



# Recovery Services Quick Guide: COVID-19



## General Guidance

As a result of the COVID-19 pandemic, districts and charters in Idaho continued to provide educational opportunities to students based on the *Idaho Back to School Framework 2020*, adjusting the model of service according to the level of community spread and local school board decisions. These opportunities may have included instructional packets, virtual meet-ups, virtual therapies, or other online, remote, or blended learning options, all of which were documented in an *Individualized Distance Learning Plan (IDLP)* for each student. IEP teams should consider how each student was impacted during implementation of IDLPs, specifically the reduction and adjustment of educational services provided and access to general education, and then make individualized decisions about the student's current needs, based on his or her unique circumstances.

Question	Guidance
<p>What should our IEP team consider when determining whether a student needs Recovery Services due to COVID-19?</p>	<p>Each IEP team may use the <a href="#">Recovery Services Decision Tree</a> to determine whether or not the student requires changes or additions to the IEP based on individual circumstances to recover services “lost” during implementation of the IDLP.</p> <p>Questions &amp; considerations for the IEP team:</p> <p>Pre-COVID:</p> <ul style="list-style-type: none"> <li>• What was the student's present levels of performance?</li> <li>• What was the student's rate of learning?</li> <li>• What were the student's programming services and supports?</li> </ul> <p>During Implementation of the IDLP:</p> <ul style="list-style-type: none"> <li>• Did the student continue to receive services as agreed upon during implementation of the IDLP?</li> <li>• How did the student continue to progress during the implementation of the IDLP compared to peers?</li> <li>• Were the services provided in a timely manner and not significantly delayed (greater than ten days)?</li> <li>• Were the services provided to the student accessible?</li> <li>• Was the Free Appropriate Public Education (FAPE) offering comparable to the provision of services that would have been provided before IDLP implementation?</li> </ul>
<p>What evidence should be considered as the IEP team determines whether Recovery Services are required?</p>	<p>In determining whether recovery services are required, IEP teams should consider the following:</p> <ul style="list-style-type: none"> <li>• Does the team have sufficient data to make the determination or require more time to progress monitor?</li> <li>• How has the school engaged families throughout this process?</li> <li>• How will the IEP team qualify and quantify the lack of services provided as a direct result of the pandemic and the student impact?</li> <li>• How will the IEP team show regression of skills and any appropriate recovery of learning loss?</li> <li>• What recovery services are appropriate for the student?</li> <li>• How can the recovery services be provided in a manner that will not impact the current offering of FAPE?</li> </ul>
<p>My district is providing Extended Learning Opportunities for all students. Can these extended learning opportunities be used as Recovery Services?</p>	<p>If Extended Learning Opportunities are available to all students, they should also be available to students on an IEP, and therefore, are not considered to be Recovery Services. However, districts may want to consider the student's access to Extended Learning Opportunities, and gains made when determining the need for recovery services as access</p>



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	to such opportunities may reduce or eliminate the need for Recovery Services.
How should the IEP team document a student's need for Recovery Services due to COVID-19?	<p>The IEP team may document the following on the Recovery Services Documentation form:</p> <ul style="list-style-type: none"> <li>• Data &amp; information used to determine the need for Recovery Services due to COVID-19</li> <li>• What service(s) will be provided to the student</li> <li>• When service(s) will take place</li> <li>• Who will provide the service(s)</li> <li>• Length of time service(s) will take place</li> <li>• How services will be provided</li> <li>• Annual goals that will be addressed during implementation of the plan</li> </ul> <p>The team will include a statement within the Optional Statement of Service Delivery in the IEP (annual or amended) to reflect additional services documented in the <a href="#">Recovery Services Documentation</a> sheet.</p> <ul style="list-style-type: none"> <li>• <b>Example:</b> The IEP team has determined (Student) requires Recovery Services from (date) to (date). The special education and/or related services, optional statement of service delivery and annual goals associated with this plan are documented on the attached <i>Recovery Services Documentation</i> form.</li> </ul>
<p><i>Written Notice</i> (embedded within the IEP) must be completed and provided to parents as a result of the IEP team's decision to complete <i>Recovery Services Documentation</i>. The team should use IEP meeting notes to assist in clearly documenting the team's discussion, including all options considered and rejected as part of the discussion.</p>	