

GUIDANCE TO IEP TEAMS CONSIDERING RECOVERY SERVICES

Snohomish School District

*Recovery Services are additional services the district will offer to address **a lack of appropriate progress on IEP goals due to missed, limited or altered services during the pandemic.***

Recovery Services are generally to take place outside of the normal school day. Snohomish is planning to offer some after school services beginning in January, 2022, and 4 week program in the summer of 2022.

*IEP teams are the body that considers (and, if warranted, recommends/offers) Recovery Services. **The Recovery Services consideration process and the documentation of the outcome in a PWN must occur during the 2021-2022 school year for each and every currently enrolled eligible student who had an IEP during any period of pandemic-related altered services.** This process can take place at the conclusion of a regular IEP meeting.*

Families that don't have an annual IEP meeting before mid-December of this year (their annual IEPs take place January-June) will be given an opportunity to participate in a brief IEP team meeting just to go through the Recovery Services consideration process. These meetings may take place by phone or Zoom and do not have to be offered until later this fall (we will keep you posted on that). During these brief meetings, IEP teams will NOT be rewriting a new IEP but rather will be amending the existing IEP to add the Recovery Services documents.

For winter and spring IEPs in the case of parents who do not opt to consider recovery services in the fall, the IEP team will complete this consideration during the annual IEP meeting and note the results in a PWN. In those PWNs we will also document that the family was given an opportunity to have this discussion prior to the start of Recovery Services but did not take advantage of that option.

*This consideration form works best when most of the information is gathered in advance of the IEP meeting. See below for guidance on gathering information for questions 1-10. **Please do not fill out question 11 prior to the IEP meeting – this is a team decision and should take place at the meeting.***

While Recovery Services must be offered to students if the IEP team determines that IEP goal progress delays are due to pandemic-related service changes, families may choose to access or not access Recovery Services at their own discretion. If the family tells you at any point during the meeting that they are not interested in Recovery Services, please note that in question 8, and in the PWN that will follow this consideration process. Even if the parents indicate no interest, we must still determine whether we should offer the services, and reflect that offer in a PWN.

This document will guide the determination process and the final decision will be captured in a Prior Written Notice. We will provide you templates of PWNs reflecting possible outcomes of this consideration process.

	CONSIDERATIONS	SOURCES of INFORMATION
1	<p>Describe any services provided during the <u>spring of 2020</u> after schools closed for the pandemic.</p> <p>Describe what services were offered after school closed in March 2020 until June of 2020. Include offered remote services, materials sent home, phone contact with families, etc. Capture any information available about how many minutes of service were provided, and how much or little students attended, engaged, or participated. Note any documented parent or student refusal or non-responsiveness.</p>	<p>Prior written notices (PWNs), June 2020 progress reports, phone logs, emails, etc.</p>
2	<p>Services during the <u>2020-2021 school year</u>:</p> <p>In reference to LAST school year (2020-2021),</p> <p>a. In the autumn, did the student receive any in-person services. What date did these start? How many minutes/week? What online direct instruction was offered? How many minutes/week? Did the student participate in both in-person and online instruction? Did the student participate in small groups in the afternoon or office hours? Include independent and supported practices minutes as well as materials-based home instruction, parent coaching and phone or Zoom check-ins. Include time the student was supported by classroom or individual paraprofessionals in Zooms or by other means.</p> <p>b. From February -May 2021 there were a number of schedule changes as general ed students returned. Please document the dates and quantities that this student was offered more or longer days of in-person services. If you know of students whose schedules varied from the ones below, please note what you know. <i>The following information is here for your reference:</i></p> <p><u>IN-PERSON</u></p> <p>9/14/20 – K-12 special program services began 2 half days/wk</p> <p>9/28/20 – in-person Preschool 1 day/wk</p> <p>11/30/30- 1/8/21 – in-person 1 day/wk pre-12</p> <p>1/11/21 – K-12 return to 2 days/week</p> <p>2/2/21 – in-person pre return 4 half days/wk</p> <p>2/2/21 – in-person K-6 special programs to four 4-hour days/wk</p> <p>2/22/21 – in person K-6 to 4 full days/wk</p> <p>3/22/21 – Grades 7-12 spec. progr. return 4 full days/wk</p>	<p>Fall PWN, subsequent PWNs, phone and email logs, school newsletters, etc.</p>

	<p>3/29/21 – 18-21 transition returns to 4 or 2 days/week (per IEP))</p> <p>REMOTE In Feb K-2 students returned to 4 day/week in-person schedule Beginning when their grades returned, 3-6 resource had alternate in-person and online direct instruction through a hybrid model. Beginning in March, secondary resource remained with a hybrid in-person and asynchronous model</p> <p>c. Many related services, and some social skills and academic services were provided in full remotely, in-person or through a combination of these models. If students did not experience a significant reduction in any particular service, please note that here. You do not need to account for the standard missed sessions due to absence. If there were many absences but services were still offered, note that.</p>	
3	<p>For any goals that could not be served as written due to the pandemic, describe what and how goals and services were addressed in that domain or similar skill area.</p> <p>Some IEP goals could not be served as written in a remote format, and this was documented in progress reports (it was a drop down option). Providers were asked to record what they were doing instead. Please capture that here in a few words.</p>	PWNs, IEP progress reports
4	<p>Per a Prior Written Notice (PWN) dated X did parent(s)/guardian(s) refuse any services? If so, what services were refused?</p> <p>Some parents asked to defer, suspend, or otherwise not make their child available for services during the pandemic. If this question is not relevant leave it blank. If it is, take the information directly from the prior written notice and insert the date of the PWN to which it refers.</p>	PWNs
5	<p>Describe the student’s engagement and attendance in person and/or online during the pandemic. Include attendance data.</p> <p>Describe in a few words the pattern of attendance or engagement, and whether this varied subject to subject. For instance, if the student logged in, whether they kept the</p>	Attendance in Skyward, anecdotal information or teacher logs or other records.

