

Guidance to Address Return to Learn for Students with IEPs

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Michigan Department of Education Office of Special Education



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Introduction:

The Michigan Department of Education (MDE) Office of Special Education (OSE) through the federal *Individuals with Disabilities Education Act* (IDEA) and the Michigan Administrative Rules for Special Education (MARSE), requires districts to provide special education and related services to students with individualized education program (IEPs), ages three to 26, despite the challenges posed during the COVID-19 pandemic and public health emergency.

Throughout these uncertain times, school districts and families are learning to meet multiple challenges together. The MDE OSE has created this document to establish special education priority topics for the 2020-2021 school year and to provide answers to a series of questions MDE has received in a uniform and consistent manner.

This document is not intended to provide legal advice. For legal advice, please consult with the attorney representing your district. MDE staff are not permitted to provide legal advice.

On June 30, 2020, Governor Whitmer issued [Executive Order \(EO\) 2020-142](#) that requires every school district and nonpublic school to develop and adopt a COVID-19 preparedness and response plan ("Preparedness Plan") informed by the Michigan Return to School Roadmap ("[Return to School Roadmap](#)") as well as the [MI Safe Start Plan](#). The following guidance is written in this context to support the return to school for students with IEPs ages three to 26 during the pandemic.

References in this guidance document pertaining to the proactive use of a contingency learning plan are for the purposes of supporting districts in meeting their obligation to provide a free appropriate public education (FAPE) for students with disabilities. As districts anticipate the appropriate mode of instruction based on numerous variables pertaining to the COVID-19 pandemic, developing a contingency learning plan in accordance with each student's IEP allows for the planning and meaningful participation required whether a district is providing in-person instruction or learning at a distance.

While IDEA and MARSE do not require the use of a contingency learning plan, MDE OSE strongly recommends districts' use of the contingency learning plan as a process to support districts and families in planning through the uncertainties as a result of the COVID-19 pandemic. The contingency learning plan is a process that



MDE OSE has designed based on the federal Office of Special Education Programs (OSEP) guidance to support each district in meeting their obligation to ensure a FAPE despite changes in the mode of instruction.

Special Education Priority Topics for Fall 2020

Priority Topic 1: Free Appropriate Public Education (FAPE)

Prior to the start of the school year or as soon as possible, ensure each student with an IEP has a current offer of a free appropriate public education (FAPE).

As the COVID-19 pandemic continues, districts must consider and protect the health and safety of all students and staff as they strive to afford students with IEPs the FAPE to which they are entitled through a variety of modes of instruction.

At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP (34 CFR § 300.323). The IEP must be in place to start the school year; must be based on the unique needs of the individual child with a disability; and must consist of a full offer of a FAPE based on what would be a full in-person instructional day in a brick-and-mortar school setting.

The fluid nature of the public health emergency will require districts to take steps proactively as soon as possible when the new school year begins. Districts will be challenged in making continuous decisions about modes of instruction, which may change suddenly, while taking into account the health and safety of students and staff.

When reviewing or developing the annual IEP, MDE OSE encourages IEP teams to be proactive and engage in collaborative conversations with families regarding the need for the development of a contingency learning plan, if one has not already been developed. Identifying the need for a contingency learning plan affords the student's IEP team an opportunity to reach agreement about what events would trigger implementation of the contingency learning plan when the district is unable to provide a full offer of a FAPE. The current IEP and the contingency learning plan, operating in tandem, will allow special education programs, services, and supports to be provided seamlessly as districts respond to students', families', communities', and state health status in light of the ongoing uncertainty caused by the COVID-19 pandemic.

Similar to a behavior intervention plan, a health plan, and an emergency intervention plan, MDE recommends that the contingency learning plan and the event(s) that may trigger the need for the implementation of the contingency

learning plan be referenced in the IEP. The actual contingency learning plan, however, will be developed in collaboration with parents and should exist separate from the IEP. Changes to the contingency learning plan can be made, as needed, without convening an IEP team meeting.

In most cases, where an IEP is current at the start of the school year, an IEP amendment may be completed, in collaboration and with agreement with the parent, to include a reference to the contingency learning plan and the triggering event(s) that may necessitate the implementation of the contingency learning plan.

