

# Possible Guiding Questions for IEP Teams to Consider Individualized COVID-19 Recovery Services

The questions included in this resource are intended to provide a starting point for IEP team discussions, but IEP teams should fully explore a student's circumstances as they consider the need for Individualized COVID-19 Recovery Services. IEP teams may consider the sample questions below that are relevant for each individual student. Teams will additionally surface questions unique to the individual student. Teams are not expected to systematically review every question in this list.

## QUESTIONS RELATED TO AVAILABLE DATA TO INFORM TEAM DECISION-MAKING

- What [data](#) is available to the IEP team to fully consider the student's circumstances?
- What other data is or may be needed? How can that data be gathered?
- Does the available data give a full picture of students' abilities? What else would complete the picture?
- What does data collected through file review, [progress monitoring](#), progress reports, report cards, classwork, and informal and formal assessments and screenings show about the student's progress toward IEP annual goals and in the general education curriculum?

## QUESTIONS SPECIFIC TO MENTAL HEALTH, INCLUDING SOCIAL EMOTIONAL & BEHAVIORAL WELL-BEING

- Did the student have any existing mental health and/or social emotional or behavioral needs identified?
- How much trauma, negative life events, and/or stress did the student experience because of COVID-19 or other circumstances that may have impacted their ability to receive FAPE?
- What stressors occurred due to the changes in familiar routines or from the direct impact of COVID-19 upon the student and/or their loved ones?
- How are parents, caregivers, and other providers responding to the issue?
- What community services are needed or currently being provided?
- Does the family have access to essential resources?

## QUESTIONS RELATED TO GENERAL EDUCATION SUPPORTS AVAILABLE FOR ALL STUDENTS

- What recovery services are available for all students? Which of those services has this student attempted and/or accessed? How did those services work for the student? Which of those services has the student not attempted and/or accessed? To what extent does the overall initial transition plan for all students work for individual students? Where does the plan need to be further individualized?
- Is the student receiving general education support for unfinished learning due to the COVID-19 pandemic, or the impact on the student's emotional or behavioral well-being caused by the suspension of in-person education and other circumstances that occurred concurrently with the COVID-19 pandemic, such as wildfires, racial trauma or injustice, economic struggles, and other concerns? What accommodations, modifications, and/or adaptations would need to occur to enable the student to access those services?
- What would be the most appropriate and effective way to make up for lost skills and address gaps in the student's knowledge or to accelerate the student's progress in areas in which the student regressed or did not progress as expected?
- What is the needed course of study to enable successful recovery for the child?

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## QUESTIONS RELATED TO PROVISION OF SPECIAL EDUCATION FOR THIS STUDENT

- Are there services in the student’s IEP that were not offered or that the student could not access? Did the district provide a FAPE to the student during the Spring 2020 Extended School Closure and the 2020-21 school year period? Was the IEP appropriately implemented? What services did the student receive?
- What does the [student performance data](#) reveal about the student’s academic and functional performance from prior to the Extended School Closure in March 2020 and through Comprehensive Distance Learning (CDL), Hybrid, or On-Site instruction in the 2020-21 school year?
- Did the student make progress on their IEP goals and objectives prior to the Spring 2020 Extended School Closure and the 2020-21 school year period? What were the student’s baseline measures on their IEP goals and objectives prior to the Spring 2020 Extended School Closure and the 2020-21 school year period? Does the IEP team have documentation of the progress the student made during the Spring 2020 Extended School Closure and the 2020-21 school year period in the form of progress reports and other documentation?
- Did the student make expected progress toward each of the student’s annual goals and in the general education curriculum? Did the rate of progress significantly decrease? If the rate of progress did decrease, where does the team hypothesize that the child’s skills would have been but for the changes in instructional models?
- How do the student’s current levels of academic and functional performance compare to the student’s levels of performance on all IEP annual goals prior to the mandatory school facility closures?
- To what extent has the student experienced a loss in skills—including academic, functional, or behavioral skills—while the school district was operating in response to the COVID-19 pandemic?
- What did teachers, related services providers, parents/guardians, caregivers and other family members observe about the student’s attendance, engagement, attention, behavior, progress and home experience during the COVID-19 pandemic?
- What information is available from previous school years about the student’s ability to recoup lost skills or make effective progress after extended breaks in instruction, such as following summer break?
- Did the student require/receive any ESY Services during summer?
- Has the student made “progress appropriate in light of the child’s circumstances” (*Andrew F. v. Douglas County School District Re-1*)? Why or why not?
- Are there other unique needs of the student or other sources of information to consider in determining the student’s need for Individualized COVID-19 Recovery Services?

## IEP CONSIDERATIONS RELATED TO INDIVIDUALIZED COVID-19 RECOVERY SERVICES

- Does the student need additional supports and/or services temporarily to recover from the period of time the student did not receive or could not access services remotely?
- Do new Present Levels of Academic and Functional Performance (PLAAPF) statements need to be developed to describe the need for the Individualized COVID-19 Recovery Services?
- Will the Individualized COVID-19 Recovery Services be included as part of the measurable annual goals and objectives?

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- Will Individualized COVID-19 Recovery Services be reflected within the student’s specially designed instruction? Will the frequency, duration and intensity need to be adjusted?
- How will progress be reported? Will it be included in goal reporting or provided through an alternative format?
- If Individualized COVID-19 Recovery Services are necessary, how can they be provided in a manner that does not change the student’s Least Restrictive Environment (LRE)?
- Will Individualized COVID-19 Recovery Services occur after the typical school day, or does the school day include time when the service could be provided without missing other instruction?
- Will the related services need to be increased or adjusted?
- How are new disability-related needs, areas of regression, or social-emotional and behavioral needs due to the impact of the COVID-19 pandemic addressed in the student’s current IEP? Does the IEP as it’s currently written represent an appropriately ambitious educational program to enable progress for the child?