

Recovery Services

2022-2023 Update



Diverse Learner
Supports and
Services

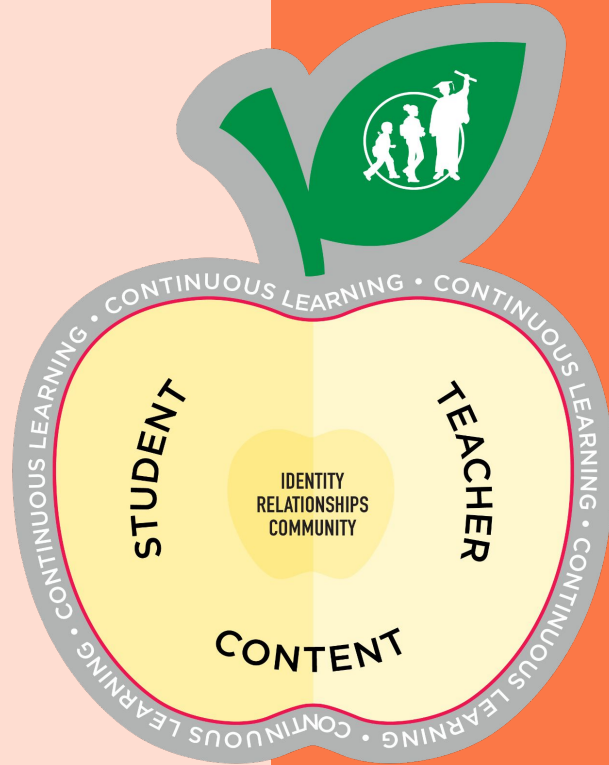
Anchoring in the CPS Instructional Core Vision

To **educate for equity**, the CPS Instructional Core centers on **identity, community, and relationships**.

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.

Our Core Commitments

Students | Teachers | Content



Office of Diverse Learners Supports & Services

ODLSS' **Mission** is to provide equal education for **ALL** Diverse Learners in the least restrictive environment. We will enhance a **convergence** with all district-wide administrators, teachers, parents, advocates, and community members.

ODLSS' **Vision** is to support every student with equitable access to the instructional core in order to reach their full potential in all areas of development through collaborative partnerships with all stakeholders.



Learning Objectives

- Identify what are recovery services.
- Identify when and why IEP team members need to consider when a student with a disability may qualify for recovery services.
- Define the process for recovery services.

Agenda

- What Are Recovery Services?
- Why and When Do Recovery Services Meetings Need to Be Held?
- Recovery Services Procedures

Recovery Services



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Recovery Service Overview

- **WHO:** Recovery services offered to every eligible student with an IEP or 504 Plan during the COVID-19 pandemic
- **WHAT:** Continuing with recovery service meetings as part of students' annual IEP meetings → Eligibility based on minimal growth, stagnation, or no progress on a skill
- **WHEN:** Aligned with the School Year 22-23 Out-of-School Time (OST) programs or the Recovery Services document start date
- **HOW:**
 - Leverage Out-of-School Time (OST) programs with an special education provider → Will be available as a recovery service remedy available to all students
 - Services will become more targeted and tailored as individual recovery service meetings take place
 - Offer subscription-based packages as potential recovery service remedy

Recovery Services

- **Any student with an IEP or 504** enrolled in CPS through June 2021 could be eligible for a recovery services meeting.
 - Every IEP team must determine if recovery services are warranted during an annual IEP meeting.
- A student who was actively enrolled in CPS who experienced minimal growth, stagnation, or no progress on an IEP skill from March 2020 to the individual student's return to in-person learning could be eligible for a **Recovery Services Meeting**.
- These meetings can be parent/guardian-requested or school-initiated, and services need to be provided within one year of the recovery services meeting.

Recovery Services

- The teacher and/or related service provider(s) should collect a minimum of **4–6 weeks of data** on the student's current levels of functioning.
- The IEP team must **assess the present levels of performance** through formal assessments, informal assessments, student school work, and/or observations.

What are Recovery Services Meetings?

- The **purpose** of Recovery Service Meetings are to determine whether a student has experienced minimal growth, stagnation, or no progress on an IEP goal within their IEP due to the COVID-19 pandemic.
- If the data collected by the IEP team finds that the student experienced stagnation, minimal growth, regression, or no progress on an IEP goal, the IEP team must provide **supports and services** that will lead to **meaningful recoupment**.