In some cases, a new annual IEP will need to be completed prior to the start of the school year. In this case, the IEP team will need to identify events that may trigger the need for a contingency learning plan in the supplementary aids and services section of the IEP. Possible triggering events may include:

- the district is placed in a phase I, II or III either by a statewide executive order or community decision,
- the district chooses a remote mode of instruction during phase IV, V, or VI,
- the district chooses a hybrid model of instruction during phase IV, V, or VI,
- a parent chooses to keep the student home due to health and safety issues,
- a student illness has an illness due to COVID-19, or
- a household member is quarantined due to exposure to COVID-19.

Priority Topic 2: Develop a Contingency Learning Plan

Develop a contingency learning plan for each student with an IEP ages three to 26, to be implemented when full in-person instruction is not provided.

Each student's IEP must be current to start the school year and is the basis for discussion regarding the development of a contingency learning plan. Whether the school year begins fully virtual, hybrid, in-person, or in another format, each student with an IEP should have a contingency learning plan developed to be implemented when the full offer of a FAPE cannot be provided.

The current or most recent IEP for each student is the offer of a FAPE that was developed based on what would be a full in-person instructional day in a brick-and-mortar setting and the student's unique education and behavior-related needs. As members of the IEP team, parents must be provided meaningful participation and be fully informed of the special education programs, services, and supports available in the brick-and-mortar setting. A contingency learning plan should be



referenced in the IEP, and developed outside of the IEP, collaboratively with parents, and in accordance with the student's IEP.

When the annual review or IEP amendment has been completed and the parent has been provided with notice of the full offer of a FAPE that details the special education programs, services, and supports that the student is entitled to receive, relevant members of the IEP team, including the parents, develop the contingency learning plan. Changes to the contingency learning plan can be made, as needed, without convening an IEP team meeting but should include parent input.

As districts consider alternate strategies to address the unique needs of individual students, they are reminded of the free technical assistance and resources provided through [Alt+ Shift](#), an IDEA grant-funded initiative. To request technical assistance please go to [Alt+ Shift Technical Assistance](#).

Although IEP team conversations and considerations regarding the need for a contingency learning plan appear to be somewhat universal, the events that would trigger the implementation of the plan are individualized within the context of the COVID-19 pandemic. Additionally, the development of the contingency learning plan is also highly individualized and should be in accordance with each student's IEP.

Consistent with the MI Safe Start Plan, the Return to School Roadmap, and Executive Order 2020-142, please note the following:

- When the state or region moves into phase I, II, III and districts are unable to provide in-person instruction, contingency learning plans are critically important for students with IEPs.
- When the state or region moves into phase IV, V, VI, districts are permitted to choose their mode of instruction. Therefore, when a district elects a mode of instruction other than in-person instruction, contingency learning plans should be developed to support a fluid approach when moving between modes of instruction and supporting the seamless transition for students with IEPs and their families.
- Federal IDEA requires that districts provide FAPE to students with disabilities. A district choosing to provide 100% remote instruction during Phases IV-VI may be able to provide FAPE remotely, depending on the nature of the services required under the child's IEP. If a district is unable to provide FAPE via remote instruction, the district may have to provide certain services in person. Whether the district can provide FAPE remotely depends on the unique situation of each student and must be determined on an individual basis.

Priority Topic 3: Consider a Need for Parent Counseling and Training

Consider a need for parent counseling and training as a related service to assist parents in acquiring the skills necessary to support the implementation of their child's IEPs.

34 CFR § 300.34 of the IDEA states that related services include parent counseling and training. The purpose of parent counseling and training is to assist parents in acquiring skills to support the implementation of children's IEPs. In some cases, this may involve helping the parent to gain skills needed to support IEP goals and objectives at home. This purpose can be accomplished by:

- assisting parents in understanding the educational needs of their child,
- providing parents with information about child development,
- providing support and basic information about a child's initial placement in special education, and
- providing parents with contact information about parent support groups, financial assistance resources, and other potential sources of information or support outside the school system.

Parent counseling and training are intended to benefit children by helping them to make greater gains toward meeting their IEP goals and objectives to strengthen important learning supports provided both at school and at home.

For districts utilizing fully virtual learning or technology-enabled instruction at a distance, parent training may include individual technology training for a parent or parents in order for their child to have access to virtual instruction, or in order for a parent or parents to participate in IEP-related meetings.

