Student: [Name] **Case Manager**: [Name **Date**: [Insert]

Introductions	**Attendees**: • , Parent • , Student • , Special Education Teacher/Case Manager • , General Education Teacher • , District Representative
Review Procedural Safeguards	**Key points to review**: • Free and Appropriate Public Education (FAPE) • Least Restrictive Environment (LRE) • Participation - Parent/guardian is a critical team member. • Prior Written Notice & Consent/Objection • Dispute Resolution Process • Access to School Records & Confidentiality **Copy of safeguards taken?** __ Yes __ No **Questions?**:
Purpose of the Meeting	**School-based purpose**: To decide if [student] has shown a lack of progress due to the COVID-19 pandemic. The team will decide if special education recovery services are needed to address any lack of progress. **Parental items for discussion**:

For review during an annual IEP meeting, insert rows/information from here down into your meeting agenda

Pandemic Recovery Services Consideration

Parent/Guardian Concerns
Disruptions to In-Person Learning
{Insert a brief review of the data you reviewed to determine any disruptions}
General Education Data: Did the student make adequate progress in the general education curriculum?
{Insert a brief review of the data you reviewed to determine any general education disruptions}
Special Education Services & IEP Progress Data: Did the student make adequate progress toward meeting their IEP goals?
{Insert a brief review of the data you reviewed to determine any special education disruptions}
Student/Family Hardship
{Insert a brief review of the data you reviewed to determine any hardships}

Pandemic Recovery Services Determination

Recovery Services Determination	Is the district recommending recovery services that are needed to address student needs? *If no, the meeting may be adjourned if the whole team is in agreement

<table>
<tr><td></td><td>*If yes, what changes are being proposed? (Common service options are listed below; modify as necessary)</td></tr>
<tr><td colspan="2">Pandemic Recovery Services Proposal</td></tr>
<tr><td>Revised IEP Service(s) (school year):</td><td>
<table>
<tr><th rowspan="2">Service</th><th rowspan="2">Frequency</th><th colspan="2">Minutes per session</th><th rowspan="2">Location</th><th rowspan="2">Provider</th></tr>
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<tr><td>Assistive Technology</td><td></td></tr>
<tr><td>Special Transportation</td><td>{Discuss what transportation would be needed to ensure the student has access to their recovery services (i.e. before/after school)}</td></tr>
<tr><td>Accommodations/ Modifications</td><td></td></tr>
<tr><td>Recovery Services (Extended School Year):</td><td>The student is eligible for ESY services if they meet any of the following criteria:
__ Regression/Recoupment — Identify the ongoing data collection that documents a problem with regression/recoupment):
__ Self Sufficiency — Identify the longitudinal data that indicates the student is not making reasonable progress toward self-sufficiency as identified in one or more goals from the current IEP:
__ Unique Need — Describe the student's unique need and explain why ESY services are needed:

ESY needed?: __ Yes __ No

Recovery Service(s) (Extended School Year (ESY)):
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<tr><td colspan="2">Pandemic Recovery Services Plan for Review</td></tr>
<tr><td>Plan for Review</td><td>{Discuss how the team will review progress and determine when recovery services should be discontinued.}</td></tr>
<tr><td>Notes/Other</td><td></td></tr>
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