



Harford County Public Schools

System Process to Address the Need for Compensatory Education/Recovery Services due to a Loss of FAPE

September 27, 2022

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Madelyne Mentzer, Parent



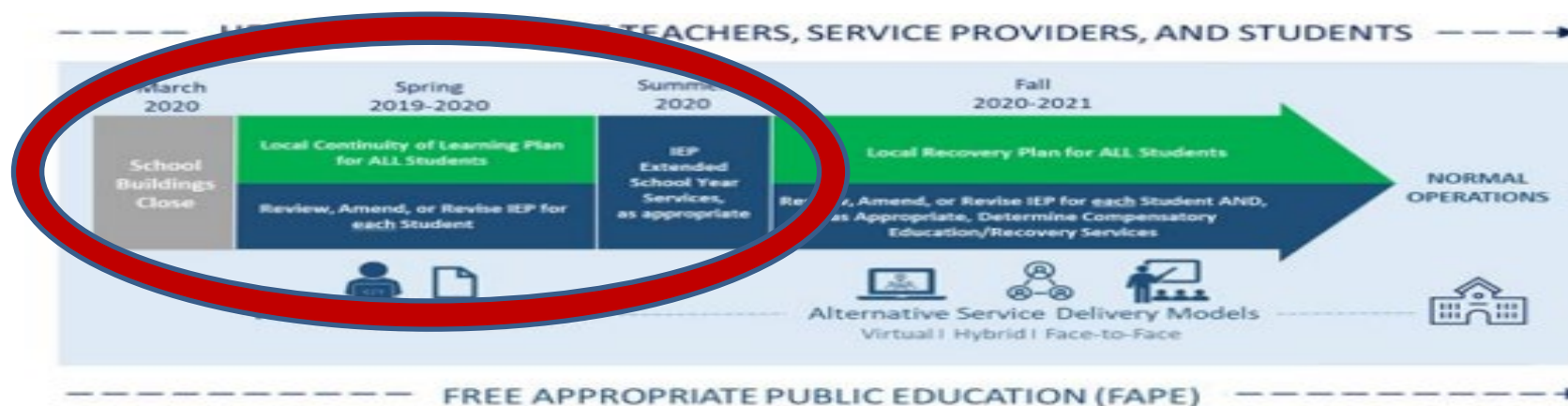
Number of Students with IEP's Enrolled during the Pandemic = 4707	% who had a Compensatory Education/Recovery Services Eligibility Meeting	Total # of Students Who were Determined Eligible for Compensatory Education/Recovery Services
September 1, 2021	9%	112
December 1, 2021	31%	550
March 1, 2022	58%	567
June 1, 2022	98%	691
September 1, 2022	99%	703



Assessment/Evaluation for Initial and Continued Eligibility

March 2020-August 2020

- ✓ **Tele-Evaluation and Face-to-Face Testing Work Groups**
- ✓ **Protocols for virtual assessment and screenings**
- ✓ **Safety protocols for face-to-face assessment**
- ✓ **Communication with parents of students with pending evaluations**
- ✓ **Distributed test kits to all HCPS evaluators**
- ✓ **Face-to-face assessment resumed August 2020**





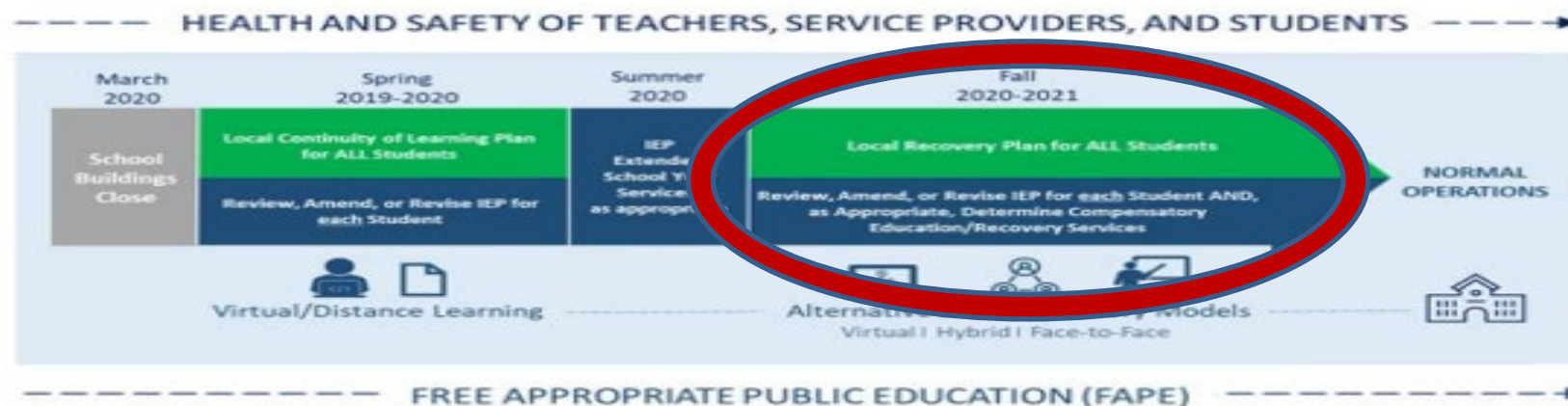
Communicate Expectations for Determining Eligibility for Compensatory Education/Recovery Services

