

RECOVERY SERVICES

SEPAC JUNE 1, 2021

WHAT ARE RECOVERY SERVICES

“This term is used by OSPI to describe the special education and related services and supports provided to students with disabilities to address the ongoing impact of the COVID-19 pandemic and spring 2020 school facility closures. Recovery services, which may include compensatory services, provide additional special education and related services to students with disabilities and are designed to address lack of appropriate progress on IEP goals, due to missed or limited special education and related services or for other reasons as a result of the pandemic.⁵ Importantly, recovery services decisions are not the result of a dispute, but rather should be a collaborative response by the IEP team”

SPS RETURN TO IN-PERSON SERVICES

- SPS Prioritized students with disabilities for in-person instruction if they were not able to make progress with remote only instruction from the beginning of the 2020-21 school year.
- Special programs (DI, ABLE, MHOH, Deaf Ed, Elementary BI) started the year in a hybrid model switching to full-time before their gen ed peers.
- SPS recognizes that there were students with disabilities who may have not had the opportunity to attend in person to the extent needed in order to make progress towards their IEP goals and objectives.
- During the 2020-21 school year a Recovery Services section should have been discussed at your child's annual IEP meeting.

REQUIREMENTS FOR RECOVERY SERVICES

- Determined by the IEP team with the parents as an equal member of the IEP team. It is a collaborative process.
- Do not need to be minute for minute instruction compared to what was not offered due to the pandemic.
- Should not cause the student to be in a more restrictive environment example- reduce general education time and minutes

HOW IS SPS PROVIDING SUPPORT TO ALL STUDENTS NEXT YEAR?

- Historically low-class size K-12
- Lower caseloads for Elementary BI and Resource Room
- BCBA and MTSS Specialist Support
- Additional School Psychologist Support

HOW TO DETERMINE RECOVERY SERVICES

Recovery Services Decision Flow Chart

Decisions regarding recovery services focus on what the student's expected progress would have been, if the pandemic had not occurred, compared with the student's current present levels, progress, and access to special education and related services.¹³

	Present Levels	Progress	Services
Pre-COVID (Baseline)	What were the student's present levels of performance before COVID?	What was the student's level of progress (on IEP goals) before COVID?	What special education and related services were documented on the student's pre-COVID IEP?
From Spring 2020 to Present	<p>What concerns have been raised by the parent(s)?</p> <p>What is the difference between the student's current present levels of performance, compared with the student's expected level of performance had the pandemic not occurred?</p>	To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?	<p>What special education and related services were offered to the student in Spring 2020 and during the 2020–21 school year compared to the baseline offer of FAPE?</p> <p>To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?</p>
Recovery Services Decision	How and when will the student access the recovery services? What options are available for inclusive access, whether recovery services are provided during or outside of the school day?	<p>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?</p> <p>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?</p>	<p>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?</p> <p>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?</p>

EXAMPLES OF RECOVERY SERVICES

- Additional in-person instruction before or after school.
- Additional in-person or teletherapy services (e.g., Speech and Language Therapy, Occupational Therapy, Physical Therapy,) before or after school or during school breaks.
- Additional transition services before or after school or during school breaks.
- Additional remote services (asynchronous/synchronous) before or after school or during school breaks, if the student has demonstrated adequate progress from services provided remotely.
- Additional special education services during scheduled school breaks (i.e., summer, winter, spring).
- Additional special education services on district release days.
- Additional in-person structured play groups or peer social groups before or after school or during school breaks (SPS Summer Camp K-6)

HOW TO ACCESS RECOVERY SERVICES IF IT WAS NOT DISCUSSED AT MY CHILD'S IEP MEETING THIS YEAR.

- Reach out to your child's special education teacher, case manager or even school counselor to request an IEP meeting to discuss recovery services.
- If you are unable to get a meeting scheduled within 10 days of your request, please reach out to Mollie Weber at molliew@spokaneschools.org
- The Recovery Services item will remain part of the SPS IEP document through the 2021-2022 School Year as a point of discussion.