For districts utilizing non-technology-enabled instruction at a distance, parent training may include, but is not limited to, providing training to support physical prompting, cuing, hand-over-hand assistance, or implementation of a specific curriculum in order for the student to make progress on IEP goals or the general curriculum. Additional considerations may include providing training on a piece of assistive technology that the student requires, in order to access instruction.

Districts are encouraged to talk with families to identify barriers to participation in their child's education, as well as to identify barriers to their child's ability to make progress on IEP goals and have access to, and make progress in, the general curriculum.

Districts are reminded of [Michigan Alliance for Families](#), an IDEA grant-funded initiative, which provides free information, support, and education for families of



children, birth to 26 years old, who receive or may be eligible to receive special education services.

Priority Topic 4: Informal Assessments for Each Student with an IEP

Complete informal assessments for each student with an IEP to determine the current instructional level of all identified areas of need, which may include new or emerging needs.

Districts should prepare to support general education and special education teachers and providers as they work to conduct formal and informal assessments to determine current instructional levels for all students, including students with IEPs.

IEP Teams should consider information and data collected prior to and during the interruption of instruction, including observations and information provided by parents, and ongoing data specific to the goals outlined in the IEP. This may include selecting both formal and informal tools that can be used more frequently and are more sensitive to small changes over shorter periods of time.

Priority Topic 5: Review Actual Impact of the COVID-19 Pandemic

Review actual impact of the COVID-19 pandemic and determine whether by December 2020 whether recovery services may be warranted.

Information and data collected from a variety of sources will guide the IEP team in determining whether recovery services may be warranted for each individual student with an IEP. When recovery services are determined to be warranted, the agreed-upon services should be included as a supplement to the offer of a FAPE through a revision amendment. Important information to collect and consider when determining whether recovery services are warranted may include the following:

- The amount of instruction and special education services provided to the student during the interruption of instruction, from the governor's prior executive orders prohibiting in-person delivery of instruction, and information from any data collection or tracking of student progress during this time. (This may also involve collecting information for pre-school-age children.)
- Information and observations from parents and other family members about the student's ability to access learning-from-a-distance options and special education services during the interruption of instruction, and the level of student engagement. (Districts may consider using an optional tracking sheet for parents to document this information.)
- The student's level of academic achievement and functional performance, including levels of performance on all IEP goals prior to the interruption of

instruction, as compared to the student's current level of performance. (Information from sources such as progress reports, informal and formal assessments, and observations from teachers, parents, and related services providers may be used to collect this information.)

- The student's progress in the general education curriculum in comparison to age/grade level peers. The general education teacher's input will be important as this teacher will have observations and data for all students. The general education teacher will also have information about activities provided to all students to address the impact of the interruption of instruction, and the district's equitable multi-tiered system of supports.
- The student's prior need for and extent of ESY services, and information about the student's previous ability to recoup skills and make progress in the general curriculum after breaks in instruction, such as during summer breaks in instruction.

For additional information regarding recovery services, please review "[Guidance to Address Foregone Learning for Students with IEPs During the COVID-19 Pandemic](#)", issued July 10, 2020.

Priority Topic 6: Prioritize Recovery Services

Prioritize recovery services for those students who received little or no special education services, or those who have newly identified areas of need, since March 2020.

When prioritizing recovery services determinations, districts should first consider students who:

- did not receive special education services,
- were unable to access special education services during learning from a distance, or
- have newly identified needs that may warrant recovery services for a successful return to school.

Districts electing to utilize recovery services as part of the IEP process should note that when a district is implementing contingency learning plans due to a change in the mode of instruction, it may be necessary to clarify in the contingency learning plan that some recovery services warranted may need to be suspended until districts are able to provide in-person instruction.

Recovery services may be provided during the school day and should be considered on a continuum from least restrictive to most restrictive to ensure that the student continues to receive a FAPE in their least restrictive environment.

Considerations of recovery services as a supplement to a FAPE may include:

- assistive technology, social/emotional or behavioral supports and other supplementary aids and services provided to support a student's return to making progress,
- additional consultation services for students with IEPs to support the general education and/or special education teacher or parent,
- push-in services and supports, or
- recovery services during a break in instruction when a student is not otherwise eligible for extended school year services.

