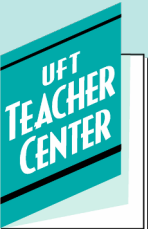


Academic Recovery for All

Special Education Guidance

Brought to you by the UFTTC Intervention Specialist Team

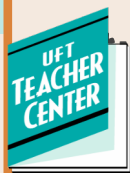


Special Education Recovery Services



Specialized instruction and related services in addition to the services outlined in a student's IEP that are available to students with IEPs to close gaps in instruction brought on by disruption in learning due to the pandemic.

- Provides targeted instructional services **in addition** to the services mandated by the student's IEP.
- Special Education Recovery Services **will be delivered after school or during Saturday programs with transportation provided.**
- Based on **all areas for which a student receives services.**
- **Addresses inadequate progress toward grade level standards or annual goals or skills** that have been lost.
- **Available beyond the Fall** based on assessments conducted throughout the Fall and Winter.



Note that these considerations should be from the entire period of remote/blended learning beginning in March 2020

Student Groupings

- Students will be identified for small group instruction through **multiple measures** including screener data, report cards, samples of student work, projects, assessments, assignments and test scores.
- All students who are not meeting benchmark standards will have the opportunity to receive **targeted interventions** in addition to their regularly scheduled instruction - this may include students with and without IEPs
- Students will be placed in **priority groups** according to need, with students in the highest priority group receiving services first
- Students with IEPs must receive instruction from a **certified special education teacher** for the amount of time specified on their **Individualized Recovery Plans**.

Interventions Will Be:

- given **after school or on Saturdays**
- delivered in **small groups not to exceed 6 students** and tailored to the nature and intensity of student need
- made up of **students at the same academic and social/emotional functional levels (including students without IEPs)**
- programmed and **documented in STARS & SESIS in the PLOP**

TIMELINE (2021-2022)

Priority Group 1

No Progress Made

Special Education Recovery Services Must Begin By...

November 15

10-13 weeks, 20 hours/cycle **AND** At least 10 hours per cycle of each IEP-recommended related service for some students as required by guidance

Priority Group 2

Insufficient Progress

Special Education Recovery Services Must Begin ASAP, But No Later Than...

December 13

10-13 weeks, 16 hours/cycle **AND** At least 8 hours per cycle of each IEP-recommended related service for some students as required by guidance

Priority Group 3

Progress Made as Anticipated

Special Education Recovery Services Must Begin No Later Than...

January 15

10-13 week cycle as needed with progress monitoring **AND** At least 5 hours per cycle of each IEP-recommended related service for some students as required by guidance

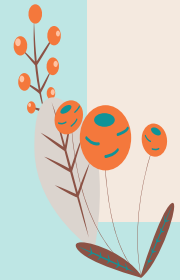
***In District 75, Alternate Assessment students do not participate in the academic screeners. Instead they are assessed via typical screeners such as Sandi/Fast.**

SERS Process Overview

SIT will review and adjust the priority groups.

Once this is established Case Managers/IEP Teams will:

- **Review data** collected from the screeners, STARS/SEIS, and baseline assessments.
- **Consider the different Special Education Recovery Services (SERS)** that would be appropriate for student.
- **Make outreach to parents** on behalf of the IEP Team to gather more information about student and discuss After School and Saturday programs.
- **Special Education Recovery Services can be discussed at IEP meetings** if the due date is approaching or if parent has requested an IEP meeting.
- Develop a **Special Education Recovery Services Notice (SERS)** using template provided on SEIS.
- **Continue to monitor students** to confirm if they are making sufficient progress.



Questions for Investigation

- **Was the student provided instruction or related services remotely** during remote or blended learning? To what extent?
- **What do past data and observations show** about the student's ability to progress and recoup skills after extended breaks?
- **Was the student engaged and able to access the instruction and/or related services** provided remotely?
- **Is there documentation** of the amount of instruction/services the student received?
- **Are there indications that the student regressed/lost specific skills** during the period of remote and blended learning?
- **Did the period of remote or blended learning result in any new needs** for the student (e.g., emotional, physical, academic) such that the student should be provided additional special education or related services or be reevaluated?

Additional Resources

[Registration for SESIS Special Education Recovery Services Document Training](#) October 8, 2021,
8:30-9:30 am

[Step by Step Guide: "Completing a Special Education Recovery Services Document"](#)

[Special Education Recovery Services Webinar](#)