COVID-19 Compensatory Services/COVID 19 Recovery Services

Skills Regression Template

# Purpose

Prior to or upon re-opening of school, the student’s IEP team should consider and needs of an individual student and develop a plan for supporting that student through re-opening, including any re-entry strategies needed.

Once school resumes, the IEP team must revisit the student’s needs to identify whether and to what extent it may be necessary to provide COVID 19 Recovery Services (CRS) or compensatory education/services. It should be stressed that this is an individualized determination and not a “one-size-fits-all” offering. Prior written notice in this case must describe the purpose of the meeting:

* The prior written notice should reflect the purpose of the meeting; to analyze individual student data and determine the need for CRS/compensatory services.

The template below is meant to support teams in facilitating the conversation, process, and decision making considerations for the provision of CRS/compensatory services.

COVID-19 Compensatory Services/COVID-19 Recovery Services Skills Regression Template

# Determination of Compensatory Services

**IEP Team Members:**

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**Date of Meeting:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Role of Team Members:**

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**Prior Written Notice:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check boxes below as each action is taken:**

**Identify services provided during closure**

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify services not provided during closure**

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review progress toward IEP goals**

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Consider general educational learning environment and core instruction provided**

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review engagement /accessibility to instruction (ensure parent and teacher input)**

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Distance Learning Plan (DLP)**

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# Progress Review

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**Regression That Was Not Recovered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Skills:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Other Considerations

Did the closure and/or virus cause any new special education needs for the student (e.g. emotional, medical, academic) such that the student should be provided with additional services or re-evaluated? If so, document here:

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# Service Determination Questions

Yes  No Does the student have an amended IEP for distance learning, or a Distance Learning Plan (DLP)?

Yes  No Is that amended IEP or DLP reasonably calculated to ensure a student’s educational benefit through special education and related services, to allow access to the district’s established general education learning environment through the continuity of learning period?

Yes  No Was the student able to effectively access those special education and related services?

Yes  No Was the deficit identified above a result of the district’s established general education learning environment through the continuity of learning period insufficiently addressing the student’s individual needs?

If the answer to all of the above questions is Yes, the deficit is not a result of loss or denial of FAPE, proceed to COVID 19 Recover Services.

If the answer to any of the above questions is No, the deficit is a result of loss or denial of FAPE, proceed to Compensatory Services.

# Compensatory Services (if determined necessary) to Restore Student’s Educational Benefit

**Deficit/Regression:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Measures to Best Progress Toward IEP Goals:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**State Date:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **End Date:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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# COVID-19 Recovery Services to Recover Student’s Educational Benefit

**Deficit/Regression:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Resources

A [STRONG AND HEALTHY START](https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-rev-20200617.pdf) Safety and Health Guidance for Reopening Schools, Fall 2020 published in June.