Further Considerations

At the time of the issuance of this guidance, there have been no approved federal waivers to the requirements of the IDEA. Districts are expected to meet all requirements, including timelines, set forth in IDEA and MARSE. The MDE OSE will continue to identify noncompliance, as appropriate, and will determine the necessary corrective action in accordance with the requirements of IDEA.

a. IEP Team Meetings:

In-person meetings are permissible under phases IV, V, or VI. During any in-person meeting, all Return to School Roadmap and public health requirements must be met, including but not limited to wearing appropriate personal protective equipment (PPE), requiring social distancing be observed, as much as possible, complying with capacity limits, and symptom screening.

Parents and additional participants should continue to be afforded the opportunity for meaningful participation via alternative means, which may include participating in an IEP team meeting virtually or by telephone.

Districts are reminded to consider staffing needs to address annual IEP reviews, which may include reviewing a number of IEPs that districts may have been unable to conduct and were not completed due to the COVID-19 pandemic or will be due soon after the school year begins.

b. Secondary Transition:

When districts are not able to provide in-person instruction, the IEP team should consider the individually identified student transition-related needs and any alternative strategies that could be implemented in a remote setting to address the transition-related needs. These alternate strategies, including frequency and duration, should be written as part of the contingency learning plan.



IEP teams are reminded to consider potential changes to transition needs that may have occurred as a result of the COVID-19 pandemic and update transition plans as appropriate.

The MDE OSE recommends that districts consult with their local health departments when resuming off-campus transition services.

For more information regarding distance learning options for students with IEPs ages 16 to 26, please visit the [MDE COVID-19 CTE Resources](#).

c. Behavior:

Students may have experienced some form of trauma or adverse experience during the period of school closures as a result of the COVID-19 pandemic. As such, districts will need to be cognizant of changes in behavior, including socialization and engagement, and consider the increased need for positive behavior intervention supports (PBIS) when the 2020-2021 school year begins. Effective implementation of PBIS can reduce the need for disciplinary removals.

The IDEA requires the consideration of the use of positive behavioral interventions and supports, and other strategies, to address the behavior when a student's behavior impedes the student's learning or that of others. (34 CFR § 300.324(a)(2)(i)). When a student with an IEP displays persistent and significant behaviors, whether new or existing, the student may require behavior supports or a behavior intervention plan (BIP). The purpose of a BIP is to maximize learning opportunities, increase engagement, and/or improve socialization. The BIP must be referenced in the IEP, as it is a required component of the district's offer of a FAPE.

Strengthening Tier 1 PBIS requires educators to (1) adapt to the changing social and educational landscape, (2) define and teach the new behaviors that students and staff will be required to use to engage in school instruction, and (3) systematically plan for teaching and sustaining those skills. While some students will require targeted and intensive supports, it is essential that each school establishes and strengthens its core foundational framework.

IEP teams should not assume a student's behavior or the function of the behavior is the same as prior to school building closures. Therefore, upon return to school, IEP teams may need to review individual behavior intervention plans and modify as necessary to address current behavior needs. Further, IEP teams may need to consider conducting a new functional behavior assessment (FBA) for behavior that is different from previous behaviors.

Whether students receive school instruction in person or at a distance, educators must create positive, predictable, safe, and culturally responsive environments.



For more information regarding the effective implementation of PBIS, please visit the [MiMTSS Technical Assistance Center COVID-19 Resources](#) webpage.

Frequently Asked Questions

1. How should districts prepare for the return of students with disabilities who may be medically fragile or immuno-compromised to in-person instruction?

Student health and safety must be the primary considerations when determining how to meet the needs of students with disabilities who may be medically fragile or immuno-compromised upon return to in-person instruction. School and district staff should review the list of the federal Centers for Disease Control and Prevention of those at higher risk of severe illness when exposed to the coronavirus. They should also consult with local health department officials.

Districts are encouraged to convene an IEP team meeting to review the student's health care plan and determine any potentially adverse health or safety risks that may result from exposure to COVID-19 as in-person instruction resumes.

2. If a student's resident district is providing instruction at a distance but the student is placed in a center-based program in another district that is providing in-person instruction, must the resident district continue to provide transportation?

Yes. When the center program where the student is placed is providing in-person instruction, the resident district has the obligation to continue to provide transportation, unless there is an agreement that states otherwise.

