



Recovery Services

Spring 2021

Rory Duffield, Michelle Waller, Kathy Murphy

Agenda

- Legal responsibility to provide recovery services for IEP and Section 504 students
- Recovery vs school intervention
- Recovery vs compensatory services
- Recovery vs ESY
- Determination of recovery services
- Documentation of recovery services
- Recovery teachers
- Case Manager Responsibilities

Legal Responsibility

- FCPS has a responsibility to ensure continuity of learning during COVID 19. Students may show signs of regression or display gaps in their learning due to school closures in the spring of 2020 and/or the nature of virtual learning.
- To mitigate and close these gaps, some students with disabilities will need additional services and support to regain lost skills.
- School staff should consider each student individually and gather data to guide instruction and identify any students who may be significantly impacted by the COVID-19 school closure and virtual learning.

Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities. (see appendix page 11)

Recovery vs. School Intervention

- Recovery services are provided to ensure students are making expected progress on their IEP goals
- Recovery services also are provided when, due to disability-related needs, the student has not been able to adequately access their education due to the COVID-related restrictions.
- School intervention services are for ANY student and are not IEP/504 services.

Recovery vs. Compensatory

- Recovery services are provided when, due to disability-related needs, the student has not been able to adequately access their education and make sufficient IEP goal progress due to the COVID-related restrictions.
- Compensatory services are provided when the school division has FAILED to provide agreed upon services as outlined in an IEP or 504 Plan.

Recovery vs. Extended School Year Services (ESY)

- Extended School Year (ESY) services are provided to special education students, whose IEP team decided that the benefits the child gained during the regular school year will be significantly jeopardized if the student does not receive ESY services.
- Recovery services also are provided when, due to disability-related needs, the student has not been able to adequately access their education due to the COVID-related restrictions.
- The LEA should not treat COVID recovery services as extended school year services or require that the services be delivered in only one specified manner.

Determining Recovery Services

- Adding recovery services to IEPs or 504 Plans should be a data driven process/decision
- Case managers are to review the progress students have made utilizing 2nd quarter 2019-20 progress monitoring data as a baseline (as well as data collect through March 13, 2020)
- Students who are at or below this baseline are to be **considered** for recovery services

Return to School 2020-2021

• Recovery Services

- **NEW:** [FCPS Guidance Document for IEP Teams for COVID Recovery Services](#)
- **NEW:** [Supplemental Document for Recovery Services](#)
- **NEW:** [IEP Data Collection Template \(Word\)](#)
- **NEW:** [Teacher Compensation for Recovery Services](#)
- **NEW:** [MyTime Directions for Recovery Services](#)
- [SS/SE-354 \(Open in Internet Explorer\)](#)
- [KTEA Tester Request Form](#)
- [Recovery Teacher Request Form](#)
- [Recovery Teacher & KTEA Tester Application](#)

Determining Recovery Services

IEP/504 Teams should consider whether the student requires:

- **Additional services** to recoup previously learned skills; and
- **New services and supports** that were not previously provided to assist with successfully re-entering the school environment (e.g., mental health needs or services related to a student's disability to address significant disengagement resulting from the extended school closure).

[Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities](#)
(page 12)

Rate of Acquisition

Rate of Acquisition

Rate of acquisition is the rate at which a student makes progress toward a goal when participating in instruction. Rate of acquisition analysis provides valuable information about the student's potential future performance and comparison with peers when appropriately used.

How to Find the Rate of Acquisition (ROA)

Ending Performance = Current skill level

Beginning Performance = Skill level when goal was first introduced (e.g. baseline for the IEP goal)

Number of Weeks of Instruction = Number of weeks between beginning performance date and ending performance date. Do not include instructional breaks*

Rate of Acquisition

Converting to a Decimal Formula

Percent to Decimal

Percentage $\div 100$ = decimal

80% $\div 100$ = 0.80

Duration data (minutes) to a Decimal

Number of minutes $\div 60$ = decimal

30 minutes $\div 60$ = .50

ROA = (Ending Performance – Beginning Performance) $\div$ Number of weeks of instruction

ROA = (0.8 - 0.2) $\div$ 18

ROA = 0.6 $\div$ 18

ROA = 0.03 or 3%

[Calculator Link](#)

When can recovery happen?

- During School hours
- Before School
- After School
- Weekends

Who can provide recovery services?

- Only licensed special education teachers or related service providers can conduct special education recovery services for qualified special education students.
- Only licensed teachers or related service providers may provide recovery services for students on a 504 Plan.
- Steps to be hired as a Recovery teacher are specified on the DPE intranet page.

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Where can recovery services be provided?

- If not occurring during the school day, services may be performed virtually or in-person at a school location and could occur after typical workday hours or on weekends.
- Currently, recovery services cannot be provided in-person in the student's home.
- Teachers should work with families to set up the schedule of recovery services.

Case Manager Responsibilities

- Examining Data in collaboration with resources (lead, department chair, PSL, colleagues, and service providers)
- Facilitating IEP/504 Plan Meeting, as necessary
- Reporting need for a Recovery Teacher to DPE
- Communication with Recovery Teacher on student progress

Documenting Delayed Provision

- During IEP or 504 Plan discussion, the team should document the need for recovery services to include:
 - The area (reading, math, social/emotional/behavioral, etc.) in need of recovery
 - The amount of recovery services (number of hours)
 - Proposal of implementation (in-person or virtual)
 - BE SPECIFIC

****Be careful not to choose R services (ex: LDR) from the drop-down in SEA-STARS if recovery was not intended to begin immediately**

Reporting the Determination of Recovery Services

- Reporting recovery services to DPE
 - Report if services are being provided before/after school or weekends
 - Report if the team has decided Recovery services are required but will not begin until F2F instruction resumes
 - Do not report to DPE if Recovery services will happen during contract hours
- Upon parental consent to recovery services, all student names need to be sent to Ellen Glaser

Student Name	Student's School	Case Manager	Grade	Schedule (example: 2 times a week for a half hour)	Hours	week	total hours

Reporting need for Recovery Services to DPE

- Lead teachers, department chairs, and 504 school based coordinators (SBC) are to work with their PSLs to provide required recovery service information to DPE.

Reporting need for Recovery Services to DPE

- Lead teachers, department chairs, and 504 school based coordinators (SBC) are to report required recovery service information to DPE via this

Google Form:

- Special Education - <https://forms.gle/eaU4nHNhhgYbb6837>
- Section 504 - <https://forms.gle/SASyAiegZGRQVKE28>

Contacts

Due Process and Eligibility

571-423-4470

dpehelp@fcps.edu

Ellen Glaser, Program Manager

703-623-6120

erglaser@fcps.edu

Kathy Murphy, 504 Specialist

571-423-1304

kamurphy@fcps.edu

Lourrie Duddridge, Senior Specialist

571-423-4817

leduddridge@fcps.edu

Rory Duffield, Senior Specialist

571-423-4819

rduffield@fcps.edu

Beth Cantu, Specialist

571-423-4812

bacantu@fcps.edu

Your Procedural Support Liaison