



Identifying Your Child's Need for COVID-19 Impact / Compensatory Education Services

Prepare yourself to be an active member of your child's IEP/504 Team as it considers your child's need for COVID-19 Impact (compensatory education) services. The questions on this checklist are meant to help you reflect on your child's learning experiences and any learning losses/lack of progress since the pandemic began so you can address the matters with your child's Team.

Think about your child's learning experiences during the COVID-19 pandemic:

- Did your child's school experience times when it was officially closed? For how long?
- During the last year, how did your child attend school (in-person, remotely or through a hybrid program)?
- If your child used paper work packets, were all subjects addressed? Were the packets complete? Were they timely provided by your child's school?
- If your child used an online platform, was your child able to consistently access online work?
- How was support and feedback provided your child by his or her teachers? Did your child get enough support and feedback?
- Given your family's circumstances (ex. work responsibilities, etc.) were you able to support your child's learning as you felt your child needed?
- Was the work appropriate to your child's learning level and individualized as described in his or her IEP/504 Plan?
- Was your child able to complete the provided work? If not, why?
- What strengths did you see in your child during remote/hybrid learning that could be built upon in the future?
- What areas of concern did you see in your child during remote/hybrid learning that you would like to see addressed in the future?
- Did you have the communication you needed with your child's school to support your child?
- Because of the disruption caused by the pandemic and any related social isolation, many children experienced new or worsened emotional or behavioral challenges like anxiety, work refusal, or depression. Do you have any concerns for which you would like support for your child?

Review the goals in your child's 2019-2020 and 2020-2021 IEPs/504 Plans and the special education and

related services that were designed to support them.

- Were there any goals that were put aside or otherwise not addressed during remote/hybrid learning last spring?
- Were there any special education instructional services that were not provided or that were altered once your child started remote/hybrid learning?
- Are there goals where your child did not make needed progress or where learning opportunities were shortchanged?
- Do you see areas where your child has not maintained the skills he or she had before remote/hybrid learning started or where your child might have lost ground?
- Related services include things like physical, occupational and speech therapy services, behavioral supports, and counseling. Were related services provided as described in the Plans? If not, how were they provided?
- How was your child impacted by any changes in the delivery of the related services?

Questions? Contact ADAP to set up a telephone intake appointment with our special education specialist. ADAP provides free legal advocacy services to protect the civil rights of Alabamians, including your child's right to special education. Remember, special education is a right, not a favor!