3. If a student's resident district is providing instruction at a distance but the student is placed in a center-based program in another district that is providing in-person instruction, in which mode of instruction does the student participate?

Students should participate in the mode of instruction determined by the center-based program that they attend. IEP teams should reference the contingency learning plan and events that may trigger the need to implement the contingency learning plan when the full offer of FAPE cannot be provided.

4. May districts provide in-person homebound instruction?

Districts are unable to provide in-person homebound instruction when in phases I, II, or III.



When operating under Phase IV, V, or VI, each district is encouraged to follow the recommendations of their local public health department with regard to appropriate health and safety provisions while implementing an IEP within the requirements of the IDEA.

5. When do the waivers for 340.1754 and 340.1755 expire?

Governor Gretchen Whitmer’s Executive Order 2020-142 included a statement that any waiver issued by the state superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the state superintendent.

R 340.1754 and R 340.1755 of the MARSE were waived by the state superintendent, under the [memo dated May 27, 2020](#), in an effort to support districts in meeting the requirements of Executive Order 2020-65, which now remain in effect through September 30, 2020, a function of Executive Order 2020-142.

6. What is a district’s obligation with respect to having an IEP in effect for a child transitioning from Part C to Part B no later than the child’s third birthday?

34 CFR §§ 300.101(b) and 300.124(b) require an IEP to be developed and implemented by the third birthday of a child participating in Part C programs and who will participate in Part B preschool programs. There is no exception to this requirement. An IEP must be developed and implemented by the child’s third birthday.

To accomplish this requirement, teams may conduct IEP team meetings virtually via telephone or video conference, but are reminded of the IDEA requirement to establish a mutually agreeable time and place. Therefore, when a parent is not able or is unwilling to participate virtually, the IEP team may need to delay the meeting until an in-person meeting can be held. The MDE OSE recommends a contingency learning plan be developed to support the child’s unique education and behavior-related needs until such time an IEP team meeting is able to be held. Additional considerations should be made regarding whether, and to what extent, recovery services may be appropriate to offer in the interim.

7. May IDEA Part B funds be used to purchase remote learning devices/technology for a child with a disability?

Yes. When a district purchases specific technology for all students, purchases for students with IEPs should be included. IDEA Part B funds are to be used for the excess costs of special education. Additional technology to address a student’s

disability-related needs is allowable. Any equipment that costs \$5,000 or greater is considered a capital outlay and must receive prior approval from MDE OSE.

Any equipment, including computing devices that cost less than the \$5,000 threshold for equipment, is considered “supplies” and does not require prior approval. These supplies, including but not limited to computing devices and hotspots purchased with federal funds, must be documented and tracked to safeguard these assets. During the COVID-19 pandemic, it is anticipated that there will be increased purchasing and distribution of technology with enhanced or different procedures for documenting what items of technology have been purchased and where those items have been distributed.

8. How should districts proceed with evaluations when the school year starts?

Prior to the start of the 2020-2021 school year, districts should consider the following:

- evaluations that were delayed or did not occur due to the COVID-19 pandemic in the spring of the 2019-2020 school year,
- evaluations that may be requested as the result of school closures, district plans for learning at a distance, or events otherwise related to COVID-19, and
- evaluations necessary for students whose three-year re-evaluation is due.

District administrators should familiarize themselves with the number of evaluations in the district that were delayed or could not occur due to the governor’s executive orders prohibiting in-person instruction last spring. If proactive measures are not taken there may be scheduling challenges in completing those evaluations, while also continuing to meet ongoing child find obligations, within a short period of time after the school year begins.

Districts and ISDs may need to be creative in addressing personnel shortages and may consider creating a cooperative agreement, sharing of personnel, or other contracting of work to complete evaluations and child find activities within the required timeline.

As per recently passed legislation, House Bill 5913 amends MCL 388.1606 and defines “pupils engaged in pandemic learning for fall 2020.” According to this legislation, districts must develop an extended COVID-19 learning plan and provide instruction in accordance with that plan. In-person, virtual, or hybrid, instruction provided in accordance with this plan is considered a school day. School personnel



are responsible for meeting the evaluation timelines in the IDEA and the MARSE regarding specific school day requirements.

