



## **Addressing COVID-19 Special Education Service Interruptions Recovery Services**

During the mandated school building closure period of the 2019-2020 school year, special education services were provided to students with disabilities to the greatest extent possible. Distance learning plans were collaboratively created with parents, and remote services were implemented. Communication from both the state and federal government outlined a process for determining the impact that the extended closure had on students with disabilities. Sycamore communicated to staff and families that once school resumes, IEP teams would convene and determine what impact the ordered school closure period had on student progress related to targeted skills, and would discuss how best to address any impact that occurred.

### **Recovery Services due to COVID-19 School Building Closure Period**

The term “recovery services” is being utilized to reflect the need of learners to recover from any educational gaps in learning or loss of skills caused by the unexpected school building closures. To mitigate any regression, close learning gaps, or recover services that were not able to be provided, some students may need additional services and support to regain lost educational skills. The need for recovery services will need to be determined by individual IEP teams. Teams can consider the delivery of recovery services to be provided as would be appropriate for the student, which could include over a short term or an extended period of time. Also, recovery services do not need to be a minute for minute replacement for services that were not provided during the building closure period.

### **Determining Recovery Services**

The amount, frequency and type of services, beyond the recovery services that may be provided to all students, needs to be based on the present levels of performance data the team has available to review.

#### Data sources for consideration:

- 3rd quarter IEP progress report data from the 2019-2020 school year
- 4th quarter IEP progress report data from the 2019-2020 school year
- parent and teacher observational input regarding student engagement and outcomes during remote service delivery
- progress data collected from Extended School Year services (if applicable)
- baseline data relative to goals and objectives collected during the first quarter of the 2020-2021 school year

Individualized recovery services should be determined by the IEP team based on the unique needs of the student and her/his present levels of performance once school has been back in session long enough to determine if there are gaps that linger beyond the delays exhibited by other students, or based on that student's rate of improvement prior to the school building closure period. This will be an individual determination; not all students with disabilities will need individualized recovery services written into an IEP.

Service Provision Considerations:

- Changes in the general education curriculum, as well as level and type of instruction for all students during school building closure.
- Whether the student was able to participate in remote services and learning opportunities provided during the COVID-19 school building closure.
- Parent observations of the student's learning during the period of remote services and learning.
- Teacher observations of the student's learning during the period of remote services and learning.
- Whether there were services identified in the student's IEP prior to the school closure that the school was unable to provide during the building closure due to restrictions on in-person services.
- Whether the student continued to make progress toward meeting his/her IEP goals.
- Whether the student experienced any additional or new social-emotional health issues during building closure and re-entry.
- Whether the student experienced any regression during the period of school building closure.
- Whether the student has historically needed ESY services to avoid skill regression after extended breaks

**Documenting Recovery Services**

When describing recovery services in the IEP, staff should clearly note in the "Type of Service" section of the IEP (after providing the description of the services) that these services are being provided due to the COVID-19 school building closure, as well as within the Prior Written Notice.