	camera off, if the student participated by commenting, questioning or discussing, if the in-person student attended school, if the student missed significant instruction due to illness or quarantine, etc., whether s/he completed assignments, etc.	
6	<p>Describe any ways in which the student's grades for 2020-2021 differed from his/her historical grade pattern.</p> <p>Pull up Skyward. Compare the student's grades from last year to grade patterns from prior years. Add a few words, e.g. "student's grades in fifth and sixth grade were primarily As and Bs, last year's grades were mostly Bs."</p>	<p>Skyward (in Academic History*), cumulative files.</p> <p>*Elementary report cards for 2020-2021 were not uploaded to Skyward</p>
7	<p>Describe the student's involvement (if any) in any 2021 summer programs other than ESY</p> <p>If the student participated in secondary credit recovery or retrieval, or the elementary Summer Connections Program, please note that here.</p>	<p>Ask parents or the student. Kim and Ryan have the elementary list. Secondary schools have their own lists</p>
8	<p>Describe parent/guardian concerns about learning loss due to the pandemic, if any.</p> <p>If the parents have historically indicated any concerns about learning loss, pandemic-related learning methodology or platforms, or any other learning or participation issue during the pandemic, or voice a concern at this meeting, please capture this in a few words.</p>	<p>Parent emails, phone logs, input at the IEP team meeting</p>
9	<p>In the table below, for every goal domain in the student's IEP, indicate your professional opinion about the student's IEP goal progress during the pandemic. Please provide the information upon which you rely for your conclusion (e.g. progress reports, IEP goal data, curriculum-based measures, attendance and engagement data, grades, etc.):</p> <p>This is the heart of the conversation. As a service provider looking at this student's progress since the start of the pandemic, you must venture your professional opinion about whether this is the progress we would have expected to see in normal times. Remember that <i>this does not mean the student has to have met a goal</i>, since this is not an expectation at any time. Basically you are using your professional judgement to identify whether the student made fairly typical progress (for that student), some (but</p>	<p>IEP progress reports, goal data sheets and logs, curriculum-based measures, report cards/class grades (Skyward), engagement information, observations, etc.</p>

	<p>less than expected) progress, or little to no progress. Place a check box in the appropriate column on the right.</p> <ul style="list-style-type: none"> If a student has different progress in two areas in the same domain (e.g. reading fluency and reading comprehension) you can put checks in more than column and explain in the middle section. <p>In the middle column Service providers will describe the information upon which their professional opinion is based. Please included available progress report data, as well as any other available data that informs your professional opinion.</p>	
10	<p>In the table, please put each domain area (reading, writing, math, SLP, OT, etc.) or goal area (if goal progress varies within a services domain domain), in one of the cells below. When calculating services, please include in-person services, online services, small groups, and office hours.</p> <p>Refer back to the information you entered above (questions 1 and 2) about services offered or provided during the pandemic. Include in-person services, online direct instruction, office hours, small groups, phone or Zoom check-ins with students completing materials and independent practice minutes.</p> <p>Have a look at the student’s IEP. Do a little math. For each service area, think about whether the student received 0-50% of IEP minutes, 50-75 % of IEP minutes, or over 75% of IEP minutes. <i>This may vary by goal area.</i></p> <p>Now look at what you entered into the graph above.</p> <p>Place the name of the domain area in the cell that represents the intersection of services and progress.</p> <ul style="list-style-type: none"> For instance, if a student has 200 min/week reading in the IEP, and received online reading 100 minutes/week plus joined a weekly 30 minute study group and had 100 minutes/week asynchronous work, you might place the word “Reading” in the “75% or above” row; if the student made some progress but less than usual because remote was a challenging platform, then the word “Reading” would be placed in the yellow box representing the intersection of 75+% service and “some” progress If student had significantly different progress within a domain area (e.g. reading fluency and reading comprehension) feel free to put each one in a different cell. 	Questions 1-10

11	<p>In what areas is the IEP team recommending recovery services?</p> <p>Do not fill out this section prior to the meeting. Look at the graph in section 10. If a domain area is in green, the student made good progress and is not in need of recovery services in this area. If a student’s progress is in the pink area, it is likely that recovery services are warranted. If the domain or goal area is in the yellow zones, the IEP team will want to discuss whether or not recovery services are warranted.</p> <p>Remember that we are looking for cases where we can establish both (1) measurably less than expected learning in a goal area and (2) pandemic-related changes in service that may explain the reduced learning.</p> <p>Reduced learning due to other factors (family withdrew the student to move out of state or go on an extended vacation, services were offered but the parent refused them etc.) may not trigger eligibility for recovery services.</p> <p>If services were offered and the student had poor attendance or the family was non-responsive, the team should consider whether the poor attendance or non-responsiveness may have been due to the lack of fit between the offered service and the student’s learning needs. For example, if the parent said she didn’t make the student go online because it didn’t work for him anyway, then the lack of learning may have been attributable to the alternate learning model, and recovery services may be warranted.</p> <p>In situations where students had altered or reduced services but still made expected progress, recovery services are not warranted.</p>	

Please explain to parents that they are not obligated to make their students available for recovery services. While the district must offer them, they are completely optional for students.

The decisions made by the IEP team will be documented in a PWN that can be sent home with parents (with a copy of this document) after the IEP team meeting. We will provide draft PWN language reflecting different scenarios (e.g. services offered, services not offered, services offered but declined, etc.)

Once the process is complete, both the Recovery Services Considerations document and the related PWN must be uploaded to IEP Online.