KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20



COVID-19 Considerations for Reopening Schools

July 20, 2020

Question	Compensatory Education Services	Extended School Year (ESY) Services
When is a student eligible for services?	Compensatory education services are necessary when a student has experienced a denial of a FAPE that may have occurred as a result of any of the following circumstances: <ul style="list-style-type: none"> • Failure to conduct appropriate IDEA child-find responsibilities • Failure to evaluate a student in a timely manner • Failure to develop an appropriate IEP • Failure to implement an IEP • Failure to address behavior issues 	ESY services are: <ul style="list-style-type: none"> • Determined annually by the ARC in accordance with IEP and as close as possible to student's normal placement • Designed so that a student can more readily maintain previously acquired or learned skills
How are the amount of services determined?	<ul style="list-style-type: none"> • Through a review and analysis of data • Begins to accrue from the time the school district knew or should have known the student experienced a denial of a FAPE • Minute per minute calculation¹ or a qualitative calculation² 	<ul style="list-style-type: none"> • Determined annually • Through a review and analysis of quantitative and qualitative data • On a case-by-case basis • Decided upon by the ARC
How should it be documented?	During the ARC - in the ARC conference summary notes	During the ARC - in the IEP

¹ Board of Education of Fayette County, Kentucky v. T.D. (2007), there is no obligation to provide a day-for-day compensation for time missed.

² Reid v. District of Columbia (2005), rejected a mechanical counting approach for compensatory education, requiring instead an equitable approach qualitatively based on "specific educational deficits resulting from the student's loss of FAPE."

Important Things to Remember:

1) Compensatory Education:

- Compensatory education is the remedy provided to a student when a denial of FAPE has occurred. It is designed to put the student in the place he or she would have otherwise been in had there not been a denial of FAPE.
- The ARC must develop an individualized implementation plan for compensatory education services and document the decisions in the ARC Conference Summary.
- Ongoing progress monitoring should be collected.
- The district assumes all costs of providing compensatory education services.
- A special education teacher must provide the specially designed instruction and the appropriate related service provider must provide the related services.
- The district must provide transportation for the student.
- A service log should be maintained by the district to document when compensatory education services were provided and by whom.
- For preschool students, if the compensatory education is provided during a different preschool session, the session cannot exceed a class size of 20.
- Districts should maintain a detailed log of compensatory education services as they are provided to the student, including ongoing progress monitoring. This should be maintained in the student's due process folder.



Remember!!!

2) **ESY:**

- ESY services provide the student with instruction and support so that he or she can more readily maintain previously acquired or learned skills.
- ESY services are determined annually by the ARC.
- A special education teacher must provide the specially designed instruction required and the appropriate related services provider must provide the related services.
- The district must provide transportation.
- The ARC must develop an ESY plan to include when and how services will be provided.
- Districts should maintain a detailed log of ESY services as they are provided to the student and maintained in the student's due process folder.
- ESY must be individualized and cannot be a one size fits all approach for all students in the district who qualify.

Questions and Answers



Q&A: Compensatory Education

Question A-1

What definition should we use for compensatory education services resulting from COVID19?

Answer A-1

The definition of compensatory education has not changed because of COVID-19. The IDEA case law allows for districts, state agencies, hearing officers and courts to award compensatory education to a student with a disability as an appropriate remedy when the educational authority has failed to provide the student with FAPE (Lester H. v. Gilhool 3 , 16 IDELR 1354 (3d Cir. 1990)).

While it is typical for compensatory education to be awarded through the dispute resolution process, there is nothing to prevent local ARCs from determining and acknowledging that a denial of FAPE has occurred and offering compensatory education as a viable remedy. Doing so may prevent initiation of the dispute resolution process or an award of compensatory education and possibly attorney fees if such a process were initiated.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question A-2

Must districts provide compensatory education for missed services that were solely due to COVID-19, forcing districts to move to remote instruction? Districts did nothing wrong, so why are we saying there has been a denial of FAPE?

Answer A-2

Yes. Beginning with the Deal4 case in the 6th Circuit, the FAPE standard was set to confer “meaningful educational benefit” to all students with disabilities. The Supreme Court heightened the standard for FAPE in Endrew5 . ARCs are required by Endrew to construct IEPs that are “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”

When reasonably calculating the student’s IEP, the student’s ARC determined specific services were necessary to provide the student a FAPE and ensure the student was able to make progress in light of their circumstances. While COVID-19 may have caused some IEP services to cease, that does not change the obligation of the district to provide a FAPE to that student.

