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Subject: Recovery Services - Follow-up
Date: Wednesday, February 24, 2021 9:24:00 AM
Importance: High

Dear 504 SBCs:

I want to thank all of you for your diligent participation in the Recovery Services discussions that have been provided by Due Process and Eligibility over the past few weeks. Most of the presentations have taken place, with the final two sessions scheduled for today and tomorrow.

Much of the specific guidance from the Virginia Department of Education (VDOE) is focused on special education students. FCPS' guidance was largely based on this information. However, **we know from the U.S. Department of Education as well as**

VDOE that recovery services is an option for all students with disabilities, including students who are 504-only eligible.

As we have been discussing during the recovery services presentations, this consideration will be individual to the student's needs and functioning, and not just connected to the specific impairment.

Considered broadly, think about how the student was progressing/engaging in school (not just in terms of achievement, but also overall participation, social/emotional functioning, access to programming) prior to the COVID-19 closure last spring. You may have to reach back to last year's teacher(s) and others working with the child, in addition to report cards, any work samples still available, group standardized testing, etc. Now think about how the student was faring just after the closure and throughout the first two quarters of the current school year. How well is the student able to access their learning via the virtual platform? Are they participating regularly? Are there indications that the student has not made satisfactory progress, or even, has regressed or lost ground? Would the student require any services to re-connect them to school (for example, via counseling or executive functioning supports?) When you look at the student's situation overall, can you tie their difficulties to the COVID restrictions, in concert with their disability-related needs that may have been difficult to meet within the virtual environment?

This is a very general summary. The above questions will be best answered by gathering both relevant data and relevant staff (for example, you may need to include your school psychologist and/or social worker as well as others who know the child well, including last year's and this year's teachers. Please do not hesitate to also reach out to your special education colleagues who have been making recovery services considerations for their students.)

The March 1 timeline is the date by which Ellen Glaser (manager in Due Process and Eligibility) wants to be provided your best estimate of the number of students you believe may require recovery services, for whom there is not currently a teacher/staff member in-house who can provide those services. She is trying to plan both for central office service support as well as necessary funding for those staff who will provide the services outside of contract hours. However, we know that these determinations may still be in process after that date, and that is fine. Do not worry if you are not ready to make a solid recommendation for recovery services by March 1 – just continue working on this, as these determinations can continue to take place throughout the year.

Just as you sometimes write a background statement on the 504 Plan prior to the list of accommodations/services (kind of like a "mini-PLOP" statement), you may do the same to document the discussion around recovery services. If the group has come to a consensus that services may begin at a certain time for X number of weeks/or X number of service hours, you may list this among the current services. If the group needs to gather more data, you can include this within your background statement and agree to when you will need to reconvene to view more data and make a decision. Even after recovery services are being provided, teams can (and often should) plan on reconvening at a certain point to assess and discuss how the service provision is going and whether the recovery services as designed have helped to close any COVID-related gaps, and whether the recovery services need to continue and if so, in what fashion.

The questions below were recently posed by 504 SBCs, and the responses may be helpful to the larger group:

1. Is there an updated form for 504 student information? **504 Recovery Services Data Collection**
2. To whom/where should we submit our information? **Please work with your procedural support liaison (PSL).**
3. Do we have to submit documentation for ALL 504 students? Or just for those students whom we think might need recovery services?
You only need to submit information for those students for whom the knowledgeable committee is recommending recovery services.
4. Since we have no numerical data for 504 students, would listing their accommodations, Progress Report notes and anecdotal evidence from their teacher about this year's performance be sufficient? **You will review relevant, existing data – which can include test scores.**
5. If we submit names to be considered, does that mean they will get recovery services? **If you have a recovery services teacher or related service provider at your school who will be providing the services during contract hours (during the student's asynchronous learning time), then you do not need to submit those students' names. The submission is for central office planning – specifically, to ensure that if the school requires a teacher/service provider outside of school hours, there is support for finding a provider (if the school doesn't have someone available) and to pay the provider.**
6. Is there someone who will be responsible for setting the hours of recovery that are needed? **The 504 knowledgeable committee determines the number of hours.**
7. Is there someone who will be responsible for establishing which lessons need to be recovered? **The 504 knowledgeable committee will determine the specific area for which recovery services are needed, and the teacher or service provider will work with the case manager to determine what that will "look like" for the student.**

Please let your PSL, your Due Process and Eligibility specialist, or me if you continue to have questions!

Sincerely,

Kathy

Kathy Murphy

Section 504 Specialist

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