

2022-23 SUPPLEMENTAL DOCUMENT FOR CONTINUED CONSIDERATION OF COVID RECOVERY SERVICES

1. Has the student with a disability (SWD) been impacted due to a COVID related concern?

Consider the following:

- Was the student's special education teacher and/or related service provider(s) quarantined/paused one or more times since the start of the 2021-22 school year?
- Was the student quarantined/paused one or more times since the start of the 2021-22 school year?
- Did the student's parents self-select to keep the student at home (this does not pertain to students receiving homebound services or home instruction) due to COVID concerns, and the student did not receive their special education and/or related services?

2. Was there an impact on the student's expected rate of acquisition?

If the answer to any of the questions above is yes, the IEP team or 504 knowledgeable committee needs to convene to consider whether the student requires recovery services and document the proposal in the IEP or 504 Plan. As part of the discussion at the IEP or 504 meeting, the team should consider data, both informal/formal.

This includes, but is not limited to:

- data related to the provision of recovery services
- rate of skill acquisition
- progress on the IEP goals, objectives, and benchmarks
- observations and data from teachers, therapists, parents, and others having direct contact with the student
- screening, assessment, or information maintained on the student, including pretest and post-test data
- curriculum based assessment, including pretest and post-test data
- other relevant factors

***The data-driven discussion should be clearly documented on the proposal and prior written notice.**

For additional guidance, please see the *FCPS Guidance Document for IEP Teams for COVID Recovery Services* and the *Supplemental Document for Recovery Services* on the [Recovery Services Hub Page](#) or reach out to your procedural support liaison (PSL).