Determination of Services

Recovery Services are not necessarily a 1:1 correspondence to missed IEP services, but they are identified following an individualized determination of need. The following areas must be considered:

- Individualized determination of need **based on data**
- Data must be **analyzed and discussed** to determine how much services may be needed for the student to **recoup skills**
- Recovery services target the **amount of stagnation, minimal growth, regression, or no progress**
 - Consider the type and duration of services when determining **recovery services**

Determining Student's Level of Performance

Student observation should **not** be the sole data source. The following are forms of data that can be used:

- IEP Report Card
- Evaluation Data
- Student Work Samples
- Classroom Assessments
- IEP Progress Monitoring Data
- Quantitative or Qualitative Data

Recovery Services

- If the team determines there has been stagnation, minimal growth, or regression compared to the student's previous present level from March 2020, the team will need to determine how skill recoupment, via recovery service(s), will be provided and how often the service provider will monitor progress as indicated on the Recovery Services document.
- The amount of time a student needs to recoup a skill is an IEP team discussion based on the data and individual student needs. The student should receive recovery services until the skill is recouped, within a reasonable amount of time.
- If a student does not recoup the skills, the IEP team may need to reconvene and consider whether the student's IEP should be revised to reflect the student's current level of functioning and needs.

Recovery Services—Who must be present?

- A **member of the school's administration team** (i.e., principal, assistant principal, or their designee) must be present to commit school-based services (e.g. tutoring).
 - Administration **may** appoint a case manager with the authority to commit school-based services. The designee must know the teachers in the building who are willing to provide services (e.g. tutoring or Saturday School).
- The **special education teacher and/or related service provider(s)** must also be present in order to commit additional services.
- The **Parent/Guardian** and/or the **Adult Student**.
- The ODLSS District Representative is **not** a mandatory member and not required to attend the meeting.

Recovery Services—What can schools offer?

- The menu of Recovery Services will be determined at the school level, and may vary from school to school. Schools may consider:
 - The addition of small group support during the school day
 - Tutoring before or after school instructional hours or during regularly scheduled breaks in the school calendar
 - Support by extending the minutes for related services within the student's IEP
 - Other means of support/services
- We encourage all team members to collaboratively and innovatively identify how all stakeholders will support the most appropriate recovery service(s) for students.

Recovery Services—What the district is offering

- Subscription Service Option:
 - Educational bundles allows for parents and students to access a number of different EdTech tools through a single-entry point. By parents selecting the EdTech bundle during a recovery services meeting, scholars have access to all of the listed products below:
 - **Achieve3000**
 - **BrainPop**
 - **IXL**
 - **Mindful Practice**
 - **Streamable Learning**
 - **Targeted Tutoring**
 - **Homework Hotline**

Concluding Recovery Services

- Schools and IEP teams will **not** reimburse the parent/guardian for services already provided. The IEP team will compare data from March 2020 and data from the return to in-person instruction to determine whether there has been minimal growth, stagnation, no progress, or a subsequent need for recoupment via recovery service(s).
- Recovery services will end as outlined in the Recovery Services meeting documentation. However, if a student recoups the skill before the time frame outlined, the parent/guardian will be notified with a “Services Completion” letter, which is available in CPS Student Services Management (SSM) system. This letter will indicate the last date of the recovery service.
- If the student has not mastered the skill, the IEP team may need to reconvene and consider whether the student’s IEP should be revised to reflect the student’s current level of functioning and needs.

Recovery Services Documents

- Notice of Conference
- Cover Sheet
- Determination of Skills
- Parent Acceptance
- Parent Notification of No Response
- Parent Notification of No Services
- Response Services Completion

Please note, case managers should know that some Procedural Safeguards still apply for Recovery Service meetings as applicable to the Recovery Services Guidance FAQ.

Recovery Services Question in the IEP & 504

This student is eligible for Recovery Services. *Based on data*, is a Recovery Service meeting needed? Select No if data reviewed at this meeting shows expected progress and the student does not need a recovery service meeting. Yes No

If the parent is agreeable, can the meeting be held now, and waive notice? Yes No

Thank you for agreeing to hold the meeting now. You will be directed to the NOC when this document is finalized.

This student is eligible for Recovery Services. *Based on data*, is a Recovery Service meeting needed? Select No if data reviewed at this meeting shows expected progress and the student does not need a recovery service meeting. Yes No

If the parent is agreeable, can the meeting be held now, and waive notice? Yes No

Please schedule the Recovery Services Meeting. You will be directed to the NOC when this document is finalized.

This student is eligible for Recovery Services. *Based on data*, is a Recovery Service meeting needed? Select No if data reviewed at this meeting shows expected progress and the student does not need a recovery service meeting. Yes No

Please provide the rationale *based on data* for the student not needing a Recovery Service meeting.



Recovery Services Summary

- Recovery services are given to a students as a result of the difficult learning environment during the COVID-19 pandemic.
- Services are based on the individual needs of the student and should align with IEP goals and objectives as determined by the IEP team, including the parent.

Q&A