



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

This checklist will help you prepare 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. These questions are meant to help you reflect on your child's learning experiences and any learning loss/lack of progress since the pandemic began so you can decide about your child's need for COVID-19 Impact (compensatory education) services.

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 (ex., 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?
- Did you have the communication you needed with your child's school to support your child? If there were problems, what impact did that have on your child's learning?
- Were there any special education services or supports (ex., small group reading/math instruction, assistive technology, etc.) in your child's plan that were not provided or that were altered once your child started remote/hybrid learning?
- Related services include things like physical, occupational and speech therapy services, behavioral supports, and counseling. Were related services provided as described in your child's plan? If not, how were they provided?

Review the goals and skills listed in your child's 2019-2020 and 2020-2021 IEPs/504 Plans.

- Were there any goals or skills that were put aside or otherwise not addressed during the last year? Goals and skills can be related to academic, functional, behavioral, vocational, or transition areas.
- Are there goals where your child did not make needed progress?
- 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 skills (regressed)?
- 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?

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!