

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.

Contact Information:

If you have questions about this document or would like additional information please contact:

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

Determination of Compensatory Services

IEP Team Members:

Role of Team Members:

Date of Meeting: _____

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)

Notes: _____

Progress Review

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

Skills: _____

Targeted Level: _____

Level of Performance Pre-Closure: _____

Regression That Was Not Recovered? _____

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:

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: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

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Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

COVID-19 Recovery Services to Recover Student's Educational Benefit

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ **End Date:** _____

Frequency/Duration: _____

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Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Deficit/Regression: _____

Measures to Best Progress Toward IEP Goals: _____

State Date: _____ End Date: _____

Frequency/Duration: _____

Provider: _____

Location: _____

Mode: _____

Resources

A Strong and Healthy Start: Safety and Health Guidance for Reopening Schools, Fall 2020 published in June. Available at education.vermont.gov/covid19