Supporting Staff and Families with Recovery Services

The purpose of this resource is to summarize key considerations for staff engaged in recovery service decisions across all grade levels, preschool to age 21 (and beyond). This document is sourced from Washington's Roadmap for Special Education Recovery Services: 2020 & Beyond. For a full list of guidance on this topic, visit the OSPI Special Education Guidance for COVID-19 webpage.

Recovery Services are additional services to address lack of appropriate progress on Individualized Education Program (IEP) goals due to missed or limited services or for other reasons as a result of the pandemic.
Recovery services can:
- Address a lack of reasonable progress on IEP goals.
- Support the student's return to expected levels progress towards their post-secondary goals (as indicated in the IEP Transition Plan and High School and Beyond Plan).

Key Considerations for Staff Engaged in Recovery Service Decisions

- Clarify the differences between the decisions for extended school year (ESY) versus recovery services and how these can layer to support student progress. (Q&A B-4)
- Recovery services must be considered and documented for every student with an IEP:
  - **Decision Process**: IEP teams should review existing data from the period of the Pre-Covid IEP and present levels to inform the decision (see: Recovery Services Flowchart). The process should also include how progress on recovery services will be monitored and how often progress will be communicated with the families and the IEP team to inform ongoing decision making. (Q&A B-1E)
  - **Timing**: Decisions should be made by the annual IEP or before, depending on student need. Recovery services may need to occur over multiple years. (Q&A B-1)
  - **Methods**: Recovery services will most likely occur outside of the school day and can be provided in-person or remotely (if the student has demonstrated adequate progress from services provided remotely). (Q&A B-1C)
  - **Supports**: Provide students with the accommodations and modifications documented in the IEP (and Behavioral Intervention Plan, if applicable) during recovery services. Revise, if needed, based on present student need.
  - **Documentation**: Generally, will be best documented in a prior written notice (PWN). If they will be provided during the school day they should be documented in the IEP (including frequency, location, and duration). (Q&A B-5)
- Students who turned age 21 during the pandemic (2019–20 or 2020–21 school years) may also need transition recovery services. (Q&A B-3-B3E)
  - Students over the age of 21 are no longer eligible for free appropriate public education (FAPE) through an IEP. Therefore IEPs, reevaluations, and IEP progress monitoring are not required; however, IEP teams are not precluded from doing so. (Q&A B-3D)
  - If the IEP team determines that a student needs transition recovery services, they should not award a regular diploma until no other special education services are determined to be needed. Earning a regular diploma is an IEP team decision that ends a student's eligibility to FAPE. (Q&A B-3C)

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Key Considerations for Supporting Families in Recovery Services Decisions

- Provide messaging to support families to understand recovery service decisions in multiple ways and multiple locations. For example:
  - Post a "one pager" on the district's communication platform that communicates:
    - What recovery services are and how they are determined.
    - The district approach in the Academic and Student Well-being and Recovery Plan for all students and how IEP team individualized student decisions about recovery services provide additional support.
    - Anticipated timelines, options for supports, and staff to contact if families have concerns about their students.
  - Teachers, case managers, school leaders, and others involved should have an "elevator speech" for recovery services.
- Expand on ways for students and families to actively engage in the IEP and recovery service decisions by:
  - Providing easy to understand information to families in advance to meetings. This can include a draft IEP and information about present student needs based on progress reports and other information collected.
  - Using student led IEPs to enhance and capture student and family voice.
  - Consider ways to make the information at IEP meetings more engaging through providing simple explanations, visuals or using PowerPoints and other tools.

Recovery Services Decision Flow Chart and Discussion Guide[1]

	Present Levels	Progress	Services
Pre-COVID (Baseline) to Present	☐ *What is the difference between present level of performance and expected level of performance had the pandemic not occurred?* ☐ *Are there new parent concerns?*	☐ *To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?*	☐ *What special education and related services were offered to the student and what services were accessed in Spring 2020 and through 2020–21 school year compared to the baseline offer of FAPE?*
Recovery Services Decision	☐ *How and when will the student access the recovery services?* ☐ *What options are available for inclusive access?*	☐ *Based on the student's current rate of progress, age, and developmental level, what is the timeline for the student to achieve the expected level of progress for the identified recovery services areas?* ☐ *How and how often will parents be informed of progress on recovery services, including how the IEP team will address any lack of reasonable progress?*	☐ *Based on the student's present levels of performance and missed or reduced services during the pandemic, what special education or related service areas or IEP goals require recovery services?* ☐ *For the identified recovery services areas, what amount of services is needed to help the student achieve the level of progress expected had the pandemic not occurred?*

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[1] Excerpted from the Recovery Services Decision Flow Chart found on page 5 of Washington's Roadmap for Special Education Recovery Services: 2021 & Beyond.