When a student with an IEP does not receive a FAPE, regardless of the reason why, the district shall provide a remedy for the IDEA noncompliance. The ARC shall make an individualized determination as to whether a student requires compensatory education and determine the specific plan for providing services to those students who are owed compensation.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question A-3

What special education and related services must be provided to students with IEPs during times of brief school closures when schools are not yet providing educational services to any students?

Answer A-3

When a school is closed due to a COVID-19 outbreak and is not yet providing any services to the general student population, the school is not required to provide IEP services.

Question A-4

If a student with a disability has needs that are too complex for the district to reasonably provide through remote instruction and the district is unable to conduct face-to-face instruction as a result of the threat to public health, what should the district do?

Answer A-4

Districts should provide the IEP services it feasibly can through remote instruction. Districts must make a good-faith effort to provide comparable, alternate IEP services. If the district is unable to provide these types of services through virtual learning or other alternative means available to the student, the ARC must determine the extent to which compensatory services, if any, will need to be provided once the district has resumed standard operations and face-to-face services can be provided.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question A-5

Can compensatory education be awarded past a student's 22nd birthday?

Answer A-5

Yes. The purpose of compensatory education is to place the student in a position he or she would have been, had there been no IDEA violation. If the student was between the ages of 3–21 when the denial of FAPE occurred, the student still is eligible for compensatory education as a remedy, even if the student is past the age of 21.

Question A-6

Can students who graduated during the COVID-19 outbreak be awarded compensatory education?

Answer A-6

Yes. Graduation does not automatically relieve the district of its obligation to remedy its past failure to provide FAPE. Compensatory education can assist a student in the broader educational purposes of the IDEA, including obtaining a job or living independently. However, compensatory education must be the type of educational and related services that are part of elementary and secondary school education offered by the district, not postsecondary education. ([Letter to Riffel](#), August 22, 2000)



...Continued KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20

Question A-7

Can an ARC award compensatory education services to students in preschool if they did not receive their IEP services during the NTI period?

Answer A-7

Yes. Compensatory education is available to all students with an IEP. Please refer to Answer A-1.

Question A-8

Are districts required to provide compensatory education if ARCs miss the deadline and do not determine a student's eligibility through an initial evaluation, reevaluation or a review of existing data during the NTI period?

Answer A-8

Compensatory education must be provided based on the date the evaluation should have been completed. Neither OSEP nor OSEEL has the authority to waive or extend any timeline requirements for initial evaluation or a three-year re-evaluation as stipulated under the IDEA. If the district is in the process of completing the initial evaluation during the NTI period, the district should diligently complete all the components of the evaluation that can safely be done. If an initial evaluation or a three-year re-evaluation of the student is needed, the district should document its good-faith efforts to complete the three-year reevaluation or initial evaluation within the required timelines as specified under the IDEA and Kentucky regulations ([707 KAR 1:300, Section 4](#)).

The requirement for completing a 3-year re-evaluation does not always necessitate conducting full evaluations. If the ARC determines it has enough current evaluative data and information to confirm the student's initial eligibility or continued eligibility as a student with a disability who needs special education and related services, and has enough information to write an appropriate IEP for the student, then the ARC could agree to make the student's eligibility determination based upon a review of existing assessment data and educational records.

If, due to COVID-19, the ARC is unable to make a determination of the student's eligibility and, as a result, is unable to appropriately develop, update or revise the student's IEP, the ARC may decide that the student has experienced a denial of FAPE.

...Continued KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20

Question A-9

Can an ARC award compensatory education services if there is an IEP implementation delay during a student's move from Part C to Part B?

Answer A-9

Yes. Districts shall implement IEPs for students transitioning to Part B as soon as possible, ideally leaving no discontinuity between the termination of Part C services and the commencement of Part B services. The inability to implement the IEP without a gap in services could lead to a failure to provide FAPE. However, U.S. Department of Education Secretary Betsy DeVos requested a waiver from Congress that would extend the evaluation timeline for children making the transition from federal special education services for infants and toddlers under Part C of the IDEA to Part B of the IDEA. At this time, Congress has not acted upon the request.

Question A-10

How do districts determine the amount of compensatory education awarded?

Answer A-10

There are two approaches to determining a compensatory education award. One method is a minute for minute approach. Another way to award compensatory education is a qualitative approach. In the qualitative approach, the analysis for determining whether a student needs compensatory education, and how much, may be determined by the effect of the loss of educational benefit the student experienced based on their unique situation. This may require the ARC to examine both the qualitative and quantitative benefits the student would have received had the student been offered FAPE.

