

TEMPLATE LETTER REQUESTING IEP MEETING TO DISCUSS COMPENSATORY EDUCATION FOLLOWING CORONAVIRUS SCHOOL CLOSURE

[Parent Name/Contact Information]

[Date]

_____, Director of Special Education
[School District or Charter School]

Re: [Student's Name and School]

Dear _____:

I am writing to request that an IEP meeting be scheduled as soon as possible for my child, [Name of Student], to discuss the provision of compensatory education following the extended closure of [Name of School] during the COVID-19 crisis. Per A.A.C. R7-2-401(G)(7), a school must hold an IEP meeting within 45 school days of receiving a parent's meeting request. In the best interest of [Name of Student], I ask that this meeting be scheduled for as soon as possible. I am happy to participate in a remote or telephonic IEP meeting if it can be scheduled to take place before school resumes.

According to guidance from the Arizona Department of Education,¹ to the extent possible, students should be provided with the special education services outlined in their IEP during school closures. Where it is not safe or feasible to deliver instruction to a student and provide a free appropriate public education (FAPE) during a school closure, then the team should consider compensatory education once school resumes.

[Insert information about the specific services that were not provided and if alternative special education or related services were provided, how services fell short of satisfying the IEP requirements. For example:

- “Although my child was provided a packet of school work to do during the school closure, that packet was not tailored to my child's individual needs or IEP goals.

¹ <https://cms.azed.gov/home/GetDocumentFile?id=5e7aa37803e2b3080c564f89>

Therefore, although my child completed the packet for additional practice, the work packet does not constitute specially designed instruction, and my child was not provided FAPE during the school closure”; or

- “The school helped us set up a Zoom account so that my child could engage in remote speech therapy and work on the speech and language goals outlined in his IEP. However, my child was not able to receive the occupational therapy laid out in his IEP during school closure, because his therapy involves hand-over-hand instruction that could not be provided remotely. Therefore, I would like to discuss a plan for my child to receive compensatory services for the occupational therapy he missed during the school closure”; or
- “Although the school set up a Google Classroom account so that my child could interact with his teachers and therapists during the school closure, my child has disability-related behavior challenges and refused to engage in these services without support from a paraprofessional, as his IEP requires. Because a paraprofessional could not safely work with my child during the school closure, no paraprofessional came to our home, and my child did not engage in instruction. Therefore, my child has not received FAPE and I would like to discuss a plan to provide him with compensatory services”]

Without this special education and services, my child regressed. [Insert information about how your child has regressed during school closure, especially as it relates to his/her IEP goals, as evidence for why compensatory education is needed. For example:

- “According to my child’s most recent IEP progress report, on February 25, 2020, she was able to read a grade level text at 90 words per minute with 75% accuracy. After the extended school closure, she returned to school and was able to read only 70 words per minute with 50% accuracy. I’d like to discuss addressing this regression through the provision of compensatory services”; or
- “Before the school closure, my child’s daily behavior chart showed that her aggressive outbursts had reduced to only 1 or 2 per day. During school closure, my child has had 5 or 6 aggressive outbursts per day. I’d like to discuss addressing his regression through the provision of compensatory services”; or

- “In order to determine the type and amount of compensatory services necessary to provide my child with FAPE, I would like the school to locate the most recent measurements of my child’s progress toward her IEP goals from before the school closed, and to take new measurements of her progress toward those IEP goals following the extended school closure. Those two data points can then be used to determine how much my child has regressed during the school closure and what compensatory services she needs.”]

Please let me know the soonest date and time an IEP meeting can be scheduled, so I can confirm that I am able to attend. If you have any questions, the best way to reach me is [by phone and/or e-mail, provide specific number and/or address]. Thank you.

Sincerely,

Parent