



Recovery Services

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WASA – FEBRUARY 3, 2022



Today's Topics

- What are recovery services?

- Trends & Recommendations



OSPI Priorities: Improving Outcomes for Students with Disabilities



Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).



Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).



Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.



Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.



What are recovery services?

- Recovery services are intended to mitigate the impact of COVID-19 and to enable the student to make progress on IEP goals, used to address lack of appropriate progress on IEP goals due to missed or limited services or for other reasons as a result of the pandemic.
- Recovery services should be determined by IEP teams on a case-by-case basis.
- Districts should examine the effect of COVID-19 and the special education and related services provided on the student's overall progress and engagement, including progress toward their IEP goals.



Other Aspects of Recovery Services

- Individualized by the IEP team; not hour-for-hour nor minute-for-minute but also **must not** be based on a formula or calculation.
- Parent input and involvement crucial.
- Timing should be prioritized based on individual need; districts are not expected to immediately hold IEPs for every student but should also not unnecessarily delay decisions.
- Scheduling recovery services during the student's school day should not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed.
- Not every student that experienced a COVID-related disruption will necessarily require recovery services.
- Some students may have access to both compensatory education and recovery services; both address lack of appropriate progress on IEP goals.



Compensatory Education and Recovery Services

Compensatory Education

- Remedy developed by courts
- Not specifically defined within law or state regulations
- Purpose typically to put student in same place they would have been without being denied Free Appropriate Public Education (FAPE)

Recovery Services

- Term developed and defined by OSPI
- Used in place of "compensatory education" in response to impact of COVID-19 all students
- Reflects universal need of all learners to recover any educational gaps in learning or loss of skills caused by unexpected school facility closures



Compensatory Education and Recovery Services

Compensatory Education

- Typically ordered as part of a complaint investigation or due process hearing when student denied Free Appropriate Public Education (FAPE)
- Districts can offer comp ed at any time if aware of student being denied FAPE
- Must almost always be provided outside of school day

Recovery Services

- Allows flexibility and more equitable approach to meeting individual student needs
- IEP teams determine on an individual basis what type of, how much, and when recovery services, if any, are needed
- Generally provided outside of school day unless IEP team determines otherwise



Is My Student Eligible for Transition Recovery Services?

- Students of transition age (generally ages 16 to 21) may have experienced disruptions to work-based learning and community access during this time
- Students who turned age 21 during 2019-20 or 2020-21 school years **and have not yet earned a diploma** may also need transition recovery services
- Transition recovery services should:
 - Address lack of reasonable progress on IEP goals or the IEP Transition Plan
 - Address missed or limited special education or related services
 - Support students to achieve expected levels of progress toward their post-secondary goals (as indicated in the IEP Transition Plan and High School and Beyond Plan)



Trends

- We have not seen that many complaint requests that specifically request we investigate the issue of recovery services. Though we have routinely mentioned recovery services as part of conclusions, corrective actions, and/or recommendations.
- When we do have complaint requests that specifically request we investigate the issue of recovery services, generally speaking, the request is of 1 of 2 types:
 1. Complaints that the parent requested recovery services and the district did nothing/ignored the request; and/or,
 2. Complaints that the IEP team agreed to a recovery services agreement and then the district failed to implement that agreement.



Recommendations

- Be proactive – don't wait until the parent makes a request for recovery services.
- Make sure recovery service determinations are based on sufficient data – principally: comprehensive, relevant (i.e., recent) data on the student's progress on the student's IEP goals.
- Document recovery service determinations in a clearly-worded prior written notice.