There is no cookie-cutter approach to the analysis of data since each student's educational needs are specialized and his or her educational program is uniquely designed for the student. ARCs must determine which approach is most appropriate based on the individual circumstances of each student. ARCs should consider whether a student has made progress, and how much, while receiving NTI services as part of its individualized determination into the student's potential need for compensatory education.



...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question A-11

Should all students with IEPs receive compensatory education services once face-to-face instruction resumes?

Answer A-11

No. The ARC must make decisions on a case-by-case basis. Compensatory education only is provided when a denial of FAPE occurs and changing the location of special education and related services to remote instruction does not automatically equal a denial of FAPE.

Question A-12

When should the ARC meet to discuss compensatory education services?

Answer A-12

Information needed to make this determination may not be known until after the interruption in services has ended. Thus, the most appropriate time for the ARC to decide on compensatory education for the student would be when schools return to face-to-face instruction. Districts may consider prioritizing meetings based upon student needs and progress.

Question A-13

What if the district and the parent cannot agree on compensatory education decisions?

Answer A-13

If the district and parent are unable to agree on compensatory education decisions, the district should make the determination and provide the parent with prior written notice. The parent or the district may initiate dispute resolution procedures to resolve the disagreement.

See additional Q&A in Guidance

...Continued

KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20

Q&A: Extended School Year

Question B-1

Should an ARC add extended school year (ESY) services to every child's IEP to provide compensatory services when school resumes normal operations next school year?

Answer B-1

No. The purpose of ESY is not to provide compensatory education services.

Question B-2

How should schools address the provision of ESY services for students whose IEPs require ESY during the summer of 2020?

Answer B-2

ESY services must be provided in accordance with the student's IEP. ESY services are not automatically cancelled if scheduled summer school programs are cancelled. Districts should take diligent steps to implement ESY services as closely as possible to what is specified in the student's IEP during the summer break to the greatest extent possible. The inability to implement ESY services provided for in the IEP may be a denial of FAPE resulting in compensatory education.

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question B-3

Do districts need to provide all students with ESY Services due to the COVID-19 outbreak?

Answer B-3

No. Each student's ARC determines whether the individual student needs ESY services based on individualized data. The ARC must analyze the student's tendency to regress, prior regression, ability to recoup lost skills, and progress toward educational goals. If the ARC determines a student needs ESY, it must specify those services in the student's IEP.

Question B-4

What factors should the ARC consider when determining whether a student needs ESY service?

Answer B-4

The ARC, with parental involvement and input, makes the determination of ESY on an individual basis after a thorough review of the individual student's progress on goals and objectives. The ARC may consider several factors when determining whether a student requires ESY services. A common factor ARCs will consider when deciding a student's need for ESY is the amount of regression the student experienced over long breaks in instruction (e.g., summer break) and the length of time the student took to recoup skills after instruction has resumed. For further guidance, please consult the [IEP Guidance Document](#) (Page 64).

...Continued [KDE COVID Guidance Compensatory Education and Extended School Year Services 7-20-20](#)

Question B-5

For students with already identified ESY service needs, how will the NTI period related to COVID-19 impact the provision of these services?

Answer B-5

The need for ESY services is a student-specific determination and, as such, each student's ARC must determine whether a student qualifies for ESY services because of school closures related to COVID-19. If a student was determined to need ESY services prior to NTI due to COVID-19, then the district still is obligated to provide those services.

Question B-6

May a student receive both compensatory education and ESY during the same school year?

Answer B-6

Yes. The need for ESY and compensatory education services are independently determined by the student's ARC. If a student is eligible to receive one of the services, that does not preclude them from receiving the other.