August 2020

- ✓ Expectations outlined at school opening professional development sessions
- ✓ Live Town Hall Event for parents and community members
- ✓ Partnership with SECAC

September 2020-December 2020

- ✓ Stakeholder Work Groups
- ✓ Analyzed guidance provided by MSDE to develop HCPS Process Plan
- ✓ Designed professional development for all IEP team members





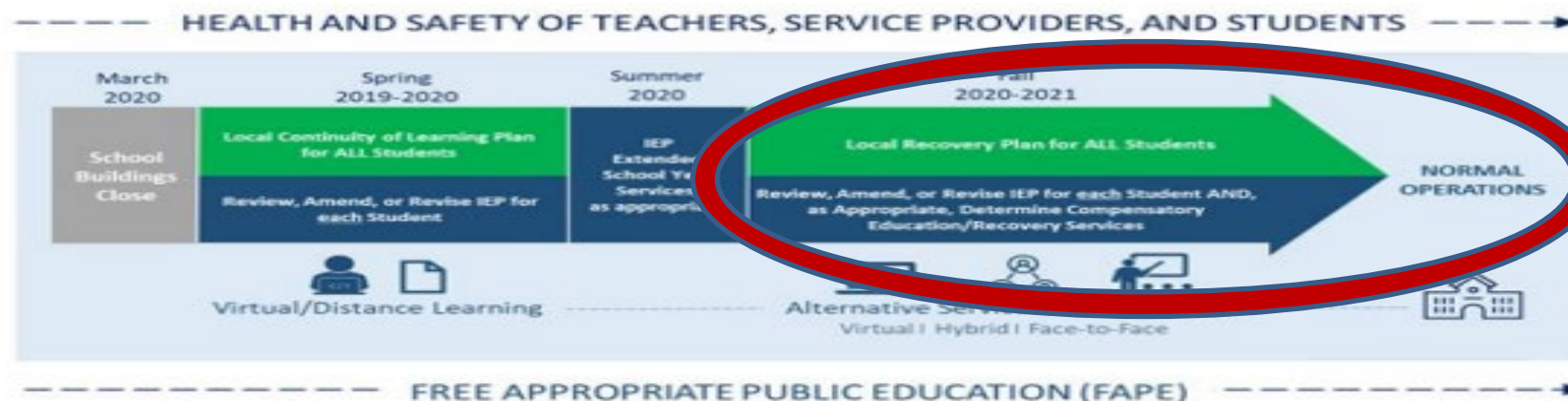
Communicate Expectations for Determining Eligibility for Compensatory Education/Recovery Services

January 2021 – March 2021

- ✓ Developed the *IEP Team Decision Making for Recovery Tool*
- ✓ Delivered synchronous professional development focused on building capacity of IEP teams to analyze data and to develop plans for compensatory education/recovery services.

March 2021 – June 2021

- ✓ Prioritized IEP meetings for students with the greatest need.





Implementation at the Building Level
Magnolia Middle School, Joppatowne, MD

- ✓ **Engaged families in the process of determining student needs as a result of the pandemic.**
- ✓ **Established systems to support the delivery of compensatory education/recovery services.**
- ✓ **Utilized a variety of resources to support data-driven decisions made by IEP teams.**



Madelyne Mentzer, Parent

- Feelings about the testing process and safety protocols.**
- How the compensatory education process benefitted Lacey.**
- Overall impressions about her partnership with the IEP team at Magnolia Middle School.**