Note: For the purpose of evaluations, the IEP team must not use the lack of appropriate instruction due to the COVID-19 pandemic as a sole factor in determining eligibility. Rather, IEP teams must consider the entirety of school instruction. 34 CFR § 300.306(b)

a. In-person instruction:

Districts should follow recommended guidelines of the Return to School Roadmap, Centers for Disease Control and Prevention, and/or local health departments, as well as any further executive orders or legislation, when considering whether to resume in-person instruction, including conducting evaluations and observations of students.

b. Fully virtual, technology-enabled, or non-technology-enabled learning from a distance:

Ensure the meaningful participation of parents in the evaluation process via teleconferencing or other virtual methods. Meaningful participation may need to include parent training on the technology being used. Districts may need to be aware of parent reluctance to use virtual meetings that can be perceived as an invasive view of the home environment.

9. What should a district do when it cannot meet the 30 school day timeline for initial special education evaluations due to the COVID-19 pandemic?

MARSE requires a district to complete an initial evaluation within 30 school days of the date that a district receives written parental consent for evaluation of the child.

Exceptions to this requirement are specified in 34 CFR §300.301(d) and (e):

(d)(1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under § 300.8.

(e) The exception in paragraph (d)(2) of this section applies only when the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

When a district determines that it will not be able to meet the 30 school day timeline for an individual student, the district should ask the parent to agree to an extension of time (R 340.1721b(1)). This request for agreement to extend the evaluation timeline must be obtained on an individualized basis. The agreement must be in writing and include a specific extension of time measured in school days.

10. What is the district's obligation to a child not yet eligible where there is a delay in the ability to complete assessments as part of an initial evaluation?

When initial eligibility cannot be determined due to a district's lack of ability to conduct in-person assessment and observations, the district is encouraged to have an IEP team develop a contingency learning plan for the child who is not yet eligible. The contingency learning plan should be based on the suspected disability and the needs that resulted in the request for an evaluation. Through the contingency learning plan, an IEP team should describe the special education and related services as the offer of a FAPE during remote instruction, in accordance with the student's IEP, until the district resumes in-person instruction and the necessary evaluations can be completed.

If the IEP team, through the Review of Existing Evaluation Data (REED), determines a need for additional evaluation and identifies that an evaluation plan will not require in-person assessments or observations, the re-evaluation can be completed during the period of learning at a distance as long as a student's parent provides consent.

If the IEP team, through the REED, determines a need for additional evaluation and identifies an evaluation plan requires in-person assessment or observation that cannot occur during the period of learning at a distance, the evaluation would need to be delayed.

Where a change in eligibility cannot be determined due to the need for face-to-face assessment and observations, a district should continue to support the student's unique educational needs until the district resumes in-person instruction and the necessary evaluations can be completed. This may include, but not be limited to, a child who is eligible under R 340.1711 early childhood developmental delay and who has turned eight years old.

In any situation where an evaluation needs to be delayed, a contingency learning plan may be developed to provide support for the student in the interim and may include coaching to parents on the use of effective strategies.

Compensatory Education:

Pursuant to Executive Order 2020-142, Part 4.d., “districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.” Compensatory education determinations must be based on applicable IDEA and state law and guidance.

Under IDEA, compensatory education is a legal remedy awarded to a student with a disability because of a district error or neglect that resulted in a denial of a FAPE and a loss of educational benefit. “Compensatory awards should aim to place disabled children in the same position they would have occupied but for the school district’s violations of IDEA.” *Board of Education v. L.M.* 478 F.3d 307, 317 (6th Cir. 2007)

Health and Safety Protocols:

The Michigan Department of Health and Human Services and the Michigan Department of Education jointly employ a state school nurse consultant. This consultant is a member of the [Michigan Association of School Nurses \(MASN\)](#) and the [National Association of State School Nurse Consultants \(NASSNC\)](#).

These associations are developing guidance pertaining to the appropriate health and safety protocols regarding COVID-19, including the use of personal protective equipment in an educational setting. MASN has developed specific special education consideration documents that include links to best practice resources.

Kennedy Krieger Institute [COVID-19 Planning Considerations Students with Special Health Needs](#)

Michigan Association of School Nurses [Considerations for Staff Assisting Students with Special Healthcare Needs](#)

Feedback:

If you have additional questions or topics related to COVID-19 that you would like to see addressed in future guidance by the Office of Special Education, complete the MDE Office of Special Education [feedback form](#).