See additional Q&A in Guidance

Resources

- ▶ Kentucky Department of Education (KDE) [Non-Regulatory Guidance Regarding the Implementation of the Non-Traditional Instruction Program \(NTI\) for Students with Individual Education Programs \(IEPs\) During Novel Coronavirus Pandemic](#) (Please review additional non-regulatory guidance previously provided by US ED's Office of Special Education Programs. [ED Non-Regulatory Guidance issued in 2018](#) & [Additional information](#)) (March 11, 2020)
- ▶ U.S. Department of Education: [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#) (March 12, 2020)
- ▶ U.S. Department of Education: [Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#) (March 16, 2020)
- ▶ U.S. Department of Education: [OCR Short Webinar on Online Education and Website Accessibility Webinar \(Length: 00:07:08\)](#) (March 16, 2020)
- ▶ Kentucky Department of Education: [KDE's OSEEL Letter to Parents of Students with IEPs During COVID-19](#) (Reference in the letter: [OSEP Letter to Pergament, December 2013](#)) (March 17, 2020)
- ▶ US Department of Education: [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) (March 21, 2020)
- ▶ KDE [COVID-19 Governors Emergency Education Relief Fund Guidance for LEAs May 11, 2020](#)
- ▶ KDE [COVID-19 Considerations for Reopening Schools \(KDE\) 5-15-20](#)
- ▶ [KDE COVID-19 Elementary and Secondary School Emergency Relief Fund Guidance for LEAs 5-18-20](#)
- ▶ KDE "[COVID-19 Considerations for Reopening Schools Supporting Student and Staff Wellness](#)" – addresses planning considerations for the social and emotional well-being of students and staff during the transition when schools reopen.
- ▶ [KDE COVID-19 Considerations for Reopening Schools Evaluating Students' Academic Readiness 6-1-20](#)
- ▶ [KDE COVID-19 Considerations for Reopening Schools Academic Re-entry, Stage One: Drafting an Adjusted Curriculum 6-1-20](#)
- ▶ KY Dept of Education: [KDE releases guidance on alternative learning strategies for reopening schools](#) Press Release 6/8/20 Document: [COVID-19 Considerations for Reopening Schools: Alternative Learning Design Strategies 6/8/20](#)
- ▶ KY Dept of Education: [KDE issues guidance on how to facilitate conversations about race-based stress and trauma](#) Press Release 6/3/20 Document: [KDE Guidance on How Districts Can Facilitate Conversations About Race-based Stress and Trauma 6/3/20](#)
- ▶ [KDE's Commissioner's Parent Advisory Committee provides insight on reopening schools](#) Press Release 6/12/20

.....Continued Resources

- **KY Dept of Education:** [KDE releases COVID-19 reopening guidance on assigning staff in instructional settings](#) 7/28/20
Press Release - Guidance Document: [KDE COVID-19 Considerations for Reopening Schools Flexibility for Assigning Staff in the COVID-19 Instructional Setting 7-24-20](#)
- **KY Dept of Education:** [KDE virtual town hall answers Kentucky teachers' questions about reopening](#) 7/23/20 Press Release - Teachers and staff submitted more than 250 questions in advance, and panelists answered as many as they could that concerned state-level decisions and policy. Questions they ran out of time for (and that are related to state-level decisions and policy) will be answered online on KDE's [COVID-19 FAQ Spreadsheet](#)
- **KY Dept of Education:** [KDE releases new COVID-19 reopening guidance documents on exceptional learners, compensatory education, daily participation for NTI](#) 7/20/20 Press Release
Guidance Documents:
 - [KDE Reopening Considerations for Exceptional Learners and Preschool Students 7-20-20](#)
 - [KDE Participation Guidance: Daily Participation and Non-Traditional Instruction 7-20-20](#)
 - [KDE 7-20-20 COVID Guidance Compensatory Education and Extended School Year Services](#)
- **KY Dept of Education:** [KDE releases guidance on gauging COVID-19 learning gaps](#) 7/13/20 Press Release
Guidance Document [KDE Academic Re-entry, Stage Two Meeting Learners' Academic Needs 7-13-20](#)
- **OSEP COVID-19 Questions & Answers:** *Implementation of IDEA Part B and Part C Procedural Safeguards* 6/30/20 OSEP Press Release **Guidance Documents:** [IDEA Part B Procedural Safeguards June 30, 2020](#) & [IDEA Part C Procedural Safeguards June 30, 2020](#)
- **OSEP COVID-19 Questions & Answers:** *Implementation of IDEA Parts B and C Dispute Resolution Procedures* 6/22/20 (Part B is 3-21 & Part C is Birth-3 years old): [OSEP COVID-19 Questions & Answers: Implementation of IDEA Parts B Dispute Resolution Procedures 6-22-20](#) & [OSEP COVID-19 Questions & Answers: Implementation of IDEA Parts C Dispute Resolution Procedures 6-22-20](#)

We will be scheduling update webinars on an as needed basis as new guidance & information become available related to our children/adults with disabilities, parents/families and professionals.

We also will have our KY-SPIN eNews that goes out on a regular basis to our listserv.



Questions??



Questions are the path to learning



(800) 525-7746

(502) 937-6894

spininc@kyspin.com

www.kyspin.com

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