



Summary of COVID-19 Recovery Services

AN OVERVIEW FOR GRANT WOOD AEA DISTRICTS AND FAMILIES



WHAT ARE COVID-19 RECOVERY SERVICES?

COVID-19 Recovery Services are services provided in addition to those services and supports identified in an eligible individual's IEP or IFSP. These services are designed to address skills and content that were not taught, and minimize the compounding effects of those skills not being taught due to closures related to COVID-19. The provision of COVID-19 Recovery Services is not an admission or concession that a public agency violated the IDEA: COVID-19 Recovery Services are specifically intended to help students recoup lost skills or regain progress that may have been lost due to the pandemic.

WHEN WOULD COVID-19 RECOVERY SERVICES BE AN APPROPRIATE CONSIDERATION?

IEP teams, which include the family, may consider the need for COVID-19 Recovery Services at any time and up to one year following the end of the COVID-19 pandemic. Parents may request an IEP meeting to consider COVID-19 Recovery Services at any time.

It is likely that the amount and type of COVID-19 Recovery Services needed will not be known immediately upon the student's return to school. It may be necessary to see how the individual student responds to instruction and support before a clear need for COVID-19 Recovery Services can be identified. Students considered for COVID-19 Recovery Services may display consistent and persistent regression, due to the pandemic, that is not able to be remediated through typical means offered by the school system and evidenced by data gathered from before the pandemic began to current performance.

EXAMPLE:

- A student in October of 2019 was reading at a fluency rate of 96 wpm.
- Schools closed in March due to the pandemic and the student returns hybrid August of 2020. Throughout the 2020-2021 school year the student was not able to regain that skill, and data showed the student was averaging 68 wpm.
- The student then participated in summer school and ESY Summer of 2021 and averaged a score of 82 wpm, but was still demonstrating a need for individualized instruction in decoding and fluency.

At this point, after considering the persistent regression that has occurred and the current support offered to the student, the student's IEP team determined the student eligible for COVID-19 Recovery Services in the area of reading.

ALTERNATIVELY:

If the IEP team reviewed the data and the student did not demonstrate a gap in learning attributable to the pandemic, COVID-19 Recovery Services would not be available.

WHO CAN MAKE A REFERRAL?

Parents and members of a student's IEP team may request an IEP meeting to consider COVID-19 Recovery Services at any time. This is the first step in requesting a referral for COVID-19 Recovery Services.

WHEN COULD THE CONVERSATION OCCUR?

Conversation surrounding COVID-19 Recovery Services can occur via an IEP amendment with an IEP meeting, or at a regularly scheduled annual IEP team meeting.

WHAT INFORMATION SHOULD BE PREPARED FOR THIS DISCUSSION?

Questions to Consider

Additional questions (beyond those in the [Consideration for Recovery Services](#) flow chart) for the IEP team to consider that **could** impact the extent of recovery services provided include:

- When SDI sessions were offered during closure, online learning and or hybrid, did the student regularly attend?
- Was there a need for the typical SDI minutes outlined in the IEP to be diminished or increased per the plan documented on the additional information page?
- Did materials and strategies typically provided for SDI have to be adjusted in order to meet the needs outlined in the IEP (example: SDI being provided via an online program to accommodate the student's schedule)?
- Was progress monitoring for the goal area not a priority during remote learning in the 2020-2021 school year? Does the IEP team need to collect additional data prior to making a decision for recovery services?

Questions to Consider Data to consider might include, but is not limited to:

- Progress monitoring data
- Grades
- Progress reports
- Classwork
- Informal/formal evaluation
- Teacher/provider observation
- Parent feedback
- Comparison to progress of all students

How do we document when/if COVID-19 Recovery Services are decided by the IEP team?

Required documentation includes:

- Meeting notice for IEP team members
- IEP teams will document the information on an Additional Information (Page I). Please note that teams will need to ensure it is a different page than the one identifying supports and services to be provided in hybrid and virtual platforms.
- Parents must be provided with a Prior Written Notice (PWN).



QUESTION PROMPTS AND CONSIDERATIONS

After reviewing the student's data, the IEP team will make a decision about providing COVID-19 Recovery Services. If services are determined, IEP team's must document responses to the following questions and considerations on the Additional Information (Page I) to help ensure COVID-19 Recovery Services are meeting a student's specific needs:

- **Is the student eligible for COVID-19 Recovery Services? Please outline the data to support the team's conclusion.**
- **What are the goal area(s) for COVID-19 Recovery Services?**
- **What will instruction delivery look like during COVID-19 Recovery Services?**
- **How will data be collected during this time? Where will it be documented?**
- **What is the timeline the IEP team has deemed appropriate for Recovery Services?**

Note: the acceleration of growth does not determine the length of time that recovery services will be implemented. IEP teams will need to describe the designated schedule.

For example: IEP teams are given latitude to state the criteria for completion of recovery services:

Time bound: # of sessions provided (e.g. - nine, 30 minute sessions per goal area to be completed within 6 weeks.)

OR progress of student on IEP goals (e.g. 120 CWPM with 80% accuracy)

OR growth criteria in a goal area decided upon by a team.

For further support please contact your Regional Administrator.

