Recovery Services
CPS Vision, Mission, and Commitments

Our Vision
Success Starts Here!

Our Mission
To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

Our Core Commitments
Academic Progress | Financial Stability | Integrity
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 have a healthy relation with **ALL** stakeholders while supporting Diverse Learners to reach their optimal potential academically, socially, and emotionally. This statement describes the desired future position of the department.
Learning Objectives

- Identify what recovery services are.
- 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.
- Define the budget process for recovery services and how services should be provided.
Agenda

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

- **Any student with an IEP** enrolled in CPS through June 2021 is eligible for a recovery services meeting.

- A team can hold a **Recovery Services Meeting** for any student who was actively enrolled in CPS who demonstrates an IEP goal skill regression from March 2020 to the individual student’s return to in-person learning. These meetings can be parent/guardian-requested or school-initiated and services need to be provided by June 2023.
  - Please reference the [Recovery Services Guidelines Document](#) for more information.
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 from the beginning of the 2022 school year.

- The IEP team must assess the present levels of performance through formal assessments, informal assessments, student school work, and/or observations.

- A recovery services meeting is scheduled if the data indicates significant regression and/or the parent/guardian requests a meeting.
What are Recovery Services Meetings?

- The **purpose** of Recovery Service Meetings are to determine whether a student has experienced a skill regression on a goal within their IEP due to the COVID-19 pandemic.

- If the data collected by the IEP team finds that the student experienced skill regression, the IEP team must provide **supports and services** that will lead to meaningful recoupment.
What if there is Stagnation or No IEP Progress?

- Call a new IEP meeting
  - Share multiple data
  - How are we quantifying data?
- Review the goals written
  - Academic Achievement
  - Functional Performance
- Discuss Current Strategies, Supports & Interventions
  - Accommodations, and/or
  - Modifications
- Possibly write new goals
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 regression**
  - Consider the type and duration of services when determining recovery services
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
Recovery Services

- If the team determines there has been a skill 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 is not required to attend the meeting.
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.
Teacher Interest Process

- Notify school principal of your interest to provide recovery services
- School principal will approve teacher applicants
- Following principal assignment, staff will need to obtain a timesheet from the student’s school of enrollment for Extended Day

- If teachers are interested in providing services at other schools:
  - Complete the Recovery Services Google Form
  - Teachers who fill out a Google Form will be placed in a bank of teachers
Recovery Services Budget Process
Budget for Recovery Services

Recovery Services will be centrally funded, and ODLSS should be notified after a remedy determination is made in order to provide the necessary funds.

A detailed process is available on the following slide.
Supplemental Payment System Program will be established to pay staff at their instructional rate

- Approved schools will be granted access to the program to process payroll
- An approved number of staff will be set in the program
- Staff will be allowed to work 2 hours per day.
- Approved total work hours will be based on the student’s determination
- If a school does not have a teacher, they can utilize the pool of teachers from a different school.

Payroll Processing

- Schools will be required to maintain timesheets to track the following:
  - Staff providing services
  - Student receiving services
  - Date and time of services
  - Weekly timesheets should be uploaded to a shared folder that will be provided to the school from the Recovery Team
  - Clerks can process teachers from other schools
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 a skill regression and 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 Student Service 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. Click here to open a Notice of Conference.
Recovery Services Documents in SSM

- Cover Sheet
- Regression of Skills
- Parent Acceptance
- Parent Notification of No Response
- Parent Notification of No Services
- Response Services Completion
- Documentation

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 vs. Compensatory Education

- **Recovery Services** are to support instances where all services were provided from March 2020–June 2021 and student has still shown regression, justified by data collection.

- **Compensatory Services** are necessary when there has been a delay or interruption in providing services during a time period, and the student has shown regression as reflected by the data collected.
Comparison of Compensatory and Recovery Services

Compensatory Services

● Usually provided outside of the school day.

● Support is aligned to a student with an IEP, with additional requirements for the district to address the specific area of identified noncompliance, leading to the necessity of compensatory education.

Recovery Services

● Can be provided within the school day.

● 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.
Coming Soon
504 Information for Recovery Services