

# Recovery Services Decision Tree: COVID-19

During the COVID-19 pandemic, districts in Idaho continued to provide educational services to students based on the *Idaho Back to School Framework*. Depending on the level of community spread and local school board decisions, these opportunities may have included traditional or comprehensive online school, hybrid learning options, or fully remote learning. For students with disabilities, an offer of FAPE was made through the IEP or 504 addressing each contingency in an *Individualized Distance Learning Plan (IDL)*. IEP teams should consider how each student was impacted during implementation of IDLPs, specifically the reduction and adjustment of educational services provided, and then make individualized decisions about the student's current needs.

**First, teams should review documentation regarding educational opportunities provided and answer these questions:**

What educational opportunities were provided to general education students in the student's class or at the student's grade level (similarly situated students)?



What services/supports did the IEP team agree on during implementation of the IDLP?

Was the student able to access and participate in both general education and special education opportunities as agreed upon by the IEP team?

OVER

### Option 1:

**Yes.** The student was able to access and participate in educational opportunities as agreed upon by the IEP team. The team will proceed with the typical IEP process.

Does the student require changes or additions to the IEP based on his or her current and individual circumstances?

**Yes.** Amend the IEP as agreed upon by the IEP team. Provide *Written Notice* to parent.

**No.** Provide *Written Notice* to parent and implement the IEP as written.

### Option 2:

**No.** Despite efforts on the part of team members to provide services as agreed upon by the IEP team, the student's circumstances and/or disability prevented access to the opportunities made available.

Does the student require changes or additions to the IEP based on his or her current and individual circumstances in order to recover services "lost" during the COVID-19 pandemic?

**Yes.** Consider Recovery Services. The team should determine what services will be provided, when, by whom, and for how long. Amend the IEP\* as agreed upon by the team. Provide *Written Notice* to parent.

**NO.** Recovery Services are not required for this student. Implement IEP as written or amend the IEP as needed. Provide *Written Notice* to parent.

\*For guidance on how to document Recovery Services within the IEP, see the *Recovery Services* form.

What educational opportunities were provided to general education students in the student's class or at the student's grade level (similarly situated students)?



What services/supports did the IEP team agree on during the implementation of the IDLP

Was the student able to access and participate in both general education and special education opportunities as agreed upon by the IEP team?

OVER

### Option 3:

**No.** Parent declined or refused educational opportunities during the implementation of IDLP.

Does the student require changes or additions to the IEP based on his or her current and individual circumstances?

**Yes.** Amend the IEP as needed to meet the needs of the student. Provide *Written Notice* to parent.

**No.** Provide *Written Notice* to parent and implement the IEP as written.

### Option 4:

**No.** The district did not contact the parent and did not provide educational opportunities for the student during the COVID-19 pandemic.

Does the student require Recovery Services in order to compensate for the failure on the part of the district to make reasonable attempts to provide educational opportunities that were available to all students during the closure?

**Yes.** Recovery Services are required. The team should determine what services will be provided, when, by whom, and for how long. Amend the IEP\* as agreed upon by the team. Provide *Written Notice* to parent.

**No.** Recovery Services are not required. Implement IEP as written or amend the IEP as needed. Provide *Written Notice* to parent.

\*For guidance on how to document Recovery Services within the IEP, see the *Recovery Services* form.